

PSHE, Citizenship : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Rationale:

The age appropriate expectations for early years are clearly outlined in EYFS Development Matters. For all other year groups, the end of year group expectations have been ordered and structured using the NYCC Curriculum Entitlement Framework which is in turn based on government PSHE, Citizenship and RSE guidance. Consideration must always be given as to whether subject matter is appropriate for individual students and groups, including those with SEND and those who might be deemed vulnerable/sensitive due to background and prior experience. PSHE as a curriculum area MUST respond to current circumstances/events and at times content matter may need to be 'drawn forward' with due regard to appropriateness, to respond to individual and group need. PSHE has impact by application of skills, knowledge across curriculum, linked to real life events; that pupils are able to apply previously learned content to their own circumstances. It requires a whole school approach to ensure continuity and application are maximised. As part of our curriculum approach within PSHE, is it important to ensure that pupils know where to access further support, advice and guidance, whether that be within school, home or from external agencies. Care must be taken to ensure age-appropriate and correct terminology is used and that this is current to the national debate.

Curriculum Content

The key things we want children to know/be able to do

FOUNDATION

Making Relationships

- Ask appropriate questions of others
- Understands different types of behaviour
- Able to comfort others who need support
- Able to find a compromise
- Children are able to take turns
- Form positive relationships with adults and children
- Play games with rules
- Solve minor disagreements for themselves

This is clearly referenced in: **EYFS Development Matters Framework**

<p>- Understand what bullying is.</p> <p>Self confidence and self awareness</p> <ul style="list-style-type: none"> -Confident to speak to others about needs, wants and opinions - Can describe themselves positively -Confident to try new activities -Confident to speak within a familiar group -Can confidently ask for help when needed -Children are resourceful in finding support <p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> - Understands own actions can affect others - Aware of behavioural expectations in the setting - Beginning to resolve problems without using aggression - Children can discuss the consequences of poor behaviour - They adapt to changes within the routine - They can think before acting 	
<p>YEAR 1</p>	
<p>Curriculum Content</p>	<p>The key things we want children to know/be able to do</p>
<p>PSHE Association Programme of Study objectives integrated into KS1 topics</p> <p>Year A</p> <p>Living in the Wider World - Inventions and Explorers</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p><u>Me and my relationships</u></p> <ul style="list-style-type: none"> ● I know that there are different types of relationships including families, friends and others (this includes same sex families) and I respect those differences ● I know that family and friends should care for each other and families can give love, security and stability ● I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help

L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
 L8. about the role of the internet in everyday life
 L9. that not all information seen online is true

Relationships- Explorers

R6. about how people make friends and what makes a good friendship
 R7. about how to recognise when they or someone else feels lonely and what to do
 R8. simple strategies to resolve arguments between friends positively
 R9. how to ask for help if a friendship is making them feel unhappy

Health and wellbeing- Explorers and Inventions

H5. simple hygiene routines that can stop germs from spreading
 H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
 H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
 H8. how to keep safe in the sun and protect skin from sun damage
 H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV
 H10. about the people who help us to stay physically healthy

Economic Wellbeing- Inventions

L15. that jobs help people to earn money to pay for things
 L16. different jobs that people they know or people who work in the community do
 L17. about some of the strengths and interests someone might need to do different jobs

Year B

Living in the Wider World- Destination Space

L2. how people and other living things have different needs; about the responsibilities of caring for them
 L3. about things they can do to help look after their environment
 L4. about the different groups they belong to
 L5. about the different roles and responsibilities people have in their community
 L6. to recognise the ways they are the same as, and different to, other people

Relationships- Great Fire of London

R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives

- I know the names for the main body parts (including external genitalia) and why it is important to keep them private
- I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends
- I can name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention
- I know what being a good friend means both on and offline and how they should make us feel happy and secure
- I can play and work cooperatively
- I can listen to other people and show them respect I can share appropriately
- I can recognise that my behaviour affects others both on and offline
- I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline
- I can recognise there are different types of teasing both on and offline
- I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- I know how to be nice to people both on and off line

Keeping myself safe

- I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines
- I know that some substances can help or harm the body including household substances like dishwasher tablets
- I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules

R2. to identify the people who love and care for them and what they do to help them feel cared for
 R3. about different types of families including those that may be different to their own
 R4. to identify common features of family life

