



Progression Document

# **PSHE and RSE**





# Barnburgh Primary Academy Vision & Values

## Barnburgh Primary Academy Vision

Learning to SHINE together!

## Barnburgh Primary Academy Core Values

**PERSEVERANCE**  
To never give up

**AMBITION**  
To aim high

**RESPECT**  
To think and act in a positive way towards everyone  
and everything

**COURAGE**  
To take risks in my learning

**INDEPENDENCE**  
To have a go all by myself

## Leger Education Trust Values

Our Core Values are the skills we focus on to achieve 'Truly Great' things. We call this...

**ASPIRE**

# 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 encourage our children to develop the confidence to make positive, informed choices and to stand by their values even in challenging situations. Through learning about relationships, emotions, health, and wellbeing, pupils are supported to speak up for themselves and others, challenge negative pressures, and ask for help when needed. This requires courage — whether it's having difficult conversations, resisting peer pressure, or showing empathy and respect in the face of difference. In this way, the curriculum helps students build the bravery to navigate life with integrity and resilience.

## **PERSEVERANCE**

We teach our pupils to develop the resilience and determination needed to overcome challenges in their personal, social, and emotional lives. Through topics such as goal setting, managing emotions, and building healthy relationships, students learn that setbacks are part of growth and that persistence is key to achieving long-term wellbeing and success. Whether it's practicing self-care, maintaining respect in relationships, or striving to meet aspirations, the curriculum supports young people in building the perseverance to keep going even when faced with difficulties.

## **AMBITION**

We encourage our pupils to think about their future, set goals, and aspire to reach their full potential in all areas of life. Through lessons on careers, health, relationships, and personal development, students are supported to recognise their strengths and build the confidence to pursue their dreams. The curriculum promotes a positive mindset, showing young people that ambition is not only about achievement but also about striving to be the best version of themselves while making responsible, informed choices for their wellbeing and future success.

## **RESPECT**

We teach our pupils the importance of valuing themselves and others, recognising differences, and treating everyone with kindness and fairness. Through learning about relationships, diversity, equality, and responsibility, students develop an understanding of how respect underpins positive interactions and healthy communities.

## **INDEPENDENCE**

We equip our pupils with the knowledge and skills to make informed decisions and take responsibility for their own lives. Through exploring topics such as health, safety, relationships, and future planning, students learn to think critically, weigh up choices, and act confidently without relying solely on others. This helps them develop a sense of self-reliance and autonomy, empowering them to navigate challenges, and stand by their values.



# Implementation

## How we teach PSHE in EYFS

In the Early Years, PSHE is taught through practical, hands-on experiences that help children develop independence, confidence, and emotional wellbeing. Through everyday routines such as dressing themselves, choosing meals, and managing self-care, children learn resilience and understand that rules keep everyone safe. They are encouraged to build healthy habits like washing their hands and brushing their teeth to stay well. Children explore feelings and behaviours, learning how to manage them and seek support when needed, as well as beginning to understand goals, listening, and perseverance. Stories and exploration help them learn about different jobs, the past, religions, and seasonal changes, fostering curiosity and respect for the world around them. Through daily interactions, they develop positive communication and social skills, learning to listen, share, take turns, and show kindness and care towards others. These experiences lay the foundations for healthy relationships, self-awareness, and an understanding of the wider world.

### Health & Wellbeing

In EYFS, we teach Health & Wellbeing through practical, hands-on experiences that encourage independence, resilience, and confidence. Children are supported to try new activities, persevere when things are difficult, and understand that rules are in place to keep everyone safe, with consequences if they are not followed. We help them develop self-care skills such as putting on their coat independently using the "hood flip" method, choosing their own dinner option, and going to the toilet by themselves. They also learn about healthy habits, including washing their hands after using the toilet to stop germs spreading and brushing their teeth to keep them strong and healthy. Through these everyday routines, children build the foundations of independence and wellbeing in a positive, supportive environment.

### Living in the Wider World

In EYFS, we teach Living in the Wider World by helping children recognise and manage their own feelings and behaviours, such as walking away, having thinking time, or talking to a grown-up or friend when they need support. They learn that a goal is something to work towards, and that listening carefully is important to follow instructions and achieve success. Through stories and exploration, children begin to understand different jobs and occupations, as well as how life in the past was different, for example with toys made from wood and metal. We also introduce them to the diversity of religions and beliefs, encouraging respect and curiosity. Learning about the four seasons helps children notice changes in the world around them, such as lambs being born in spring, warm sunny weather in summer, snowy and icy days in winter, and leaves turning brown and falling in autumn. These experiences support their personal, social, and emotional development, while building awareness of the wider world.

### Relationships

In EYFS, we teach relationships by supporting children to develop positive communication and social skills in everyday interactions. They learn that giving eye contact and showing interest demonstrates good listening, and that asking questions helps them find out new information. We model how conversations work by taking turns to talk and explain that sharing and taking turns in play helps everyone feel included. Children are encouraged to express their own ideas and opinions, while also learning to listen and value the thoughts of others. We show them that positive relationships are built through kindness, interest, and care, such as comforting a friend by asking if they are okay. Through these experiences, children begin to understand the foundations of healthy, respectful, and supportive relationships.

## HOW WE TEACH HEALTH WELLBING TO YEARS 1 TO 6

From Year 1 to Year 6, children progressively develop their understanding of how to stay healthy, safe and independent. They begin with basic self-care skills such as dressing, toileting, handwashing, toothbrushing and following rules, before moving on to hygiene routines, recognising dangers in the home and understanding that humans grow and change. As they get older, they learn how exercise and nutrition affect the body, celebrate physical differences and develop awareness of bacteria, viruses, hazards and personal body safety. They explore the importance of family, different family structures and begin to assess risks and respond in emergencies, including practicing basic first aid. By Year 6, they deepen their understanding of drugs, alcohol, smoking and puberty, learn about the human reproductive system, safe and unsafe touch, healthy relationships and how to make informed, responsible decisions about their own wellbeing.

## HOW WE TEACH LIVING IN THE WIDER WORLD TO YEARS 1 TO 6

From Year 1 through Year 6, Living in the Wider World is taught as a steadily deepening journey from self-awareness and immediate community to global citizenship and financial responsibility. In the early years children learn about their own feelings, how to regulate behaviour, follow instructions, recognise seasonal change, different jobs, religions and communities, and understand basic money and classroom responsibilities. As they progress, they explore needs vs wants, contributing to and respecting their community, saving and spending choices, and children's rights across the world. By the middle years they begin to recognise consequences of financial decisions, value for money, different ways to pay, the impact of behaviour on communities, and that attitudes to money differ. In upper KS2 they learn about work, paid and unpaid jobs, financial institutions, borrowing, budgeting, charities and environmental impact, before moving to advanced concepts such as profit, credit and debt, online financial safety, media influence and pressure. By Year 6 they connect work, qualifications, taxation, pensions, government, elections, currency exchange and enterprise — understanding how money, society, governance and their own future choices are interlinked.

## HOW WE TEACH RELATIONSHIPS TO YEARS 1 TO 6

From Year 1 to Year 6, Relationship's education is sequenced to grow children from simply recognising good listening and turn-taking, into emotionally intelligent, respectful young citizens who can manage real-world relationships and seek support when needed. To start their relationship journey they learn how to listen with eye contact, share, take turns, ask questions, show care and form positive friendships. As they mature, they explore what makes a good friend, handling loneliness, similarities and differences, fairness, family roles, privacy, secrets and safety. By lower KS2 they begin resolving simple conflicts, naming and expressing feelings, recognising consequences of choices, belonging to different groups and understanding how to seek help. In the middle years they build skills to respond appropriately to others' emotions, make and keep friends, identify unhealthy friendships, resist pressure, protect personal information and celebrate strengths. Upper KS2 has a larger focus on online relationships, cyberbullying, digital wellbeing, setting boundaries, recognising pressure from others and understanding different types of relationships throughout life. By Year 6, they are equipped to set healthy boundaries, distinguish between secrets and

confidentiality, handle discrimination and conflict, reflect on goals and emotions with maturity, cooperate kindly without self-neglect, recognise mental health needs, practise techniques like breathing and meditation for regulation, understand assertiveness versus control, plan for their futures and confidently ask for help as they transition to secondary school.



