



Progression Document

PSHE and RSE



Barnburgh Academy Vision

Learning to SHINE together!

Barnburgh Academy Core Values

Perseverance

Courage

Independence

Respect

Ambition

Leger Education Trust Key Drivers



Ambition
Risk takers,
Goal setters,
Believe in
better,
Courageous



Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion

INTENT

'Even the smallest person can change the course of the future.'
J.R.R Tolkein

At Barnburgh, we recognise the importance of PSHE and RSE in every aspect of daily life. As one of the foundation subjects taught in our primary curriculum, we give the teaching and learning of PSHE and RSE the prominence it requires. Our intent for teaching Personal, Social, Health, and Economic (PSHE) education is to develop children who are equipped with the knowledge, skills, and values necessary to thrive as responsible and compassionate members of society.

Through our RSE curriculum, we want to provide our children with accurate and age-appropriate information about relationships and sexuality, enabling them to make informed choices about their bodies, relationships, and health. Our PSHE and RSE curriculum encourage critical thinking about societal issues and personal choices, guiding children to take responsibility for their actions and the impact they have on others and the world around them. Ultimately, we want to empower children to develop the knowledge, skills, and values that will enable them to flourish both personally and socially, shaping **truly great** children who are well-prepared for the challenges and opportunities of life.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary Academy. Our PSHE and RSE curriculum is underpinned by our Core Values in the following ways;

COURAGE

We teach our children to develop courage to express their thoughts and feelings openly, confront challenges, and make positive choices, even in difficult situations. Through role-play, discussions, and real-life scenarios, children learn to advocate for themselves and others, stand up against bullying, and navigate their emotions with resilience. By celebrating acts of courage within the school community, we foster an environment where children feel empowered to take risks and support one another in their personal growth

PERSEVERANCE

We teach our children to develop the value of perseverance in PSHE and RSE by helping children understand the importance of persistence in achieving their goals and overcoming obstacles. Through goal-setting exercises, reflective discussions on challenges, and role-playing scenarios, children learn to embrace setbacks as opportunities for growth and continue striving towards their objectives. By fostering a supportive environment that celebrates effort and resilience, we encourage children to develop a mindset that values determination and hard work.

AMBITION

We promote the core value of ambition in PSHE and RSE by encouraging children to set personal goals and aspire to reach their full potential in various aspects of their lives. Through activities such as career exploration, storytelling of role models, and discussions about future aspirations, we inspire children to envision possibilities and take proactive steps towards their dreams. By creating an environment that celebrates achievements and fosters a growth mindset, we empower children to pursue their ambitions with confidence and determination.

RESPECT

We promote our core value of respect in PSHE and RSE by teaching children to recognise and value the diverse perspectives, backgrounds, and feelings of others. Through collaborative activities, discussions on empathy, and role-playing scenarios, we encourage our children to practice active listening and considerate communication in their interactions. By modelling and reinforcing respectful behaviour within the school community, we cultivate an atmosphere where every individual feels valued and included.

INDEPENDENCE

We promote our core value of independence in PSHE and RSE by encouraging our children to make their own decisions and take responsibility for their actions. Through activities such as setting personal goals, problem-solving exercises, and self-reflection tasks, we empower children to develop confidence in their abilities and decision-making skills. By fostering a supportive environment that allows for exploration and self-discovery, we help children become more autonomous individuals who can navigate challenges effectively.

EYFS LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> • Health and wellbeing • Living in the wider world • Relationships 	<ul style="list-style-type: none"> • Health and wellbeing • Living in the wider world • Relationships 	<ul style="list-style-type: none"> • Health and wellbeing • Living in the wider world • Relationships 	<ul style="list-style-type: none"> • Health and wellbeing • Living in the wider world • Relationships 	<ul style="list-style-type: none"> • Health and wellbeing • Living in the wider world • Relationships 	<ul style="list-style-type: none"> • Health and wellbeing • Living in the wider world • Relationships

YEAR 1 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> • Relationships taught through drama 	<ul style="list-style-type: none"> • Health and wellbeing 		<ul style="list-style-type: none"> • Living in the wider world 	<ul style="list-style-type: none"> • Living in the wider world 	<ul style="list-style-type: none"> • Transition

YEAR 2 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> • Health and wellbeing 	<ul style="list-style-type: none"> • Relationships taught through drama 	<ul style="list-style-type: none"> • Living in the wider world 		<ul style="list-style-type: none"> • Living in the wider world 	<ul style="list-style-type: none"> • Transition

YEAR 3 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<ul style="list-style-type: none"> Health and wellbeing 	<ul style="list-style-type: none"> Living in the wider world 	<ul style="list-style-type: none"> Living in the wider world 	<ul style="list-style-type: none"> Relationships taught through drama 	<ul style="list-style-type: none"> Transition

YEAR 4 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> Health and wellbeing 		<ul style="list-style-type: none"> Living in the wider world 	<ul style="list-style-type: none"> Living in the wider world 	<ul style="list-style-type: none"> Transition 	<ul style="list-style-type: none"> Relationships taught through drama