Health and wellbeing- Go Wild

H1. about what keeping healthy means; different ways to keep healthy
 H2. about foods that support good health and the risks of eating too much sugar
 H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday

Economic Wellbeing Money- Under the Sea

L10 what money is; forms that money comes in; that money comes from different sources
 L11. that people make different choices about how to save and spend money
 L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want

Economic Wellbeing Aspiration - Destination Space

L14. that everyone has different strengths
 L15. that jobs help people to earn money to pay for things
 L16. different jobs that people they know or people who work in the community do
 L17. about some of the strengths and interests someone might need to do different jobs

- I can name an adult in school who can help me and I know there are people and services who can help us including how to call 999 in an emergency
- I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline
- I know the internet has many benefits but I know I need to balance my time spent on and offline
- I know that people you don't know are strangers and this applies online as well as well as off line
- I know that when people I don't know ask me for private information I don't share it online or in person
- I understand that some websites, games and social media sites have age restrictions and I know what to get help if I see something I am unhappy with online

Healthy Lifestyles:

- I know the importance of personal hygiene and I am able to wash my hands properly, regularly wash my body and clean my teeth twice a day.
- I understand what physical and mental health means and that all humans have it.
- I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing.
- I can recognise what I like and dislike, how to make real, informed choices that improve my physical and emotional health and to recognise that choices can have good and not so good consequences.
- I can talk about my emotions and recognise them in others
- I know what makes me happy.
- I understand what being resilient means to me and I have strategies I can use.

- I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes

Citizenship:

- I can express a simple opinion, agreement and disagreement
- I can respectfully ask questions and listen to the answers
- I play a full part in the life of my classroom
- I can agree and follow rules for my group and classroom
- I understand the role of the school council and I am able to vote for the members and if chosen to be on the school council. I can represent the views of others

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I can recognise the coins and notes we use
- I can choose the correct value of coins and calculate change
- I know that we have to pay for what we buy
- I know how to keep money safe I know that I don't have to spend my money but can save it to use later
- I can set myself simple goals
- I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school
- I can describe the work that people do in my family, my school and where I live.
- I can identify positive achievements during my time in Year 1
I can identify my strengths, areas for improvement and set myself some goals for Year 2

YEAR 2

Curriculum Content	The key things we want children to know/be able to do
<p><u>My healthy lifestyle</u></p> <p>I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy</p> <p>I can make simple choices to improve my physical and emotional health</p> <p>I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health</p> <p>I am able to wash my hands properly</p> <p>I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations</p> <p>I have simple strategies to manage my feelings</p> <p>I understand what being resilient means to me and I have strategies I can use</p> <p>I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings</p> <p><u>Me and my future</u></p> <p>I know that we can pay for things in a range of ways and that even when not using cash, money is being used</p>	<p><u>Relationships-</u></p> <ol style="list-style-type: none"> 1. I know the characteristics of a healthy family life and the importance of caring for each other and spending time together 2. I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change. 3. I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age) 4. I understand the importance of valuing one's own body and recognising its uniqueness. 5. I know the similarities/differences between most boys and girls. 6. I know that individuals have rights over their own bodies, and that there are differences between good and bad touching (this includes between peers). 7. I know the 'recipe' for being a good friend both on and offline and that trust is a core ingredient. 8. I know that there are different types of negative behaviours, bullying and teasing both on and offline. 9. I know that these behaviours are wrong and know how to deal with them including if I experience or witness it and I know how to get help 10. I can listen to others and respect their viewpoints. 11. I can identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically) <p><u>Keeping myself safe</u></p>

I understand that the choices we make affect ourselves and others

I can explain the difference between needs and wants

I understand individuals and families have to find ways to balance wants and needs

I understand that it may not be possible to have everything you want, straight away, if at all

I can describe why learning is important

I am positive about who I am, what I have achieved and take into account what other people say about me

I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)

I can identify positive achievements during my time in Year 2

I can identify my strengths, areas for improvement and set myself some goals for Year 3

Becoming an active citizen

I can take part in discussions/simple debate with others about topical issues

I know that people and other living things have needs and recognise my own responsibility to meet those needs

I can contribute positively to the life of the class and the school

- I use simple skills which will help to maintain my personal safety both on and offline.
 - I understand that all drugs can be harmful if not used properly.
 - I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly.
 - I can recognise and say what is right and wrong both on and offline.
 - I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online.
 - I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep
 - I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games.
 - I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe.
 - I know that people sometimes behave differently online, including friends or by pretending to be someone they are not
 - I have an understanding of what a healthy online friendship is and awareness of the risks associated with people I have never met.
- My healthy lifestyle
- I know that a healthy lifestyle includes being physically active, rest , healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily and on a regular basis to keep myself healthy.