# Impact

## General Assessment Principles Across All Ages

- **Formative Assessment:** Ongoing observations, conversations, and informal feedback during lessons.
- **Summative Assessment:** Otrack
- **Pupil Involvement:** Pupil lead discussions.
- **Contextualised Judgement:**

EYFS

KS1

LOWER KS2

UPPER KS2

<p>In Early Years, assessment focuses on</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Showing growing independence, confidence, and resilience.</li> <li>• Can recognise and talk about their feelings and those of others.</li> <li>• Begin to manage their own behaviour and follow rules.</li> <li>• Demonstrations of self-care skills (e.g. dressing, hygiene).</li> <li>• Form positive relationships, play cooperatively, and show kindness.</li> <li>• Show curiosity and respect for differences and the world around them.</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Everyday interactions</li> <li>• Otrack</li> </ul>	<p>Assessment at KS1 begins to focus on</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Can identify and name different feelings and manage simple emotional situations.</li> <li>• Show kindness, respect, and cooperation with peers and adults.</li> <li>• Understand basic health and safety rules, including hygiene and keeping safe online.</li> <li>• Make simple, healthy choices about food, rest, and activity.</li> <li>• Recognise who helps them and know how to seek support when needed.</li> <li>• Show awareness of right and wrong and understand why rules matter.</li> <li>• Begin to show respect for differences between people and communities.</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Discussion and questioning</li> <li>• Written responses</li> <li>• Reflection activities</li> <li>• Otrack</li> </ul>	<p>At lower KS2,</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Recognise a wider range of emotions and use strategies to manage them.</li> <li>• Build and maintain positive friendships, showing empathy and respect.</li> <li>• Understand how to keep themselves safe in different situations, including online.</li> <li>• Make increasingly informed choices about health, hygiene, diet, and exercise.</li> <li>• Begin to understand body changes and growing independence.</li> <li>• Recognise different types of relationships and know how to seek help when needed.</li> <li>• Show awareness of diversity within their community and respect for different beliefs and backgrounds.</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Discussion and questioning</li> <li>• Written responses</li> <li>• Reflection activities</li> <li>• Otrack</li> </ul>	<p>Upper KS2 assessment focuses on</p> <p><b>What we look for:</b></p> <ul style="list-style-type: none"> <li>• Recognise and manage complex emotions and support others with empathy.</li> <li>• Demonstrate respect, cooperation, and positive communication in relationships.</li> <li>• Understand the physical and emotional changes during puberty and how to manage them confidently.</li> <li>• Make safe and informed decisions, including managing peer pressure and online interactions.</li> <li>• Take responsibility for their own wellbeing and understand the impact of lifestyle choices.</li> <li>• Understand the risks of drugs, alcohol, and tobacco.</li> <li>• Show understanding of money management, work, and personal responsibility.</li> <li>• Recognise diversity, challenge discrimination, and value equality.</li> <li>• Contribute positively to school and community life, demonstrating care for others and the environment.</li> </ul> <p><b>Assessment methods:</b></p> <ul style="list-style-type: none"> <li>• Observations</li> <li>• Discussion and questioning</li> <li>• Written responses</li> <li>• Reflection activities</li> <li>• Otrack</li> </ul>
---	--	---	--



# Statutory Links

Birth to 5 Matters & Early Learning Goals	National Curriculum Programmes of Study for PSHE	
<p><b>EYFS</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Understand their own and others' feelings and begin to manage their behaviour.</li> <li>• Set simple goals and show self-control and focus.</li> <li>• Try new activities with confidence, independence, and perseverance.</li> <li>• Understand and follow rules, knowing right from wrong.</li> <li>• Manage basic hygiene and self-care, including dressing and healthy choices.</li> <li>• Work and play cooperatively, taking turns and building friendships.</li> <li>• Show care and sensitivity towards others.</li> <li>• Recognise similarities and differences between people, families, and traditions.</li> <li>• Compare past and present experiences, such as toys or jobs.</li> <li>• Explore the natural world and observe seasonal changes.</li> <li>• Develop coordination, control, and movement.</li> <li>• Understand the importance of being active and making healthy lifestyle choices.</li> </ul>	<p><b>Key Stage 1</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Identify and name different feelings in themselves and others.</li> <li>• Recognise what makes a good friend and how to show kindness, care, and respect.</li> <li>• Understand the importance of sharing, taking turns, and cooperating.</li> <li>• Know how to seek help or advice from trusted adults.</li> <li>• Understand privacy, personal boundaries, and appropriate touch.</li> <li>• Identify people who look after them and know how to ask for help if worried or unsafe.</li> <li>• Learn the importance of personal hygiene, such as washing hands and brushing teeth.</li> <li>• Understand the benefits of a healthy diet, physical activity, and good sleep.</li> <li>• Know how to keep safe in different situations, including online.</li> <li>• Recognise the importance of mental wellbeing and simple self-care.</li> <li>• Learn about the human body and how it changes as they grow.</li> <li>• Understand rules and why they help keep people safe.</li> <li>• Recognise that they belong to groups and communities, such as family and school.</li> <li>• Notice similarities and differences between themselves and others.</li> <li>• Develop awareness of money, its uses, and the difference between needs and wants.</li> </ul>	<p><b>Key Stage 2</b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• Recognise and manage a wider range of emotions in themselves and others.</li> <li>• Develop positive, respectful, and healthy relationships both on and offline.</li> <li>• Understand the importance of consent, personal boundaries, and keeping themselves safe.</li> <li>• Learn strategies to resolve conflicts and manage peer influence.</li> <li>• Know how to ask for help and identify trusted adults and services for support.</li> <li>• Understand the importance of maintaining good physical and mental health.</li> <li>• Learn about balanced diets, exercise, rest, and the impact of habits on health.</li> <li>• Understand how bodies change during puberty and the basic facts about human reproduction.</li> <li>• Know how to stay safe in different situations, including online safety, road safety, and water safety.</li> <li>• Recognise the influence of the media and how to manage information critically.</li> <li>• Understand the effects of drugs, alcohol, and tobacco on the body.</li> <li>• Develop financial awareness, including budgeting, saving, and making informed choices about money.</li> <li>• Learn about different roles, responsibilities, and the value of work.</li> <li>• Understand rights, responsibilities, and the importance of following rules and laws.</li> <li>• Recognise diversity within communities and show respect for different beliefs, values, and backgrounds.</li> <li>• Learn about how to care for the environment and contribute positively to society.</li> </ul>