YEAR 5 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none"> Living in the wider world 	<ul style="list-style-type: none"> Living in the wider world 		<ul style="list-style-type: none"> Relationships taught through drama Health and wellbeing 		<ul style="list-style-type: none"> Transition

YEAR 6 LONG TERM PLANNING

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<ul style="list-style-type: none">Living in the wider world	<ul style="list-style-type: none">Living in the wider world	<ul style="list-style-type: none">Relationships taught through drama	<ul style="list-style-type: none">Health and wellbeing	<ul style="list-style-type: none">Transition	



Health and Wellbeing

Curriculum Link with PE: Health and fitness (all year groups), PSHE: Relationships & SCIENCE: Animals including humans (all year groups)

KNOWLEDGE PROGRESSION MAP FOR HEALTH AND WELLBEING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That they can try new activities, show independence and resilience which helps them feel confident. That to persevere means to not give up. That if they don't follow the rules, there are consequences. That they can put their coat on independently by: 1. Lay their coat on the floor, 2. Stand at the hood. 3. Put their hands in the arms 4. flick the coat over their heads When they need to go to the toilet they can do so independently. How to select their dinner option. That washing their hands after using the toilet will help stop germs. That toothbrushing helps to remove bacteria and plaque and helps keep our teeth healthy. 	<p>Children will know:</p> <ul style="list-style-type: none"> That they need to keep clean to avoid harmful germs and avoid getting sick. That the 5 basic hygiene rules are: cleaning your body every day, washing your hands with soap and water after going to the toilet, brushing your teeth twice a day, covering your mouth and nose with a tissue (or your sleeve) when sneezing or coughing, washing your hands after handling pets and other animals. That toothbrushing helps to remove bacteria and plaque that cause tooth decay and gum disease. That sleep gives their body a rest and allows it to prepare for the next day. That household items including knives, ovens, heaters, matches, medicines and cleaning products and dangerous. That girls and boys have similarities. That girls and boys have differences. That babies grow into children and then into adults. 	<p>Children will know:</p> <ul style="list-style-type: none"> That their muscles need oxygen to work during physical activity. That as they are more active, they get fitter. That their lungs get better at taking in oxygen from the air. That their heart gets stronger and better at pumping oxygen to their muscles through blood That they should eat food that contains a good balance of protein, vitamins and minerals, calcium, carbohydrates, sugar and fats. That some foods are higher in fat, salt and sugar and that these can harm their teeth and bodies. That there are 5 basic hygiene rules. That adults can do things that babies can't. That there are similarities and differences between boys and girls. That girls have a vagina and boys have a penis. That everyone's body is different and that we celebrate difference. 	<p>Children will know:</p> <ul style="list-style-type: none"> That bacteria and viruses can affect their health. That a hazard is extremely serious or very damaging. That danger refers to risky situations whether big or small. How to assess risks in situations. That school has rules to keep them safe. That some hazards should be pointed out to an adult. That they have the right to protect their body from inappropriate and unwanted contact. That a nuclear family has one mum, one dad and their child or children. Both parents live with the children and contribute. That a single parent family is when one parent is present, either the mum or the dad, plus their child or children. That a blended family is when both parents have children from a previous relationship and have combined to create a new family. That a same sex family is when there are two mums (lesbian couple) or two dads (gay couple). 	<p>Children will know:</p> <ul style="list-style-type: none"> That there are risks in their locality. That if there is an emergency, they can dial 999 or 112 to get the emergency services. The call operator will ask, "Which service do you require? Fire, Police or Ambulance? They will need to tell them which service they need. That they can do basic first aid to support. That habits are behaviours that they repeatedly do, which they might not even be aware of. That the human life cycle has six main stages: foetus, baby, child, adolescent, adult and elderly. That physical changes happen to the body when they grow up. That becoming more independence can also mean having more responsibility for looking after themselves. 	<p>Children will know:</p> <ul style="list-style-type: none"> That a drug is a chemical that you take into your body, which changes the way you feel and act. That drinking too much can affect the ability to make decisions, make it harder to control the body put it in danger. That caffeine is a legal drug that has to be managed sensibly. That smoking causes or can lead to many types of cancer. That puberty is when your body changes from a child to an adult. That children change into adults so that they are able to reproduce That emotional and physical changes happen during puberty. That most females will start puberty when they're 8 to 13 years old, and most males will start between 9 and 14. That during menstruation, the uterus wall gets ready for a baby. If there is no baby, the uterus wall comes off and bleeds a little. The blood comes out of a woman's vagina. The body makes a new wall every month, just in case there is a baby. 	<p>Children will know:</p> <ul style="list-style-type: none"> That food and physical activity can have an effect on their health. That there a number of strategies to resist the pressures from others to act in unsafe or unhealthy ways. That the male reproductive body parts are the penis, testis, urethra, scrotum, gland and sperm duct. The female reproductive body parts are the vagina, cervix, ovary, uterus, oviduct and the uterus lining. That a healthy relationship is a relationship that includes values of mutual respect, trust and honesty. That there are different types of adult relationships. That appropriate touching includes hugging, kissing a parent, petting animals, holding hands, and cuddling That a safe touch is one that makes you and the other person feel happy. That an inappropriate touch makes you feel different. It makes you feel uneasy, funny or scared. That there are occasions when it is appropriate to share personal information in a relationship How to carry out first aid