I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council

I know that I belong to different groups and communities ie school, family

I know what improves and harms the environment and about some of the ways people look after them

I know some ways to look after my environment

- **I can make simple choices to improve my physical and emotional health.**
- **I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health.**
- **I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations.**
- **I have simple strategies to manage my feelings.**
- **I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways to manage those feelings**

Citizenship:

- I can take part in discussions/simple debate with others about topical issues
- I know that people and other living things have needs and recognise my own responsibility to meet those needs
- I can contribute positively to the life of the class and the school
- I know that I belong to different groups and communities ie school, family.
- I know what improves and harms the environment and about some of the ways people look after them.
- I know some ways to look after my environment

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I know that we can pay for things in a range of ways and that even when not using cash, money is being used.
- I understand that the choices we make affect ourselves and others
- I can explain the difference between needs and wants.
- I understand individuals and families have to find ways to balance wants and needs.
- I understand that it may not be possible to have everything you want, straight away, if at all.
- I can describe why learning is important.
- I am positive about who I am, what I have achieved and take into account what other people say about me.
- I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)
- I can identify positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3

YEAR 3

Curriculum Content	The key things we want children to know/be able to do
<p>Me and my relationships</p> <p>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline</p> <p>I understand that relationships both on and offline may change over time and know how to ask for help if this makes me unhappy</p> <p>I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them</p> <p>I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult</p> <p>I know how other families are similar or different to mine (this includes same sex)</p> <p>I understand that it is OK to be different to others</p> <p>I understand about growing, changing, new opportunities and responsibilities both on and offline that increasing independence may bring</p> <p>I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention</p> <p>I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction eg, not violent</p>	<p><u>Relationships:</u></p> <ul style="list-style-type: none"> ● I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline. ● I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy ● I can judge what kind of physical contact is acceptable or unacceptable and how to respond - including who I should tell and how to tell them ● I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult ● I know how other families are similar or different to mine (this includes same sex) ● I respect those differences and I know families as characterised by love and care. ● I understand that it is OK to be different to others. ● I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring. ● I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention. ● I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction.

I can describe the nature and consequences of negative behaviours, bullying both on and offline

I know some ways of responding to it, even if I am not the target of the behaviour, and know how to get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)

I can empathise with other people and understand how people can react differently to the same situation

I can listen to and show respect for the views of others both on and offline

I know the importance of valuing myself

I can recognise and challenge stereotypes (including supporting trans children)

I know about change and loss, including separation, divorce and bereavement and the associated feelings

Keeping myself safe

I can identify and explain how to manage risks in different situations including on and offline line

I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline

I can explain how my behaviour may have consequences for myself and others both on and offline

I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc

I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency

I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games

- I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour, I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)
- I can empathise with other people and understand how people can react differently to the same situation
- I can listen to and show respect for the views of others both on and offline.
- I know the importance of valuing myself.
- I can recognise and challenge stereotypes (including supporting trans children)
- I know about change and loss including separation, divorce and bereavement and the associated feelings

Safety and risk taking behaviours:

- I can identify and explain how to manage risks in different situations including on and offline.
- I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline.
- I can explain how my behaviour may have consequences for myself and others both on and offline.
- I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc
- I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need .
- I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online.

I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online

My healthy lifestyle

I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences
I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis
I know the benefits of physical exercise and time outdoors
I know how to look after my mental wellbeing through some self-care techniques eg, relaxation, benefits of hobbies and interests etc
I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately
I understand what being resilient means to me and I have strategies I can use
I can understand why other people are behaving as they are when they are finding change difficult

Becoming an active citizen

I can participate in making and changing rules
I know why different rules are needed in different situations
I know that choices we make can impact on the local, national and global communities
I know where to find impartial advice to inform my decision making
I understand the media can be biased
I can empathise with other people and situations through topical issues, problems and local and global events

Me and my future

I know how to look after and handle money in everyday situations
I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity

Healthy lifestyle

- I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences.
- I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis
- I know the benefits of physical exercise and time outdoors
- I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc
- I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately
- I can understand why other people are behaving as they are when they are finding change difficult .