# 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"> <li>That they can try new activities, show independence and resilience which helps them feel confident.</li> <li>That to persevere means to not give up.</li> <li>That if they don't follow the rules, there are consequences.</li> <li>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</li> <li>When they need to go to the toilet they can do so independently.</li> <li>How to select their dinner option.</li> <li>That washing their hands after using the toilet will help stop germs.</li> <li>That toothbrushing helps to remove bacteria and plaque and helps keep our teeth healthy.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That they need to keep clean to avoid harmful germs and avoid getting sick.</li> <li>That the 5 basic hygiene rules are:               <ul style="list-style-type: none"> <li>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.</li> </ul> </li> <li>That toothbrushing helps to remove bacteria and plaque that cause tooth decay and gum disease.</li> <li>That sleep gives their body a rest and allows it to prepare for the next day.</li> <li>That household items including knives, ovens, heaters, matches, medicines and cleaning products and dangerous.</li> <li>That girls and boys have similarities.</li> <li>That girls and boys have differences.</li> <li>That babies grow into children and then into adults.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That their muscles need oxygen to work during physical activity.</li> <li>That as they are more active, they get fitter.</li> <li>That their lungs get better at taking in oxygen from the air.</li> <li>That their heart gets stronger and better at pumping oxygen to their muscles through blood</li> <li>That they should eat food that contains a good balance of protein, vitamins and minerals, calcium, carbohydrates, sugar and fats.</li> <li>That some foods are higher in fat, salt and sugar and that these can harm their teeth and bodies.</li> <li>That girls have a vagina and boys have a penis.</li> <li>That everyone's body is different and that we celebrate difference.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That bacteria and viruses can affect their health.</li> <li>That a hazard is extremely serious or very damaging.</li> <li>That some hazards should be pointed out to an adult.</li> <li>That danger refers to risky situations whether big or small.</li> <li>How to assess risks in situations.</li> <li>That school has rules to keep them safe.</li> <li>That they have the right to protect their body from inappropriate and unwanted contact.</li> <li><b>That families are important for children growing up safe and happy because they can provide love, security and stability.</b></li> <li><b>That the characteristics of a safe and happy family life are commitment, even in times of difficulty, protection and care for all and the importance of spending time together.</b></li> <li>That a nuclear family has one mum, one dad and their child or children. Both parents live with the children and contribute.</li> <li>That a single parent family is when one parent is present, either the mum or the dad, plus their child or children.</li> <li>That a blended family is when both parents have children from a previous relationship and have combined to create a new family.</li> <li>That a same sex family is when there are two mums (lesbian couple) or two dads (gay couple).</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That there are risks in their locality.</li> <li>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.</li> <li>That they can do basic first aid to support.</li> <li>That habits are behaviours that they repeatedly do, which they might not even be aware of.</li> <li>That the human life cycle has six main stages: foetus, baby, child, adolescent, adult and elderly.</li> <li>That physical changes happen to the body when they grow up.</li> <li><b>That our bodies can display signs of physical illness, such as unexplained weight loss or changes to the body.</b></li> <li>That becoming more independence can also mean having more responsibility for looking after themselves.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That a drug is a chemical that you take into your body, which changes the way you feel and act.</li> <li>That drinking too much can affect the ability to make decisions, make it harder to control the body put it in danger.</li> <li>That caffeine is a legal drug that has to be managed sensibly.</li> <li>That smoking causes or can lead to many types of cancer.</li> <li>That puberty is when your body changes from a child to an adult.</li> <li>That children change into adults so that they are able to reproduce</li> <li>That emotional and physical changes happen during puberty.</li> <li>That most females will start puberty when they're 8 to 13 years old, and most males will start between 9 and 14.</li> <li>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.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>That food and physical activity can have an effect on their health.</li> <li>That there a number of strategies to resist the pressures from others to act in unsafe or unhealthy ways.</li> <li>That the male reproductive body parts are the penis, testis, urethra, scrotum, gland and sperm duct.</li> <li>The female reproductive body parts are the vagina, cervix, ovary, uterus, oviduct and the uterus lining.</li> <li>That a healthy relationship is a relationship that includes values of mutual respect, trust and honesty.</li> <li>That there are different types of adult relationships.</li> <li><b>That adult relationships can result in marriage or civil partnerships and that these are formal and legally recognized commitments of two people, who intend to stay together for life.</b></li> <li>That appropriate touching includes hugging, kissing a parent, petting animals, holding hands, and cuddling</li> <li>That a safe touch is one that makes you and the other person feel happy.</li> <li>That an inappropriate touch makes you feel different. It makes you feel uneasy, funny or scared.</li> <li>That there are occasions when it is appropriate to share personal information in a relationship</li> <li>How to carry out first aid</li> </ul>

# 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"> <li>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.</li> <li>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.</li> <li>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).</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Explain why it is important to keep clean.</li> <li>Identify some basic hygiene routines.</li> <li>Identify areas in which they can look after themselves.</li> <li>Explain how and why teeth clean.</li> <li>Explain the need for rest and sleep.</li> <li>Explain why things might be harmful at home.</li> <li>Explain why things can be harmful if not used properly.</li> <li>Identify where in school and the locality they feel safe and why.</li> <li>Identify ways to manage feelings to make them feel better.</li> <li>Identify similarities and differences between themselves and the opposite gender.</li> <li>Explain that babies grow into children and then into adults.</li> <li>Recognise members of their family and understand why everyone's family is special.</li> <li>Identify which people look after them, who to go to if they are worried.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Explain the effect of exercise on their body.</li> <li>Explain why physical activity is healthy.</li> <li>Identify physical activity they enjoy.</li> <li>Identify choices they make that are healthy.</li> <li>Identify different kind of food that they should eat.</li> <li>Explain some foods can harm their body.</li> <li>Identify basic hygiene routines.</li> <li>Identify what adults can do that a baby can't.</li> <li>Identify similarities and differences between boys and girls.</li> <li>Identify main body parts including the male and female private parts, with confidence.</li> <li>Understand that everyone's body is different and that we celebrate difference.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Explain that bacteria and viruses can affect health.</li> <li>Explain what danger and hazard means.</li> <li>Assess risks in different situations.</li> <li>Explain why our school has rules to keep us safe and healthy.</li> <li>Identify hazards they should point out to an adult.</li> <li>Identify who to ask for help at home in school and out in the locality.</li> <li>Identify the different types of touch that people like and dislike.</li> <li>Explain ways of dealing with unwanted touch.</li> <li>To understand that a family unit should provide love security and stability.</li> <li>To identify what commitment, protection and spending time together as a family can look like.</li> <li>Understand similarities and differences between different types of families.</li> <li>Understand that everyone should be treated with respect and it is important to respect the differences between families.</li> <li>Identify their special people and what makes them special.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify risks in their locality.</li> <li>Explain how to call for emergency aid.</li> <li>Explain what is meant by the term habit</li> <li>Explain why habits can be hard to change.</li> <li>Explain the human life cycle.</li> <li>Identify some of the changes that happen as they grow up.</li> <li>Identify some of the physical differences between children and teenagers.</li> <li>Identify that weight loss and unexplained body changes can be signs of physical illness.</li> <li>Recognise that becoming more independence can also mean having more responsibility for looking after themselves.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Explain the definition of drugs.</li> <li>Explain drugs can do.</li> <li>Identify some of the effects and dangers of alcohol.</li> <li>Explain that caffeine is a legal drug that has to be managed.</li> <li>Explain the dangers of smoking.</li> <li>Explain where puberty fits into the human life cycle.</li> <li>Explain that going through puberty can affect their bodies and their feelings.</li> <li>Identify which parts of the body changes during puberty.</li> <li>Identify the main emotional and physical changes that happened during puberty.</li> <li>Identify when puberty happens.</li> <li>Explain what happens during menstruation.</li> <li>Explain that young people can experience puberty differently and at different times.</li> <li>Identify ways to stay clean during puberty.</li> <li>Identify where to get help and support during puberty.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Explain ways the effects that food and physical activity can have on health.</li> <li>Explain ways they can keep themselves safe in the locality.</li> <li>Explain with further knowledge, ways they can help others to keep themselves safe and healthy.</li> <li>Name the male and female reproductive body parts.</li> <li>Explain how and why the body changes during puberty.</li> <li>Identify that stable caring relationships are at the heart of safe and happy families and friendships.</li> <li>How to identify when a relationship is harmful or dangerous.</li> <li>Identify different types of adult relationships.</li> <li>To identify the significance of marriage in an adult relationship.</li> <li>Identify what forms of touching are appropriate and inappropriate.</li> <li>Identify some of the decisions that have to be made before having a baby.</li> <li>Identify when it is appropriate to share personal information in a relationship.</li> <li>Identify where and how to get support if an online relationship goes wrong.</li> <li>Carry out first aid.</li> </ul>