SKILLS PROGRESSION MAP FOR HEALTH AND WELLBEING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Show confident to try new activities and show independence, resilience and perseverance in the face of challenge e.g riding a trike, jumping with two feet from a step. Explain the reasons for rules, know right from wrong and try to behave accordingly e.g we must walk in our school or we might fall or bump into someone. Manage their own basic hygiene and personal needs, including: dressing (putting coat, shoes hat on) brushing teeth (know it need to be done twice a day), going to the toilet (wiping and pulling clothes up and down independently) and understanding the importance of healthy food choices (eating fruit and vegetables). 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain why it is important to keep clean. Identify some basic hygiene routines. Identify areas in which they can look after themselves. Explain how and why teeth clean. Explain the need for rest and sleep. Explain why things might be harmful at home. Explain why things can be harmful if not used properly. Identify where in school and the locality they feel safe and why. Identify ways to manage feelings to make them feel better. Identify similarities and differences between themselves and the opposite gender. Explain that babies grow into children and then into adults. Recognise members of their family and understand why everyone's family is special. Identify which people look after them, who to go to if they are worried. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the effect of exercise on their body. Explain why physical activity is healthy. Identify physical activity they enjoy. Identify choices they make that are healthy. Identify different kind of food that they should eat. Explain some foods can harm their body. Identify basic hygiene routines. Identify what adults can do that a baby can't. Identify similarities and differences between boys and girls. Identify main body parts including the male and female private parts, with confidence. Understand that everyone's body is different and that we celebrate difference. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain that bacteria and viruses can affect health. Explain what danger and hazard means. Assess risks in different situations. Explain why our school has rules to keep us safe and healthy. Identify hazards they should point out to an adult. Identify who to ask for help at home in school and out in the locality. Identify the different types of touch that people like and dislike. Explain ways of dealing with unwanted touch. Understand similarities and differences between different types of families. Understand that it is important to respect the differences between families. Identify their special people and what makes them special. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify risks in their locality. Explain how to call for emergency aid. Explain what is meant by the term habit Explain why habits can be hard to change. Explain the human life cycle. Identify some of the changes that happen as they grow up. Identify some of the physical differences between children and teenagers. Recognise that becoming more independence can also mean having more responsibility for looking after themselves. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the definition of drugs. Explain drugs can do. Identify some of the effects and dangers of alcohol. Explain that caffeine is a legal drug that has to be managed. Explain the dangers of smoking. Explain where puberty fits into the human life cycle. Explain that going through puberty can affect their bodies and their feelings. Identify which parts of the body changes during puberty. Identify the main emotional and physical changes that happened during puberty. Identify when puberty happens. Explain what happens during menstruation. Explain that young people can experience puberty differently and at different times. Identify ways to stay clean during puberty. Identify where to get help and support during puberty. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain ways the effects that food and physical activity can have on health. Explain ways they can keep themselves safe in the locality. Explain with further knowledge, ways they can help others to keep themselves safe and healthy. Name the male and female reproductive body parts. Explain how and why the body changes during puberty. Identify healthy relationships. Identify different types of adult relationships. Identify what forms of touching are appropriate and inappropriate. Identify some of the decisions that have to be made before having a baby. Identify when it is appropriate to share personal information in a relationship. Identify where and how to get support if an online relationship goes wrong. Carry out first aid.

VOCABULARY PROGRESSION MAP FOR HEALTH AND WELLBEING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Confidence Independence Persevere Rules Right Wrong Toilet Healthy food Oral hygiene	Hygiene Routines Harmful Locality Gender Bacteria Plaque	Effect Exercise Physical activity Protein Vitamins Minerals Calcium Carbohydrates Sugar Fats Salt Vagina Penis	Bacteria Virus Hazard Nuclear family Blended family Same sex family	Risks 999 112 First aid Habits Human life cycle Foetus Baby Child Adolescent Adult Elderly Puberty	Drug Drinking Caffeine Smoking Reproduce Menstruation Uterus	Testis Urethra Scrotum Gland Sperm duct Cervix Ovary Uterus Oviduct Uterus lining