Citizenship:

- I can participate in making and changing rules
- I know why different rules are needed in different situations
- I know that choices we make can impact on the local, national and global communities
- I know where to find impartial advice to inform my decision making
- I understand the media can be biased
- I can empathise with other people and situations through topical issues, problems and local and global events

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I know how to look after and handle money in everyday situations

<p>I know there are different ways to gain money, including earning it through work</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p> <p>I begin to understand why we have charities</p> <p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes</p> <p>I am aware that the learning choices I make will affect my future options</p> <p>I can talk positively about what I like to do and what I would like to do in the future</p> <p>I can identify positive achievements during my time in Year 3</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 4</p>	<ul style="list-style-type: none"> • I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity • I know there are different ways to gain money, including earning it through work • I understand that money is a finite resource for individuals, institutions and the community • I begin to understand why we have charities • I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes • I am aware that the learning choices I make will affect my future options. • I can talk positively about what I like to do and what I would like to do in the future • I can identify positive achievements during my time in Year 3 <p>I can identify my strengths, areas for improvement and set myself some goals for Year 4</p>
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YEAR 4

Curriculum Content	The key things we want children to know/be able to do
<p>Me and my relationships</p> <p>I feel good about myself and my body and having an understanding of how the media presents 'body image'</p> <p>I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body</p>	<p><u>Relationships (online/offliine and sex ed)</u></p> <ul style="list-style-type: none"> • I can recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people. • I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships.

I can recognise what love is and understand that marriage / civil partnerships represent a legally-recognised commitment freely entered into by two people

I know that there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships

I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out

I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention

I can respond appropriately to other people's feelings

I can recognise my worth as an individual and the worth of other people

I understand a range of feelings and how these make me feel both emotionally and physically

Keeping myself safe

I can describe what risk means to me both on and offline

I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline

I can recognise, predict and assess risk, relating to myself and others

I know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and how to call 999 in an emergency

- I can demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out.
- I can respond appropriately to other people's feelings.
- I can recognise my worth as an individual and the worth of other people.

Safety and risk taking behaviours:

- I can describe what risk means to me both on and offline
- I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline.
- I can recognise, predict and assess risk, relating to myself and others and know how to get help.
- I have some effective strategies to cope with peer influence and peer pressure both on and offline
- I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable.
- I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this.
- I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.
- I know how to recognise and display respectful behaviour online.

Healthy Lifestyles:

- I understand a range of feelings and how these make me feel both emotionally and physically.
- I can identify some factors (positive and negative) that affect physical, mental and emotional health. and have started to develop ways of counteracting the negative factors.

I have some effective strategies to cope with peer influence and peer pressure both on and offline

I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games

I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable

I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this

I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this

I know how to recognise and display respectful behaviour online

My healthy lifestyle

I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors

I understand what is meant by a healthy diet (including understanding calories, and nutritional content)

I can make informed choices about healthy eating and exercising

I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage

- I understand what is meant by a healthy diet (including understanding calories, and nutritional content)
- I can make informed choices about healthy eating and exercising
- I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
- I can identify positive things about myself, recognise some of my mistakes and learn from them.
- I can make some changes quickly and easily but also understand that some changes are hard and can take a long time

Citizenship:

- I can acknowledge that others have different points of view both on and offline.
- I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school.
- I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers.
- I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism.
- I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints
- I understand how my choices may impact on the environment.
- I can describe the values of the school and know why they are important.
- I can describe the 'British Values' and give examples of what they mean in school and in society.