# VOCABULARY PROGRESSION MAP FOR HEALTH AND WELLBEING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Confidence</b> is believing you can do something.</p> <p><b>Independence</b> is doing things by yourself.</p> <p><b>Persevere</b> means to keep trying, even when it's hard.</p> <p><b>Rules</b> are guidelines we follow to keep everyone safe and happy.</p> <p><b>Right</b> means something that is good or correct.</p> <p><b>Wrong</b> means something that is not good or not correct.</p> <p><b>Toilet</b> is a place where we go to use the bathroom.</p> <p><b>Healthy food</b> is food that helps us grow strong and stay healthy, like fruits and vegetables.</p> <p><b>Oral hygiene</b> means taking care of our teeth by brushing and keeping our mouth clean.</p>	<p><b>Hygiene</b> is keeping your body clean so you stay healthy.</p> <p><b>Routines</b> are things you do the same way every day, like brushing your teeth or getting dressed.</p> <p><b>Harmful</b> means something that can hurt you or make you sick.</p> <p><b>Locality</b> is the area or place where you live.</p> <p><b>Gender</b> means whether someone is a boy, girl, or another identity they feel fits them best.</p> <p><b>Bacteria</b> are tiny germs that are too small to see but can make you sick or sometimes help your body.</p> <p><b>Plaque</b> is a sticky coating that builds up on your teeth if you don't brush them.</p>	<p><b>Exercise</b> means moving your body to stay healthy and strong.</p> <p><b>Physical activity</b> is any kind of movement, like running, jumping, or playing.</p> <p><b>Protein</b> helps your body grow and build muscles.</p> <p><b>Vitamins</b> are nutrients in food that help your body work properly and stay healthy.</p> <p><b>Minerals</b> are natural substances in food that help your body stay strong and healthy.</p> <p><b>Calcium</b> is a mineral that helps build strong bones and teeth.</p> <p><b>Carbohydrates</b> give your body energy to play and move.</p> <p><b>Sugar</b> is a sweet substance that gives quick energy, but too much isn't healthy.</p> <p><b>Fats</b> give your body energy and help you stay warm, but you only need a little.</p> <p><b>Salt</b> adds flavor to food, but too much can be unhealthy.</p> <p><b>Vagina</b> is a female private part.</p> <p><b>Penis</b> is a male body part.</p>	<p><b>Bacteria</b> are tiny living things that are too small to see. Some can make us sick, but some are helpful.</p> <p><b>Virus</b> is a tiny germ that can make people sick, like when you get a cold or the flu.</p> <p><b>Hazard</b> means something that can be dangerous or cause harm.</p> <p><b>Nuclear family</b> is a family with a mum and dad and their children living together.</p> <p><b>Blended family</b> is a family where parents have joined together and bring children from different families.</p> <p><b>Same-sex family</b> is a family where two mums or two dads raise children together.</p> <p><b>Protection</b> means keeping yourself or others safe from harm.</p> <p><b>Commitment</b> means sticking with something or someone and not giving up.</p> <p><b>Security</b> means feeling safe and cared for.</p> <p><b>Stability</b> means having a steady and safe home or life, where things don't change too much.</p> <p><b>Respect</b> means being kind and fair to others and valuing their feelings and ideas.</p>	<p><b>999</b> is the phone number you call in the UK if there's an emergency and you need the police, fire service, or an ambulance.</p> <p><b>112</b> is another emergency number you can call in the UK or other countries in Europe for help.</p> <p><b>First aid</b> means helping someone who is hurt or sick before a doctor or ambulance arrives.</p> <p><b>Habits</b> are things you do often, sometimes without thinking — like brushing your teeth every morning.</p> <p><b>Human life cycle</b> shows the stages people go through as they grow and change from a baby to an adult.</p> <p><b>Foetus</b> is a baby growing inside a mother's tummy before it is born.</p> <p><b>Baby</b> is a very young person who has just been born.</p> <p><b>Child</b> is a young person who is growing and learning before becoming a teenager.</p> <p><b>Adolescent</b> is another word for a teenager — someone growing from a child into an adult.</p> <p><b>Adult</b> is a fully grown person.</p> <p><b>Elderly</b> means an older person, usually someone who has lived many years.</p> <p><b>Weight loss</b> means when someone's body becomes lighter, usually from eating less or being more active.</p> <p><b>Unexplained</b> means something that happens and we don't know why.</p> <p><b>Physical illness</b> means when your body, is sick or not working properly.</p>	<p><b>Drug</b> is a substance that can change how your body or mind works. Some drugs are medicines that help you get better, but some can be harmful if misused.</p> <p><b>Drinking</b> means having liquids. When people talk about <i>drinking alcohol</i>, it means having drinks that can affect the body and mind, which are only for adults.</p> <p><b>Caffeine</b> is something found in drinks like tea, coffee, and cola that can make you feel more awake.</p> <p><b>Smoking</b> means breathing in smoke from burning tobacco or other substances. It's unhealthy and can hurt your lungs and heart.</p> <p><b>Reproduce</b> means to make babies or have children.</p> <p><b>Menstruation</b> (also called a period) is when blood comes out of a girl's or woman's vagina every month as part of growing up and being able to have babies.</p> <p><b>Uterus</b> is the part of a woman's body where a baby grows before it is born.</p>	<p><b>Testis</b> (plural: testes) are small organs in a boy's body that make sperm.</p> <p><b>Urethra</b> is the tube that carries pee out of the body.</p> <p><b>Scrotum</b> is the soft skin bag that holds the testes.</p> <p><b>Gland</b> is a small part of the body that makes special substances, like hormones or saliva.</p> <p><b>Sperm duct</b> is the tube that carries sperm from the testes to leave the body.</p> <p><b>Cervix</b> is the small opening between the uterus and the vagina.</p> <p><b>Ovary</b> is part of a girl's body that makes eggs.</p> <p><b>Uterus</b> is the part of a woman's body where a baby grows before it is born.</p> <p><b>Oviduct</b> (also called a fallopian tube) carries an egg from the ovary to the uterus.</p> <p><b>Uterus lining</b> is the soft inside layer of the uterus where a baby can grow.</p> <p><b>Marriage</b> is when two people make a special promise to love and care for each other.</p> <p><b>Civil partnership</b> is a legal way for two people to show they are in a committed relationship, similar to marriage.</p> <p><b>Commitment</b> means sticking with someone or something and not giving up.</p>