STICKY KNOWLEDGE FOR HEALTH AND WELLBEING

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • What does persevere mean? To never give up • What happens if you don't follow the rules? There are consequences (time out, thinking time etc) • Why is it important to brush your teeth? Teeth brushing helps to remove bacteria and keep our teeth healthy 	<ul style="list-style-type: none"> • Why is it important to keep clean? We need to keep clean to avoid harmful germs and avoid getting sick. • What are the 5 basic hygiene rules? cleaning your body every day, washing your hands with soap and water after going to the toilet, brushing your teeth twice a day, covering your mouth and nose with a tissue (or your sleeve) when sneezing or coughing, washing your hands after handling pets and other animals. • Why is it important to brush your teeth? Toothbrushing helps to remove bacteria and plaque that cause tooth decay and gum disease. • Why is sleep important? Sleep gives your body a rest and allows it to prepare for the next day. • Name 3 dangerous household items. Knives, ovens, heaters, matches, medicines and cleaning products. 	<ul style="list-style-type: none"> • What do your muscles need to work when exercising? Your muscles need oxygen to work during physical activity. • What are the benefits of being active? You can get fitter. • What is a balanced diet? A good balance of protein, vitamins and minerals, calcium, carbohydrates, sugar and fats. • What can adults do that babies can't? Adults have different responsibilities and can look after themselves. • What are the similarities between boys and girls? Ears, eye nose cheeks etc • What are the differences between boys and girls? Girls have a vagina and boys have a penis. 	<ul style="list-style-type: none"> • What is a hazard? A hazard is extremely serious or very damaging • What can you do if you see something unsafe? Point out the hazard to an adult. • What is a nuclear family? A nuclear family has one mum, one dad and their child or children. Both parents live with the children and contribute • What is a single parent family? A single parent family is when one parent is present, either the mum or the dad, plus their child or children • What is a blended family? A blended family is when both parents have children from a previous relationship and have combined to create a new family • What is a same sex family? A same sex family is when there are two mums (lesbian couple) or two dads (gay couple). 	<ul style="list-style-type: none"> • What are possible risks in your locality? Flooding, road safety and pollution. • What numbers should you call in order to access emergency services? 999 or 112 • What position should you put someone in, in a medical emergency? The recovery position. • What is a habit? A habit is a behaviour that you repeatedly do, which you might not even be aware of. • What are the stages of the human life cycle? The human life cycle has six main stages: foetus, baby, child, adolescent, adult and elderly. • What does it mean to be independent? Being independent means to have responsibilities. 	<ul style="list-style-type: none"> • What is a drug? A drug is a chemical that you take into your body, which changes the way you feel and act • What can happen if you drink too much alcohol? Drinking too much can affect the ability to make decisions, make it harder to control the body put it in danger. • What type of drug is caffeine? Caffeine is a legal drug that has to be managed sensibly. • What are the risks associated with smoking? Smoking causes or can lead to many types of cancer. • What is puberty? Puberty is when your body changes from a child to an adult • What is menstruation? During menstruation, the uterus wall gets ready for a baby. If there is no baby, the uterus wall comes off and bleeds a little. The blood comes out of a woman's vagina. The body makes a new wall every month, just in case there is a baby. 	<ul style="list-style-type: none"> • What two factors can have an effect on your health? Food and physical activity can have an effect on their health. • Name the male reproductive body parts. The male reproductive body parts are the penis, testis, urethra, scrotum, gland and sperm duct • Name the female reproductive body parts. The female reproductive body parts are the vagina, cervix, ovary, uterus, oviduct and the uterus lining. • What is a healthy relationship? A healthy relationship is a relationship that includes values of mutual respect, trust and honesty. • What is the difference between an appropriate and inappropriate touch? That appropriate touching includes hugging, kissing a parent, petting animals, holding hands, and cuddling. A safe touch is one that makes you and the other person feel happy. That an inappropriate makes you feel differently. It makes you feel uneasy, funny or scared.



Relationships

Curriculum Link with PE: Health and fitness (all year groups) & Computing: Keeping safe online (all year groups)