I understand a range of feelings and how these make me feel both emotionally and physically

I have a range of strategies for managing and controlling strong feelings and emotions

I can respond appropriately to other people's feelings

I can recognise my worth as an individual and the worth of other people

I understand what being resilient means to me and I have strategies I can use

I can identify positive things about myself, recognise some of my mistakes and learn from them

I can make some changes quickly and easily but also understand that some changes are hard and can take a long time

Me and My future

I can demonstrate how to look after and save money

I can begin to develop an understanding that people have different financial circumstances

I can begin to understand the different values and attitudes that people have with regard to money

I recognise the range of jobs carried out by people I know

I can explain how I will develop skills for work in the future

I am aware that the learning choices I make will affect my future options

- I can demonstrate respect and tolerance both on and offline towards people different from myself.

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I can demonstrate how to look after and save money.
- I can begin to develop an understanding that people have different financial circumstances.
- I can begin to understand the different values and attitudes that people have with regard to money.
- I recognise the range of jobs carried out by people they know.
- I can explain how I will develop skills for work in the future.
- I can identify my strengths, areas for improvement and set high aspirations and goals.
- I can identify positive achievements during my time in Year 4
- I can identify my strengths, areas for improvement and set myself some goals for Year 5

I can identify my strengths, areas for improvement and set high aspirations and goals

I can identify positive achievements during my time in Year 4

I can identify my strengths, areas for improvement and set myself some goals for Year 5

Becoming an active citizen

I can acknowledge that others have different points of view both on and offline

I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school

I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers

I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism

I understand that to resolve differences I need to respect other people's point of view and respect their decisions, but be able to explain my choices and viewpoints

I understand how my choices may impact on the environment

I can describe the values of the school and know why they are important

<p>I can describe the 'British Values' and give examples of what they mean in school and in society</p> <p>I can demonstrate respect and tolerance both on and offline towards people different from myself</p>	
<p>YEAR 5</p>	
<p>Curriculum Content</p>	<p>The key things we want children to know/be able to do</p>
<p>Year 5</p> <p>Me and my relationships</p> <p>I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation</p> <p>I recognise, as I approach puberty, how people's emotions change at</p>	<p><u>Relationships (online/offliine and sex ed)</u></p> <ul style="list-style-type: none"> ● I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation ● I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship. ● I know how to respond safely and appropriately to adults I meet (including online) whom I do not know. ● I know where to get advice e.g. family, school and/or other sources. ● I understand what boundaries are appropriate in friendships with peers and others both on and offline. ● I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidently challenge their view point. <p><u>Safety and risk taking behaviours:</u></p> <ul style="list-style-type: none"> ● I can identify strategies I can use to keep myself physically and emotionally safe.

that time and how to deal with my feelings towards myself, my family and others in a positive way

I am aware of different types of relationships and what makes them a positive, healthy relationships both on and offline and I have the skills to form and maintain a healthy relationship

I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention

I know where individuals, families and groups can get help and support

I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction eg, not violent

I understand what boundaries are appropriate in friendships with peers and others both on and offline

I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I feel able to confidentially challenge their view point

- I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks.
- I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media.
- I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend.
- I know how to present myself safely online and understand the potential risks of providing personal information online.
- I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others.
- I understand that the person that I think I am communicating with on-line may not be who they say they are.
- I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request.
- I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website

Healthy Lifestyles:

- I know the ways in which children grow and develop in puberty – physically and emotionally.
- I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this.

Keeping myself safe

I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment (rail, farm, water and fire) and I know how to call 999 in an emergency

I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks

I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people I know both on and offline and the media

I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games

- I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way.
- I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.
- I understand the importance of good oral hygiene, including regular visits to the dentist.
- I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others.
- I can resolve differences, looking at alternatives, making decisions and explaining choices.
- I know some of the ways of dealing with the feelings that sometimes arise from changes.

Citizenship:

- I know what democracy is and how a democratic government works
- I have taken part in democratic events in school (eg: voting for school council, mock election)
- I understand the consequences of breaking the law and how the criminal justice system works in the UK
- I know how to access local and national support groups both on and offline.
- I know that circumstances in other countries and cultures may be different from our own.
- I understand why some people have chosen to leave their country and migrate to and from the UK.
- I understand the difference between economic migrant, asylum seeker and refugee.
- I know about Fair Trade and what it means.
- I know that individual and community rights and responsibilities need to be.