# 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"> <li>• <b>What does persevere mean?</b> To never give up</li> <li>• <b>What happens if you don't follow the rules?</b> There are consequences (time out, thinking time etc)</li> <li>• <b>Why is it important to brush your teeth?</b> Teeth brushing helps to remove bacteria and keep our teeth healthy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Why is it important to keep clean?</b> We need to keep clean to avoid harmful germs and avoid getting sick.</li> <li>• <b>What are the 5 basic hygiene rules?</b> 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.</li> <li>• <b>Why is it important to brush your teeth?</b> Toothbrushing helps to remove bacteria and plaque that cause tooth decay and gum disease.</li> <li>• <b>Why is sleep important?</b> Sleep gives your body a rest and allows it to prepare for the next day.</li> <li>• <b>Name 3 dangerous household items.</b> Knives, ovens, heaters, matches, medicines and cleaning products.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What do your muscles need to work when exercising?</b> Your muscles need oxygen to work during physical activity.</li> <li>• <b>What are the benefits of being active?</b> You can get fitter.</li> <li>• <b>What is a balanced diet?</b> A good balance of protein, vitamins and minerals, calcium, carbohydrates, sugar and fats.</li> <li>• <b>What can adults do that babies can't?</b> Adults have different responsibilities and can look after themselves.</li> <li>• <b>What are the similarities between boys and girls?</b> Ears, eye nose cheeks etc</li> <li>• <b>What are the differences between boys and girls?</b> Girls have a vagina and boys have a penis.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What is a hazard?</b> A hazard is extremely serious or very damaging</li> <li>• <b>What can you do if you see something unsafe?</b> Point out the hazard to an adult.</li> <li>• <b>What should a family unit provide?</b> Love, security and stability.</li> <li>• <b>What is a nuclear family?</b> A nuclear family has one mum, one dad and their child or children. Both parents live with the children and contribute</li> <li>• <b>What is a single parent family?</b> A single parent family is when one parent is present, either the mum or the dad, plus their child or children</li> <li>• <b>What is a blended family?</b> A blended family is when both parents have children from a previous relationship and have combined to create a new family</li> <li>• <b>What is a same sex family?</b> A same sex family is when there are two mums (lesbian couple) or two dads (gay couple).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What are possible risks in your locality?</b> Flooding, road safety and pollution.</li> <li>• <b>What numbers should you call in order to access emergency services?</b> 999 or 112</li> <li>• <b>What position should you put someone in, in a medical emergency?</b> The recovery position.</li> <li>• <b>What is a habit?</b> A habit is a behaviour that you repeatedly do, which you might not even be aware of.</li> <li>• <b>What are the stages of the human life cycle?</b> The human life cycle has six main stages: foetus, baby, child, adolescent, adult and elderly.</li> <li>• <b>What can be a sign of physical illness?</b> Weight loss and unexplained physical changes.</li> <li>• <b>What does it mean to be independent?</b> Being independent means to have responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What is a drug?</b> A drug is a chemical that you take into your body, which changes the way you feel and act</li> <li>• <b>What can happen if you drink too much alcohol?</b> Drinking too much can affect the ability to make decisions, make it harder to control the body put it in danger.</li> <li>• <b>What type of drug is caffeine?</b> Caffeine is a legal drug that has to be managed sensibly.</li> <li>• <b>What are the risks associated with smoking?</b> Smoking causes or can lead to many types of cancer.</li> <li>• <b>What is puberty?</b> Puberty is when your body changes from a child to an adult</li> <li>• <b>What is menstruation?</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What two factors can have an effect on your health?</b> Food and physical activity can have an effect on their health.</li> <li>• <b>Name the male reproductive body parts.</b> The male reproductive body parts are the penis, testis, urethra, scrotum, gland and sperm duct</li> <li>• <b>Name the female reproductive body parts.</b> The female reproductive body parts are the vagina, cervix, ovary, uterus, oviduct and the uterus lining.</li> <li>• <b>What is a healthy relationship?</b> A healthy relationship is a relationship that includes values of mutual respect, trust and honesty.</li> <li>• <b>What is the significance of marriage/civil partnerships?</b> Adults in relationships may choose to get married or have a civil partnership with the intent to show life long commitment to another.</li> <li>• <b>What is the difference between an appropriate and inappropriate touch?</b> 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.</li> </ul>



# 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"> <li>• That giving eye contact and showing interest means good listening.</li> <li>• That asking questions is how we find out information.</li> <li>• That taking turns to talk is a conversation.</li> <li>• That's taking turns when playing is sharing.</li> <li>• That they can share their opinions and ideas.</li> <li>• That we can make positive relationships by listening and showing interest in other people.</li> <li>• That we can comfort by asking if people are okay and showing they care.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• That friends are people that you can have fun with.</li> <li>• That a friend likes you for who you are.</li> <li>• That a good friend can cheer you up when you are sad, and keep you company.</li> <li>• That learning how to wait, take turns, share, listen will help maintain friendships.</li> <li>• <b>That not all children will have friends they like at times, that most people will feel lonely and this is not something to be ashamed of.</b></li> <li>• That there are similarities and differences between myself and my peers.</li> <li>• When something is fair or unfair, kind or unkind, right or wrong.</li> <li>• That school's rules are ways of keeping them physically and emotionally safe.</li> <li>• That a goal is something you want to do and achieve.</li> <li>• That people look after them at home and at school.</li> <li>• The roles their family members and friends play.</li> <li>• That a secret might be kept safe <b>to respect privacy.</b></li> <li>• <b>That it is not always safe to keep a secret.</b></li> <li>• That a surprise generally describes happy things that others will eventually find out about.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• A range of strategies they can use to resolve a simple arguments or disagreements.</li> <li>• Different groups to which they belong.</li> <li>• Some of the many differences between children in our class.</li> <li>• When they are unhappy, they will feel sad and they might cry.</li> <li>• To tell an adult in school or at home when they feel uncomfortable.</li> <li>• What they are good at.</li> <li>• How to talk about their feelings.</li> <li>• How to talk about change and loss.</li> <li>• That choices can have good and not so good consequences.</li> <li>• How to attract the attention of people they trust.</li> <li>• How to express ways that they can help other people to look after them</li> <li>• How to be responsible for keeping themselves safe.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• How to respond appropriately to a wide range of feelings in others.</li> <li>• How to make and keep friends.</li> <li>• <b>How to recognize if a friendship is making you feel unhappy or uncomfortable.</b></li> <li>• What to do if they are a witness to bullying.</li> <li>• How to listen to other children and respond appropriately whether they agree or disagree with that viewpoint.</li> <li>• What makes them feel good.</li> <li>• What makes them feel bad.</li> <li>• How to celebrate their achievements and strengths.</li> <li>• When I need to listen to my emotions.</li> <li>• The importance of protecting a personal information, including passwords, addresses and images.</li> <li>• Basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make me feel anxious.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• That there are different types of relationship that you may encounter throughout life: Friends, Family, Romantic Partners, Parents, Carers, Pets, Doctors, Nurses, Dentists etc</li> <li>• That cyber bullying is an act of using Internet and digital (include mobile) technologies to upset or humiliate.</li> <li>• How to protect themselves against cyber bullying.</li> <li>• <b>To understand how online relationships can have a positive impact but cannot be a substitute for high quality in-person relationships.</b></li> <li>• <b>To understand the benefits of limiting time spent online.</b></li> <li>• <b>To understand how online content can have an effect on mental health.</b></li> <li>• That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</li> <li>• <b>How to set reasonable boundaries with friends both online and in person.</b></li> <li>• How to reflect on and celebrate their achievements</li> <li>• Their own areas for improvements</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• That secret is when only a chosen few are informed and are instructed not to reveal the information.</li> <li>• <b>How to set reasonable boundaries in relationships with friends, family, peers and adults.</b></li> <li>• That confidentiality is when many people have been informed and are instructed not to reveal <b>private</b> information.</li> <li>• How to raise any concerns appropriately</li> <li>• How to handle pressure from others to do what they know to be wrong, unkind or damaging</li> <li>• The nature and consequences of discrimination, teasing, bullying and aggression.</li> <li>• That choices can have positive, neutral and negative consequences</li> <li>• How to reflect on and celebrate their achievements</li> <li>• How to set high aspirational goals</li> <li>• How to respond when they haven't met their goals</li> <li>• The vocabulary to use to enable them to explain both the range and intensity of their feelings to others</li> <li>• <b>How to judge whether what you are feeling or how you behaving is appropriate and proportionate.</b></li> <li>• How to ask for help clearly from appropriate people</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• How to respond to people they might meet in the future</li> <li>• When to ask for help and who to ask in various situations in the future</li> <li>• That working cooperatively means working together with other people, all helping each other</li> <li>• How to work cooperatively with others.</li> <li>• <b>How to be kind to others without neglecting your own needs.</b></li> <li>• How to resolve disputes and conflicts to benefit others as well as themselves.</li> <li>• <b>Recognising the difference between being assertive and controlling.</b></li> <li>• <b>To know that it is common to experience mental health problems, and that this can be helped through early support.</b></li> <li>• 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.</li> <li>• That meditation can relax the body and mind.</li> <li>• That listening to calming music can help regain focus.</li> <li>• About the future and their plans for success</li> <li>• How to explain both the range and intensity of my feelings</li> <li>• A range of issues they might face when they change schools</li> </ul>