KNOWLEDGE PROGRESSION MAP FOR RELATIONSHIPS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> • That giving eye contact and showing interest means good listening. • That asking questions is how we find out information. • That taking turns to talk is a conversation. • That's taking turns when playing is sharing. • That they can share their opinions and ideas. • That we can make positive relationships by listening and showing interest in other people. • That we can comfort by asking if people are okay and showing they care. 	<p>Children will know:</p> <ul style="list-style-type: none"> • That friends are people that you can have fun with. • That a friend likes you for who you are. • That a good friend can cheer you up when you are sad, and keep you company. • That learning how to wait, take turns, share, listen will help maintain friendships. • That there are similarities and differences between myself and my peers. • When something is fair or unfair, kind or unkind, right or wrong. • That school's rules are ways of keeping them physically and emotionally safe. • That a goal is something you want to do and achieve. • That people look after them at home and at school. • The roles their family members and friends play. • That a secret might be kept safe. If any type of secret or surprise leaves them feeling uncomfortable or worried, it is not safe. • That a surprise generally describes happy things that others will eventually find out about. 	<p>Children will know:</p> <ul style="list-style-type: none"> • A range of strategies they can use to resolve a simple arguments or disagreements. • Different groups to which they belong. • Some of the many differences between children in our class. • When they are unhappy, they will feel sad and they might cry. • To tell an adult in school or at home when they feel uncomfortable. • What they are good at. • How to talk about their feelings. • How to talk about change and loss. • That choices can have good and not so good consequences. • How to attract the attention of people they trust. • How to express ways that they can help other people to look after them • How to be responsible for keeping themselves safe. 	<p>Children will know:</p> <ul style="list-style-type: none"> • How to respond appropriately to a wide range of feelings in others. • How to make and keep friends. • What to do if they are a witness to bullying. • How to listen to other children and respond appropriately whether they agree or disagree with that viewpoint. • What makes them feel good. • What makes them feel bad. • How to celebrate their achievements and strengths. • When I need to listen to my emotions. • The importance of protecting a personal information, including passwords, addresses and images. • Basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make me feel anxious. 	<p>Children will know:</p> <ul style="list-style-type: none"> • That there are different types of relationship that you may encounter throughout life: Friends, Family, Romantic Partners, Parents, Carers, Pets, Doctors, Nurses, Dentists etc • That cyber bullying is an act of using Internet and digital (include mobile) technologies to upset or humiliate • How to protect themselves against cyber bullying • That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources • How to reflect on and celebrate their achievements • Their own areas for improvements 	<p>Children will know:</p> <ul style="list-style-type: none"> • That secret is when only a chosen few are informed and are instructed not to reveal the information. • That confidentiality is when many people have been informed and are instructed not to reveal the information • How to raise any concerns appropriately • How to handle pressure from others to do what they know to be wrong, unkind or damaging • The nature and consequences of discrimination, teasing, bullying and aggression • That choices can have positive, neutral and negative consequences • How to reflect on and celebrate their achievements • How to set high aspirational goals • How to respond when they haven't met their goals • The vocabulary to use to enable them to explain both the range and intensity of their feelings to others • How to ask for help clearly from appropriate people 	<p>Children will know:</p> <ul style="list-style-type: none"> • How to respond to people they might meet in the future • When to ask for help and who to ask in various situations in the future • That working cooperatively means working together with other people, all helping each other • How to work cooperatively with others • How to resolve disputes and conflicts to benefit others as well as themselves • That deep breathing is an effective way to slow down the body's natural response to stress. It slows down the heart rate, lowers the blood pressure and provides a feeling of control. • That meditation can relax the body and mind. • That listening to calming music can help regain focus. • About the future and their plans for success • How to explain both the range and intensity of my feelings • A range of issues they might face when they change schools

SKILLS PROGRESSION MAP FOR RELATIONSHIPS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify who a friend is • Identify skills needed to make and maintain friendships • Recognise and celebrate their emotions and talents • Identify similarities and differences between myself and my peers • Identify when something is fair/unfair, kind/unkind, right/wrong • Understand that school's rules keep them physically and emotionally safe • Understand feelings can influence their friendships • Understand that words and actions can affect other people • Set simple but challenging goals for myself • Identify how people look after them at home and at school • Identify they can talk to at home and at school if they are sad • Understand the difference between secrets and surprises 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Use a range of strategies they can use to resolve a simple arguments or disagreements • Identify different groups to which they belong • Identify some of the many differences between children in our class • Identify when they are unhappy • Report experiences that they were not comfortable or happy with • Identify what they are good at • Talk about their feelings • Talk about change and loss • Understand that choices can have good and not so good consequences • Attract the attention of people they trust • Express ways that they can help other people to look after them • Be responsible for keeping themselves safe 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Respond appropriately to a wide range of feelings in others. • Make and keep friends. • Understand that to do if they are a witness to bullying. • Listen to other children and respond appropriately whether they agree or disagree with that viewpoint. • Identify what makes them feel good and bad. • Celebrate their achievements and strengths. • Protect their personal information, including passwords, addresses and images. • Use basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make them feel anxious. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Identify different types of relationships. • Protect themselves against cyber bullying. • Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. • Reflect on and celebrate their achievements. • Identify their own areas for improvements. • Use extended vocabulary to enable themselves to explain more emotions and feelings. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Explain the differences between confidential and secret. • Raise any concerns appropriately. • Handle pressure from others to do what they know to be wrong, unkind or damaging. • Understand the nature and consequences of discrimination, teasing, bullying and aggression. • Understand that choices can have positive, neutral and negative consequences. • Reflect on and celebrate their achievements. • Set high aspirational goals. • Respond when they haven't met their goals. • Use vocabulary to enable them to explain both the range and intensity of their feelings to others. • Ask for help clearly from appropriate people. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Respond to people they might meet in the future. • Ask for help in various situations in the future. • Work cooperatively with others. • Resolve disputes and conflicts to benefit others as well as themselves. • Use a range of simple relaxation techniques. • Identify the role of exercise in relaxation. • Explain about the future and their plans for success. • Explain both the range and intensity of my feelings. • Identify a range of issues they might face when they change schools.