I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend

I know how to present myself safely online and understand the potential risks of providing personal information online

I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others

I understand that the person that I think I am communicating with on-line may not be who they say they are

I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request

I recognise that not all information on the internet is accurate or unbiased (advertising) and I have strategies for identifying the origin of a website

My healthy lifestyle

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I am able to make considered decisions about saving, spending and giving.
- I can differentiate between essentials and desires – needs and wants.
- I understand ‘value for money’ and can make informed choices to get ‘value for money’
- I am able to assess ‘best buys’ in a range of circumstances
- I am able to understand and manage feelings about money, my own and others.
- I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly.
- I know and understand how I can develop skills to make a contribution in the future.
- I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths
- I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this.
- I know that there are a range of earnings for different jobs
- I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)
- I can identify positive achievements during my time in Year 5
- I can identify my strengths, areas for improvement and set myself some goals for Year 6

I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image

I understand the importance of good oral hygiene, including regular visits to the dentist

I know where individuals, families and groups can get help and support both on and offline

I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others

I understand what resilience is and have strategies I can use to build my own resilience

I can resolve differences, looking at alternatives, making decisions and explaining choices

I know some of the ways of dealing with the feelings that sometimes arise from changes

Me and My future

I am able to make considered decisions about saving, spending and giving money

I can differentiate between essentials and desires – needs and wants

I understand 'value for money' and can make informed choices to get 'value for money'

I am able to assess 'best buys' in a range of circumstances

I am able to understand and manage feelings about money - my own and others

I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly

I know and understand how I can develop skills to make a contribution in the future

I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths

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I know that there are a range of earnings for different jobs

I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)

I can identify positive achievements during my time in Year 5

I can identify my strengths, areas for improvement and set myself some goals for Year 6

Becoming an active citizen

I know what democracy is and how a democratic government works

I have taken part in democratic events in school (eg: voting for school council, mock election)

I understand the consequences of breaking the law and how the criminal justice system works in the UK

I know how to access local and national support groups both on and offline

I know that circumstances in other countries and cultures may be different from our own

I understand why some people have chosen to leave their country and migrate to the UK

I understand the difference between economic migrant, asylum seeker and refugee

I know about Fair Trade and what it means

I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)

I understand that choices we make as individuals, a community and a nation impact internationally

I am beginning to understand that 'poverty' might have different meanings to different people in different circumstances

I can recognise and challenge stereotypes

I know where to find impartial advice to inform my decision making and understand about media bias

<p>I can express my views confidently and listen to and show respect for the views of others</p> <p>I can talk and write about my opinions confidently and listen to and show respect for the opinions of others</p> <p>I can resolve differences, looking at alternatives, making decisions and explaining choices</p>	
<p>YEAR 6</p>	
<p>Curriculum Content</p>	<p>The key things we want children to know/be able to do</p>
<p>Me and my relationships</p> <p>Physical and emotional changes during puberty, how to care for body during puberty</p> <p>Menstruation and managing periods and being respectful of this</p> <p>Human reproduction including conception</p> <p>Recognising and reacting to different risks in different situations both on and offline</p>	<p><u>Relationships (online/offline and sex ed)</u></p> <ul style="list-style-type: none"> ● I recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) ● I know that others' families sometimes look different from mine and I should respect those differences and know that other children's families are also characterised by love and care. ● I know that stable, caring relationships, which may be of different types, are at the heart of happy

Knowing what kind of physical contact is acceptable or unacceptable (this could include between peers)

Understanding that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)

Relationships and how they change over time

Features of a positive, healthy relationship both on and offline (including friendships)

Seeking help and knowing a range of strategies to resist pressure to do something dangerous, unhealthy, things that makes children feel uncomfortable, anxious or that they believe to be wrong, including when to share a confidential secret (all of which can happen both on and offline)

Knowing people who care for children, their networks and who to go to if they are worried about anything on or offline and how to attract their attention

Recognising the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict

Realising the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities

Recognising and challenging discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)

families, and are important for children's security as they grow up.

- I know the features of a positive healthy relationships both on and offline (including friendships)
- I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline.
- I can recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict.
- I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- I am aware of the consequences of anti-social and aggressive behaviours.
- I can recognise and challenge discrimination and stereotyping which can happen both on and offline

Safety and risk taking behaviours:

- I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe.
- I can recognise, manage and assess risks in different situations both on and offline and can manage them responsibly.
- I am able to make informed decisions relating to risk taking behaviours and what is meant by the term, 'habit' and why habits can be hard to change.
- I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life.