# 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"> <li>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.</li> <li>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.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>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.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify who a friend is</li> <li>Identify skills needed to make and maintain friendships.</li> <li>Identify fallouts within friendships and how this can make us feel lonely</li> <li>Recognise and celebrate their emotions and talents</li> <li>Identify similarities and differences between myself and my peers</li> <li>Identify when something is fair/unfair, kind/unkind, right/wrong</li> <li>Understand that school's rules keep them physically and emotionally safe</li> <li>Understand feelings can influence their friendships</li> <li>Understand that words and actions can affect other people</li> <li>Set simple but challenging goals for myself</li> <li>Identify how people look after them at home and at school</li> <li>Identify they can talk to at home and at school if they are sad</li> <li>Understand the difference between secrets and surprises.</li> <li>Understand that secrets are not always safe to keep private.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Use a range of strategies they can use to resolve a simple arguments or disagreements</li> <li>Identify different groups to which they belong</li> <li>Identify some of the many differences between children in our class</li> <li>Identify when they are unhappy</li> <li>Report experiences that they were not comfortable or happy with</li> <li>Identify what they are good at</li> <li>Talk about their feelings</li> <li>Talk about change and loss</li> <li>Understand that choices can have good and not so good consequences</li> <li>Attract the attention of people they trust</li> <li>Express ways that they can help other people to look after them</li> <li>Be responsible for keeping themselves safe</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Respond appropriately to a wide range of feelings in others.</li> <li>Make and keep friends.</li> <li>How to recognize when a friendship is making you feel unhappy or uncomfortable.</li> <li>Understand that to do if they are a witness to bullying.</li> <li>Listen to other children and respond appropriately whether they agree or disagree with that viewpoint.</li> <li>Identify what makes them feel good and bad.</li> <li>Celebrate their achievements and strengths.</li> <li>Protect their personal information, including passwords, addresses and images.</li> <li>Use basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make them feel anxious.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Identify different types of relationships.</li> <li>Protect themselves against cyber bullying.</li> <li>Understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources.</li> <li>Identify how online content can affect mental health.</li> <li>To identify how online relationships can have a positive impact but cannot be a substitute for high quality in-person relationships.</li> <li>To identify how to set reasonable boundaries with friends both online and in person.</li> <li>Reflect on and celebrate their achievements.</li> <li>Identify their own areas for improvements.</li> <li>Use extended vocabulary to enable themselves to explain more emotions and feelings.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Explain the differences between confidential and secret.</li> <li>Raise any concerns appropriately.</li> <li>Handle pressure from others to do what they know to be wrong, unkind or damaging.</li> <li>Understand the nature and consequences of discrimination, teasing, bullying and aggression.</li> <li>Understand that choices can have positive, neutral and negative consequences.</li> <li>Reflect on and celebrate their achievements.</li> <li>Set high aspirational goals.</li> <li>Respond when they haven't met their goals.</li> <li>Use vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>Ask for help clearly from appropriate people.</li> <li>Identify how to set reasonable boundaries in relationships with friends, family, adults and peers.</li> <li>Identify if your feelings and behaviour are appropriate and proportionate.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>Respond to people they might meet in the future.</li> <li>Ask for help in various situations in the future.</li> <li>Work cooperatively with others.</li> <li>Identify how you can be kind to others without neglecting your own needs.</li> <li>To recognize the difference between assertiveness and controlling behaviour.</li> <li>To understand that mental health problems are common and that early help can support with this.</li> <li>Resolve disputes and conflicts to benefit others as well as themselves.</li> <li>Use a range of simple relaxation techniques.</li> <li>Identify the role of exercise in relaxation.</li> <li>Explain about the future and their plans for success.</li> <li>Explain both the range and intensity of my feelings.</li> <li>Identify a range of issues they might face when they change schools.</li> </ul>

# VOCABULARY PROGRESSION MAP FOR RELATIONSHIPS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Listen</b> means to use your ears and pay attention.</p> <p><b>Friend</b> is someone you like and play with.</p> <p><b>Share</b> means to let someone else use or have part of what you have.</p> <p><b>Take turns</b> means to wait so everyone gets a chance.</p> <p><b>Right and wrong</b> means knowing what is good and fair and what is not okay.</p>	<p><b>Friend</b> is someone you like and play with.</p> <p><b>Skills</b> are things you can do well.</p> <p><b>Emotions</b> are feelings like happy, sad, or angry.</p> <p><b>Talents</b> are special things you are really good at.</p> <p><b>Similarities</b> are ways people or things are alike.</p> <p><b>Differences</b> are ways people or things are not the alike.</p> <p><b>Fair</b> means everyone is treated the same.</p> <p><b>Unfair</b> means someone is not treated the same.</p> <p><b>Right</b> is something good to do.</p> <p><b>Wrong</b> is something not okay to do.</p> <p><b>Kind</b> means being nice to others.</p> <p><b>Unkind</b> means being mean to others.</p> <p><b>Safe</b> means protected from danger.</p> <p><b>Action</b> is something you do.</p> <p><b>Goals</b> are things you want to do.</p> <p><b>Secret</b> is something you keep to yourself.</p> <p><b>Surprise</b> is something unexpected that makes you feel happy or amazed.</p> <p><b>Lonely</b> means feeling sad because you are on your own.</p> <p><b>Privacy</b> means having time or space to be by yourself</p>	<p><b>Strategies</b> are plans or ways to do something.</p> <p><b>Arguments</b> are times when people disagree and may talk loudly or strongly.</p> <p><b>Disagreements</b> are when people do not agree.</p> <p><b>Groups</b> are a bunch of people or things together.</p> <p><b>Experiences</b> are things that happen to you.</p> <p><b>Comfortable</b> means feeling safe, relaxed, and happy.</p> <p><b>Feelings</b> are how you feel inside, like happy, sad, or mad.</p> <p><b>Change</b> is when something becomes different.</p> <p><b>Loss</b> is when you no longer have something or someone.</p> <p><b>Choices</b> are different options you can pick from.</p> <p><b>Consequences</b> are what happens because of what you do.</p> <p><b>Trust</b> means believing someone will be honest and kind.</p> <p><b>Responsible</b> means doing what you should do and taking care of things.</p>	<p><b>Appropriate</b> means something that is okay/acceptable to do.</p> <p><b>Bullying</b> is when someone is intentionally and repeatedly unkind</p> <p><b>Viewpoint</b> is how someone thinks or sees something.</p> <p><b>Achievements</b> are things you have done well.</p> <p><b>Strengths</b> are things you are really good at.</p> <p><b>Personal information</b> is private details about you, like your name or address.</p> <p><b>Pressure</b> is when someone tries to make you do something.</p> <p><b>Anxious</b> means feeling worried or nervous.</p> <p><b>Uncomfortable</b> means feeling unhappy or safe.</p>	<p><b>Relationships</b> are the connections you have with other people.</p> <p><b>Cyber bullying</b> is being mean to someone using computers, phones, or the internet.</p> <p><b>Reflect</b> means to think carefully about something.</p> <p><b>Improvements</b> are changes that make something better.</p> <p><b>Emotions</b> are feelings like happy, sad, or angry.</p> <p><b>Substitute</b> is someone or something that takes the place of another.</p> <p><b>High-quality relationships</b> are connections with people that are kind and caring.</p> <p><b>Online content</b> is anything you see or read on the internet.</p>	<p><b>Confidential</b> means something you keep private and do not tell others.</p> <p><b>Concerns</b> are worries or things that bother you.</p> <p><b>Discrimination</b> is treating someone unfairly because of who they are.</p> <p><b>High aspirational goals</b> are big dreams you want to reach.</p> <p><b>Appropriate people</b> are the right people to talk to or be with.</p> <p><b>Boundaries</b> are rules about what is okay and not okay.</p> <p><b>Private</b> means something that belongs to you and is not for everyone.</p>	<p><b>Respond cooperatively</b> means to work together nicely with others.</p> <p><b>Disputes</b> are arguments or disagreements between people.</p> <p><b>Relaxation techniques</b> are ways to help your body and mind feel calm.</p> <p><b>Future</b> is the time that comes after now.</p> <p><b>Success</b> is doing something well or reaching a goal.</p> <p><b>Intensity</b> is how strong or powerful something is.</p> <p><b>Issues</b> are problems or things that need attention.</p> <p><b>Neglecting</b> means not taking care of something or someone.</p> <p><b>Assertive</b> means speaking up for yourself in a polite way.</p> <p><b>Controlling</b> means trying to make others do what you want.</p> <p><b>Mental health</b> is how your mind and feelings are doing.</p> <p><b>Early help</b> is getting support or help as soon as a problem starts.</p>