VOCABULARY PROGRESSION MAP FOR RELATIONSHIPS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listen Friend Share Take turns Right and wrong	Friend Skills Emotions Talents Similarities Differences Fair Unfair Right Wrong Kind Unkind Safe Action Goals Secret Surprise	Strategies Arguments Disagreements Groups Experiences Comfortable Feelings Change Loss Choices Consequences Trust Responsible	Appropriate Bullying Viewpoint Achievements Strengths Personal information Pressure Anxious	Relationships Cyber bullying Reflect Improvements Emotions	Confidential Concerns Discrimination High aspirational goals Appropriate people	Respond Cooperatively Disputes Relaxation techniques Future Success Intensity Issues

STICKY KNOWLEDGE FOR RELATIONSHIPS

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • How does someone know you are listening to them? Looking at them • What does sharing mean? That everyone gets to have a go • Why do we have school rules? School's rules are ways of keeping you physically and emotionally safe. 	<ul style="list-style-type: none"> • What are friends? Friends are people that you can have fun with. • What is the purpose of a friend? That a friend likes you for who you are and that a good friend can cheer you up when you are sad, and keep you company • What is a secret? A secret is something to be kept safe unless it leaves you feeling uncomfortable or worried. • What is a surprise? A surprise generally describes happy things that others will eventually find out about. • Why do we have school rules? School's rules are ways of keeping you physically and emotionally safe. 	<ul style="list-style-type: none"> • How can you resolve a simple argument/disagreement? Ask for help from an adult, listen to everyone's ideas. • What groups can you belong to inside and outside of school? Brownies, librarians, school council • Who should you tell if you feel uncomfortable in school or at home? Tell an adult in school or at home if you are feeling uncomfortable. • How can you express that you need help? Go to a trusted adult or write a note (worry monster or worry box) or tell a friend 	<ul style="list-style-type: none"> • What should you do if you witness bullying? If you witness bullying you should tell an adult immediately. This could be an adult in school or an adult at home. • How should you respond if someone disagrees with your opinion? Listen carefully and approach the disagreement in a respectful way. Ask an adult if you struggle with the disagreement. • How can you celebrate achievements and strengths? In an ASPIRE assembly, award ceremonies etc • How can you resist pressure to do something dangerous? Be confident, know what is right, speak to an adult 	<ul style="list-style-type: none"> • What are the different types of relationships you might encounter throughout life? Friends, Family, Romantic Partners, Parents, Carers, Pets, Doctors, Nurses, Dentists etc. • How would you protect yourself from cyber bullying? Do not contact anyone who you do not know. Tell an adult at school or at home if something makes you uncomfortable or worries you. • What does it mean to feel pressure? When you feel compelled to do something from outside sources. • Can you identify your own areas for improvement? Various answers 	<ul style="list-style-type: none"> • What is confidentiality? Confidentiality is when many people have been informed and are instructed not to reveal the information. • How would you raise a concern appropriately? Speak to a trusted adult at home or at school • What are the consequences of discrimination, teasing, bullying and aggression? Meeting with the headteacher and parents, following the behaviour policy • How should you respond when you haven't met a goal? We might have different feelings and speak about them. 	<ul style="list-style-type: none"> • How can you work cooperatively with others? Set goals, active listening, turn taking • What is an effective way to slow down the body's natural response to stress? Deep breathing is an effective way to slow down the body's natural response to stress. It slows down the heart rate, lowers the blood pressure and provides a feeling of control. • What is the purpose of meditation? The purpose of meditation is to relax the body and the mind. • What issues could you face when moving schools? Meeting new friends, size of the school, getting on the bus



Living In The Wider World

Curriculum Link with Maths: Money (Year 1 to 4), Maths: Converting units (Year 1 to 6) , PSHE: Health and Wellbeing (year 1 to 6) & Computing: Keeping safe online