Understanding the nature, causes and consequences of hate crime which can happen both on and offline

Keeping myself safe

Knowing about children's own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency

Understanding children's responsibility both on and offline due to increased independence and can keep themselves and others safe

Responding to challenges including recognising, managing and assessing risks in different situations both on and offline and managing them responsibly

Making informed decisions relating to risk-taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances, including what is meant by the term, 'habit' and why habits can be hard to change

Knowing that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people we know and the media

Understanding that the internet has many benefits and the need to balance time spent on and offline and adhere to the age rating of social media and computer games

I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life

- I am able to recognise risks, harmful content and contact and how to report them.
- I am aware of online abuse and the negative impact it can have on a person's mental health.
- I understand the need to use respectful language and know the legal consequences for sending offensive online communications.
- I understand how the media may influence my opinions and choices.
- I have an understanding of how my information and data is shared and used online.
- I am a responsible user of mobile phones: safe keeping and safe user habits.
- I know how to report concerns and get support with issues.
- Can understand the risks of the journey to and from school.

Healthy Lifestyles:

- I understand the physical and emotional changes I will go through at puberty
- I can look after my body and health.
- I know about human reproduction including conception.
- I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation
- I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet.
- I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs.
- I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing
- I understand early signs of physical illness, such as weight loss, or unexplained changes to the body

I am able to recognise risks, harmful content and contact and now how to report them

I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications

I understand how the media (advertising and internet) may influence my opinions and choices

I have an understanding of how my information and data is shared and used online

I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if I feel uncomfortable and are concerned by such a request

I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)

I know how to report concerns and get support with issues online.

My healthy lifestyle

I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation

I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet

- I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions.
- I have an understanding of mental ill health and how important it is for people to get early help to support them
- I understand that the media can have a positive and negative effect on mental health, e.g. body image
- I understand what being resilient means to me and I have strategies I can use
- I know how change can impact with our feelings of belonging

Citizenship:

- I understand how democracy works in the UK at a local, regional and national scale.
- I understand that there are other forms of government that are not democratic and can give some examples of these.
- I understand what being part of a community means and I can take part more fully in school and community activities.
- I understand the mental health benefits of community participation and volunteering
- I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment.
- I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child.
- I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment.
- I can research, discuss and debate topical issues, problems and events.
- I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multicultural nation.

I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs

I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing

I understand early signs of physical illness, such as weight loss, or unexplained changes to the body

I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer

I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions

I have an understanding of mental ill health and how important it is for people to get early help to support them

I understand that the media can have a positive and negative effect on mental health, eg, body image

I understand what being resilient means to me and I have strategies I can use

I know how change can impact with our feelings of belonging

Me and My future

I know that people buy things online and have online bank accounts and passwords to keep money safe

- I am aware and can critique how the media present information and that the media can be both a positive and negative influence.
- I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.
- I understand the nature, causes and consequences of hate crime and I know I need to tell a trusted adult.
- I know about health and safety, basic emergency first aid procedures and where to get help.

CEIAG (Careers, Education, Information Advice and Guidance) and Financial Capability.

- I know that people buy things online.
- I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do.
- I can describe a range of local businesses and how they are run and the products and / or services they provide.
- I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act.
- I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising
- I understand that money we earn also supports the community
- I can identify positive achievements during my time in Primary School
- I can explain what I am worried about and what I am looking forward to in Year 7

I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do

I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices

I can describe a range of local businesses and how they are run and the products and / or services they provide

I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act

I know how to keep myself safe when working and what the law says to protect workers

I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising

I understand that money we earn also supports the community

I can identify positive achievements during my time in Primary School

I can explain what I am worried about and what I am looking forward to in Year 7

Becoming an active citizen

I understand how democracy works in the UK at a local, regional and national scale

I understand that there are other forms of government that are not democratic and can give some examples of these

I understand what being part of a community means and I can take part more fully in school and community activities

I understand the mental health benefits of community participation and volunteering

I can demonstrate a sense of social justice and moral responsibility at school, in the community and towards the environment

I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child

I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment

I can research, discuss and debate topical issues, problems and events

I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation

I am aware of how the media present information and that the media can be both a positive and negative influence

I can critique how the media present information

I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.