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



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

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

# VOCABULARY PROGRESSION MAP FOR LIVING IN THE WIDER WORLD

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Feelings</b> are how you feel inside, like happy, sad, or angry.</p> <p><b>Behaviour</b> is how you act or what you do.</p> <p><b>Instructions</b> are directions telling you what to do.</p> <p><b>Past</b> is the time that already happened.</p> <p><b>Seasons</b> are parts of the year like spring, summer, autumn, and winter.</p>	<p><b>Coins</b> are small pieces of money.</p> <p><b>Notes</b> are paper money.</p> <p><b>Recording</b> is writing down information to keep track.</p> <p><b>Money</b> is what we use to buy things.</p> <p><b>Need</b> is something you must have to live or be safe.</p> <p><b>Want</b> is something you would like to have but do not need.</p> <p><b>Community</b> is a group of people who live or work together.</p> <p><b>Same</b> means alike or not different.</p> <p><b>Different</b> means not the same.</p> <p><b>Improve</b> means to make something better.</p> <p><b>Respect</b> means being kind and thinking about other people's feelings.</p> <p><b>Victim</b> is someone who is hurt or treated badly.</p> <p><b>Bully</b> is someone who is mean to hurt others on purpose.</p>	<p><b>Earn</b> means to get money by working.</p> <p><b>Choice</b> is when you can pick between options.</p> <p><b>United Nations</b> is a group of countries that work together.</p> <p><b>Convention</b> is an important meeting or agreement.</p> <p><b>Rights of a child</b> are the things all children should have to be safe and happy.</p> <p><b>Childhood</b> is the time when you are a child.</p>	<p><b>Track</b> means to follow or keep a record of something.</p> <p><b>Influenced</b> means being affected by someone or something.</p> <p><b>Impact</b> is the effect something has.</p> <p><b>Spending</b> is using money to buy things.</p> <p><b>Saving</b> is keeping money to use later.</p> <p><b>Anti-social</b> means not being friendly to others.</p> <p><b>Aggressive</b> means acting in a mean or forceful way.</p>	<p><b>Jobs</b> are the work people do to earn money.</p> <p><b>Savings</b> are money you keep for later.</p> <p><b>Accounts</b> are places where money is kept safely.</p> <p><b>Financial</b> is about money and managing it.</p> <p><b>Manage</b> means to take care of or control something.</p> <p><b>Charities</b> are organizations that help people in need.</p>	<p><b>Credit</b> is money you can borrow to pay for things.</p> <p><b>Debt</b> is money you owe to someone.</p> <p><b>Budget</b> is a plan for how to use money.</p> <p><b>Profit</b> is the extra money you earn after paying costs.</p> <p><b>Value of money</b> is how much money is worth.</p> <p><b>Risks</b> are dangers or things that might go wrong.</p> <p><b>Scams</b> are tricks to steal your money.</p> <p><b>Calculate</b> means to work out a number or amount.</p> <p><b>Loss</b> is when you lose money or something important.</p> <p><b>Media</b> is ways people share news and information, like TV, newspapers, and the internet.</p> <p><b>Social networking</b> is using websites or apps to connect with people online.</p> <p><b>Personal identity</b> is who you are and what makes you unique.</p>	<p><b>Qualifications</b> are skills or certificates showing what you can do.</p> <p><b>Deducted</b> means taken away from something, like money from a paycheck.</p> <p><b>Earnings</b> are the money you get from work.</p> <p><b>Government</b> is the group of people who make rules and decisions for a country.</p> <p><b>Pension</b> is money people get when they stop working.</p> <p><b>Statements</b> are papers showing money coming in and going out.</p> <p><b>Manageable</b> means something you can handle.</p> <p><b>Unmanageable</b> means something that is too hard to handle.</p> <p><b>Credit cards</b> are cards that let you borrow money to buy things.</p> <p><b>Exchange rates</b> are how much money from one country is worth in another.</p> <p><b>Elections</b> are votes people make to choose leaders.</p>

# 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"> <li>• <b>Names some feelings and when you might feel this way.</b> Happy, sad, angry, excited</li> <li>• <b>Tell me about jobs of people who help us.</b> Various answers</li> <li>• <b>How can I make the right choices?</b> Follow instructions, keep myself safe</li> <li>• <b>What can I wear in Summer to keep me safe in the sun?</b> Sun cream, sunhat etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Name coins and notes used in Britain.</b> 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.</li> <li>• <b>What is a responsibility?</b> Responsibilities are things we are expected to do, such as following rules or being kind and helpful.</li> <li>• <b>What is a community?</b> A community a group of people who have things in common. They might live in the same area, same school etc.</li> <li>• <b>What is respect?</b> Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them.</li> <li>• <b>What is bullying?</b> Bullying is a type of unkind behaviour, such as being mean to others on purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Where can money come from?</b> Money can come from earning, winning, borrowing, finding, pocket money, presents.</li> <li>• <b>Why do we need to work?</b> We need to work to earn money.</li> <li>• <b>What is UNCRC?</b> 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.</li> <li>• <b>What are your responsibilities?</b> Your responsibilities include your responsibilities in school, in your family and in the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How can you pay for things?</b> You can pay for things using cash, card or cheque.</li> <li>• <b>What does 'value for money' mean?</b> Some things are better value for money than others. E.g. some foods are the same but different prices depending on the brand.</li> <li>• <b>What can improve or harm the environment?</b> Pick up litter, turn lights out, recycle, graffiti, littering</li> <li>• <b>What are the consequences of antisocial behaviour?</b> Receive a CBO (Criminal Behaviour Order), a fine, criminal record from the age of 10</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Why might you need money for the future?</b> 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.</li> <li>• <b>Why are some jobs paid or unpaid?</b> Some jobs require voluntary work and others do not.</li> <li>• <b>Why might some jobs pay more than others?</b> 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.</li> <li>• <b>What does borrowing money mean?</b> 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.</li> <li>• <b>What are charities?</b> Charity is voluntary assistance provided to help individuals in need.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What is 'credit'?</b> Buying something with the arrangement to pay later.</li> <li>• <b>What is a budget?</b> An estimate of income and expenditure over time.</li> <li>• <b>What is profit?</b> A financial gain, especially the difference between the amount earned and the amount spent in buying, operating, or producing something.</li> <li>• <b>What are financial risks?</b> 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.</li> <li>• <b>What types of media are there?</b> The types of media are: television, radio, newspapers, magazines, and the Internet.</li> <li>• <b>How can media influence people?</b> The media can portray something in a positive or negative light, leading people to create an opinion based on what they see.</li> <li>• <b>How can you keep yourself safe and protect your personal identity online?</b> The types of media are: television, radio, newspapers, magazines, and the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Names types of qualifications</b> GCSE'S, A-level, Diploma, Degree</li> <li>• <b>When money is deducted to wages, where does it go?</b> Money is deducted for tax, national insurance pension and student loans.</li> <li>• <b>What is a pension?</b> A pension is a sum paid regularly to a person following retirement or to surviving dependents</li> <li>• <b>What is debt?</b> Debt is when you owe a person or organisation money.</li> <li>• <b>Tell me about money in different countries.</b> Different countries have different values of money to ours. In Europe they have the euro and in the USA they have the dollar.</li> <li>• <b>How is the UK governed?</b> Local authorities, councils. Parliament, Prime minister.</li> </ul>