KNOWLEDGE PROGRESSION MAP FOR LIVING IN THE WIDER WORLD

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> That they have their own feelings. That they can regulate their behavior by walking away, talking to a grown up or a friend. That a goal is something to work towards achieving. That they must listen carefully in order to follow an instruction About different types of occupations/ jobs. E.g teacher, Doctors, Police workers, vets That things were different in the past. e.g toys were made from wood and metal There are different religions and beliefs through the use of stories. That the four seasons are spring, summer, autumn, winter. That in spring lambs are born. In Summer it is warm and sunny. In winter it can snow and be icy. In Autumn the leaves turn brown, orange and fall off the trees. 	<p>Children will know:</p> <ul style="list-style-type: none"> That the coins used in Britain are 1p, 2p, 5p, 10p, 20p, 50p, £1, £2. That the notes used in Britain are £5, £10, £20 and £50. That it is important to record the amount in their money box. That a need is something that is required or that would affect your life if you went without it. That things you need and want are things you can live without. That everyone contributes in the classroom. Responsibilities are things we are expected to do, such as following rules or being kind and helpful. That a community a group of people who have things in common. They might live in the same area, same school etc. What people can do to improve or harm the local community and environment. That respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. That bullying is a type of unkind behaviour, such as being mean to others on purpose. 	<p>Children will know:</p> <ul style="list-style-type: none"> That money can come from earning, winning, borrowing, finding, pocket money, presents. Why we need to work to earn money That they have choices about how they spend their money. That they can keep money in different places and that some are safer than others. The consequences of losing money and how it might make them feel. That they don't have to spend their money, they can save it to use it later Why saving up for something is an appropriate choice to make. That the United Nations Convention on the Rights of the Child (UNCRC) is an international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. That childhood looks different for many children in other parts of the world Their responsibilities as a member of the class, their family and the wider community. 	<p>Children will know:</p> <ul style="list-style-type: none"> That they can pay for things using cash, card or cheque. There are different ways of keeping track of money. The choices they make about spending and saving money can be influenced by and have an impact on other people. That different people have different attitudes and feelings about spending and saving money. That some things are better value for money than others. That it may not be possible to have everything they want straight away, if at all. What can improve and harm the community. The consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. 	<p>Children will know:</p> <ul style="list-style-type: none"> Why they might need money in the future. There are a range of jobs paid and unpaid. Different jobs that they might do to earn money when they are older. That some jobs pay more than others. About the range of different savings accounts and can explain how they might use financial institutions. That managing money is complex and if they need help there are people who can help me. That if they don't have enough money they can borrow, but they have to pay it back. What charities are for and how they can help others. A range of factors that improve or harm the natural environment. 	<p>Children will know:</p> <ul style="list-style-type: none"> A range of different ways to pay for things; some may involve using credit and going into debt. How to plan and manage a more complex budget overtime. That profit is the amount gained by selling an article at a price greater than its cost price. That value for money is defined as the most advantageous combination of cost, quality and sustainability to meet customer requirements. That there are financial risks associated with the Internet and other scams. Some ways to keep money and identify safe when using the Internet. That types of media are: television, radio, newspapers, magazines, and the Internet. How the media influences people's choices and decisions. That people can feel pressured by media including social networking. How to keep themselves safe and protect my personal identity online. 	<p>Children will know:</p> <ul style="list-style-type: none"> That good qualifications can lead to a more fulfilling and better paid job. That having a job will allow them to achieve certain goals in my life. That money is deducted from their earnings to provide things they all need. Ways in which the government uses their money to provide for their needs and my local community. That a pension is a sum paid regularly to a person following retirement or to surviving dependents. How to keep and interpret basic financial statements e.g., bank statements. That manageable debt is what you can pay back over an agreed period. That when debt repayments become unmanageable or unaffordable that debt becomes a problem. Money has different values in different countries. How to calculate exchange rates. How the UK is governed. About local and national elections. There are different systems of governments. That an enterprise is a business.

SKILLS PROGRESSION MAP FOR LIVING IN THE WIDER WORLD

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will be able to:</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others. Regulate their behavior by walking away or counting to 10 to think about choices. Set and work towards simple goals. Give focused attention to what the teacher says, and show an ability to follow instructions. Talk about the lives of the people around them and their roles in society e.g my mummy is a police officer she locks bad people up. Know some similarities and differences between things in the past and now e.g toys in the past were often made from wood and metal today they are made from plastic. Know some similarities and differences between different religious and cultural communities e.g Christians believe in God, they baptize babies/ children to welcome them to Gods family. Explain some similarities and differences between life in this country and life in other countries e.g in Inida it is very hot and doesn't rain often, in England the weather is varied. Explore the natural world around them.e.g the leaves are changing colour and falling to the ground Understand some changes in the natural world around them, including the seasons. In Winter it can snow and be icy, in Summer the weather is warmer. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the value of the coins and notes. Explain the importance of recording the amount of money. Identify the differences between a need and want. Explain different choices some people make about what to do with their money. Explain that everyone contributes to the life of the classroom. Identify what responsibilities are as part of the class. Identify that everyone is part of the community. Explain that everyone is the same and different. Explain what people can do to improve or harm the local community and environment. Explain is meant by respect. Explain what is meant by 'bullying' and the consequences of this, for both 'victim', 'bully' and wider community. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain where money comes from. Explain why we need to work to earn money when we are older. Explain that they have choices about how they spend my money. Explain that they can keep money in different places and that some are safer than others. Explain the consequences of losing money and how it might make them feel. Explain that don't have to spend their money, they can save it to use it later. Explain why saving up for something is an appropriate choice to make. Explain the United Nations convention on the rights of the child. Explain how childhood looks different for many children in other parts of the world. Explain their responsibilities as a member of the class, their family and the wider community. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify how they can pay for things. Identify how to keep track of money. Explain that the choices they make about spending and saving money can be influenced by and have an impact on other people. Explain that different people have different attitudes and feelings about spending and saving money. Explain why some things can be better value for money than others. Explain that it may not be possible to have everything they want straight away, if at all. Identify how they can improve and harm the community. Explain the consequences of anti- social and aggressive behaviours such as bullying and discrimination on individuals and communities. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain why they might need money in the future. Understand that there are a range of jobs paid and unpaid. Explain that different jobs that they might do to earn money when they are older. Understand that some jobs pay more than others. Explain that there are a range of different savings accounts and can explain how they might use financial institutions. Explain that managing money is complex and if they need help there are people who can help me. Explain that if they don't have enough money they can borrow, but they have to pay it back. Understand charities are for and how they can help others. Identify a range of factors that improve or harm the natural environment. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Identify different ways to pay for things; some may involve using credit and going into debt. Plan and manage a more complex budget overtime. Explain that people who sell me things try to make profit. Explain what 'value for money' means. Make comparisons between prices when deciding what is 'value for money'. Understand that there are financial risks associated with the Internet and scams. Identify ways to keep money and identify safe when using the Internet. Calculate profit and loss. Explain the term 'media'. Identify different types of media, including social networking. Explain how media influences people's choices and decisions. Understand that people can feel pressured by media including social networking. Explain how to keep themselves safe and protect my personal identity online. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain that good qualifications can lead to a more fulfilling and better paid job. Explain that having a job will allow them to achieve certain goals. Explain that money is deducted from their earnings to provide things they need. Identify ways in which the government uses their money. Explain what a pension is and can describe why having a pension is important later in life. Interpret basic financial statements. Explain the difference between manageable and unmanageable debt. Explain the difference between credit cards, borrowing and saving. Understand that money has different values in different countries. Calculate exchange rates. Explain how the UK is governed. Explain about local and national elections. Explain the different systems of governments. Set up their own business and make a profit

VOCABULARY PROGRESSION MAP FOR LIVING IN THE WIDER WORLD

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Feelings Behaviour Instructions Past Seasons	Coins Notes Recording Money Need Want Community Same Different Improve Respect Victim Bully	Earn Choice United Nation convention Rights of a child Childhood	Track Influenced Impact Spending Saving Anti-social Aggressive	Jobs Savings Accounts Financial Manage Charities	Credit Debt Budget Profit Value or money Risks Scams Calculate Loss Media Social networking Personal identity	Qualifications Deducted Earnings Government Pension Statements Manageable Unmanageable Credit cards Exchange rates Elections

STICKY KNOWLEDGE FOR LIVING IN THE WIDER WORLD

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Names some feelings and when you might feel this way. Happy, sad, angry, excited Tell me about jobs of people who help us. Various answers How can I make the right choices? Follow instructions, keep myself safe 	<ul style="list-style-type: none"> Name coins and notes used in Britain. The coins used in Britain are 1p, 2p, 5p, 10p, 20p, 50p, £1, £2. The notes used in Britain are • £5, £10, £20 and £50. What is a responsibility? Responsibilities are things we are expected to do, such as following rules or being kind and helpful. What is a community? A community a group of people who have things in common. They might live in the same area, same school etc. What is respect? Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. What is bullying? Bullying is a type of unkind behaviour, such as being mean to others on purpose. 	<ul style="list-style-type: none"> Where can money come from? Money can come from earning, winning, borrowing, finding, pocket money, presents. Why do we need to work? We need to work to earn money. What is UNCRC? The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities. What are your responsibilities? Your responsibilities include your responsibilities in school, in your family and in the wider community. 	<ul style="list-style-type: none"> How can you pay for things? You can pay for things using cash, card or cheque. What does 'value for money' mean? Some things are better value for money than others. E.g. some foods are the same but different prices depending on the brand. What can improve or harm the environment? Pick up litter, turn lights out, recycle, graffiti, littering What are the consequences of antisocial behaviour? Receive a CBO (Criminal Behaviour Order), a fine, criminal record from the age of 10 	<ul style="list-style-type: none"> Why might you need money for the future? You may need money in the future to buy a house, car, pay your bills, finance your interests and pay for any children you may have. Why are some jobs paid or unpaid? Some jobs require voluntary work and others do not. Why might some jobs pay more than others? Some jobs may pay more than others depending on the difficulty and safety of the job. It could include how long you spend at work. What does borrowing money mean? When you don't have enough money you and you get given it by someone else on the principle that you will pay it them all back. What are charities? Charity is voluntary assistance provided to help individuals in need. 	<ul style="list-style-type: none"> What is 'credit'? Buying something with the arrangement to pay later. What is a budget? An estimate of income and expenditure over time. What is profit? A financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something. What are financial risks? Financial risks can be buying something when you are unable to afford it leading to debt. Buying items over the internet from a risky source. What types of media are there? The types of media are: television, radio, newspapers, magazines, and the Internet. How can media influence people? The media can portray something in a positive or negative light, leading people to create an opinion based on what they see. How can you keep yourself safe and protect your personal identity online? The types of media are: television, radio, newspapers, magazines, and the Internet. 	<ul style="list-style-type: none"> Names types of qualifications GCSE'S, A-level, Diploma, Degree When money is deducted to wages, where does it go? Money is deducted for tax, national insurance pension and student loans. What is a pension? A pension is a sum paid regularly to a person following retirement or to surviving dependents What is debt? Debt is when you owe a person or organisation money. Tell me about money in different countries. Different countries have different values of money to ours. In Europe they have the euro and in the USA they have the dollar. How is the UK governed? Local authorities, councils. Parliament, Prime minister.