# Transition

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

## KNOWLEDGE PROGRESSION MAP FOR TRANSITION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Children will know:</p> <ul style="list-style-type: none"> <li>How to recognize and name their feelings using basic emotions.</li> <li>That things can change.</li> <li>How to try new things with support.</li> <li>How to ask for help when it is needed.</li> <li>How to follow simple routines.</li> <li>How to play with others.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>How to describe different feelings and what causes them.</li> <li>To understand that change is a normal part of life.</li> <li>To try new experiences with growing confidence.</li> <li>How to use simple strategies to manage worries.</li> <li>How to follow routines more independently.</li> <li>How to build positive relationships with others with some support.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>The meaning of transition.</li> <li>How it can make you feel.</li> <li>How to identify ways to manage worries or challenges when moving year groups (Up to KS2)</li> <li>How to recognise strengths and areas for growth.</li> <li>How to solve simple problems independently or with support.</li> <li>How to work cooperatively with others.</li> <li>How to take responsibility for simple tasks.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>How to understand that change can bring opportunities and challenges.</li> <li>How to use a range of strategies to manage emotions.</li> <li>How to set simple personal goals.</li> <li>How to take responsibility for learning and behaviour.</li> <li>How to work effectively with a range of people.</li> <li>How to identify people who can provide support during difficult transition periods.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>How to reflect on different transition experiences and what has been learned from them.</li> <li>How to manage a wider range of emotions in different situations relating to past, present and future transitions.</li> <li>How to show resilience when facing challenges.</li> <li>How to set and work towards achievable goals.</li> <li>How to communicate thoughts and feelings clearly.</li> <li>How to take increasing responsibility for actions.</li> </ul>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>How to understand that change and challenges support personal growth.</li> <li>What strategies to use when managing complex feelings.</li> <li>How to demonstrate independence in a range of situations.</li> <li>How to build and maintain positive, respectful relationships.</li> <li>How to solve problems and make thoughtful decisions.</li> </ul> <p><b><i>Above relating to the preparation of moving into the last year of primary school and preparing for further responsibilities including SATS.</i></b></p>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>How to describe the changes and opportunities involved in moving to secondary school.</li> <li>How to explore and manage feelings about transition, including during visits to a new school.</li> <li>How to prepare for a new environment by understanding routines, expectations, and organisation.</li> <li>How to ask questions and seek information during transition activities and school visits.</li> <li>How to build confidence in meeting new people and forming positive relationships.</li> <li>How to reflect on experiences of transition, including school visits, and identify strategies to settle successfully.</li> </ul> <p><b><i>Above to occur during transition visits and activities rather than standalone lessons.</i></b></p>

# SKILLS PROGRESSION MAP FOR TRANSITION

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"> <li>To recognise and name my feelings.</li> <li>To begin to understand that things can change.</li> <li>To try new things with support.</li> <li>To ask for help when I need it.</li> <li>To follow simple routines.</li> <li>To begin to play and learn with others.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>To describe different feelings and what causes them.</li> <li>To understand that change is a normal part of life.</li> <li>To try new experiences with growing confidence.</li> <li>To use simple strategies to manage worries.</li> <li>To follow routines more independently.</li> <li>To build positive relationships with others.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>To explain the meaning of transition.</li> <li>To explain how change might make people feel (relating to moving to KS2).</li> <li>To identify ways to manage worries or challenges.</li> <li>To recognise strengths and areas for growth.</li> <li>To work cooperatively with others.</li> <li>To take responsibility for simple tasks.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>To understand that change can bring opportunities and challenges.</li> <li>To use a range of strategies to manage emotions.</li> <li>To set simple personal goals.</li> <li>To take responsibility for learning and behaviour.</li> <li>To work effectively with a range of people.</li> <li>To identify people who can provide support in different situations.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>To reflect on experiences and what has been learned from them.</li> <li>To manage a wider range of emotions in different situations.</li> <li>To show resilience when facing challenges.</li> <li>To set and work towards achievable goals.</li> <li>To communicate thoughts and feelings clearly.</li> <li>To take increasing responsibility for actions.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>To understand how change and challenges support personal growth.</li> <li>To use strategies to manage more complex feelings.</li> <li>To demonstrate independence in a range of situations.</li> <li>To build and maintain positive, respectful relationships.</li> <li>To solve problems and make thoughtful decisions.</li> </ul>	<p>Children will be able to:</p> <ul style="list-style-type: none"> <li>To describe the changes and opportunities involved in moving to secondary school.</li> <li>To explore and manage feelings about transition, including during visits to a new school.</li> <li>To prepare for a new environment by understanding routines, expectations, and organisation.</li> <li>To ask questions and seek information during transition activities and school visits.</li> <li>To build confidence in meeting new people and forming positive relationships.</li> <li>To reflect on experiences of transition, including school visits, and identify strategies to settle successfully.</li> </ul>

# VOCABULARY PROGRESSION MAP FOR TRANSITION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>feelings</b> – how we feel inside</p> <p><b>happy</b> – feeling good and joyful</p> <p><b>sad</b> – feeling unhappy or upset</p> <p><b>worried</b> – feeling unsure or nervous</p> <p><b>excited</b> – feeling very happy and eager</p> <p><b>change</b> – when something becomes different</p> <p><b>help</b> – when someone supports you</p> <p><b>try</b> – to have a go at something new</p> <p><b>new</b> – something not seen or done before</p> <p><b>routine</b> – things we do the same way each day</p> <p><b>share</b> – to give or use something with others</p> <p><b>friend</b> – someone you like and play with</p>	<p><b>emotions</b> – different types of feelings</p> <p><b>calm</b> – feeling relaxed and peaceful</p> <p><b>nervous</b> – feeling worried about something new</p> <p><b>confident</b> – believing you can do something</p> <p><b>change</b> – when something is different from before</p> <p><b>choice</b> – picking between options</p> <p><b>routine</b> – a pattern of doing things regularly</p> <p><b>responsibility</b> – taking care of something or doing what you should</p> <p><b>kind</b> – being nice and caring to others</p> <p><b>include</b> – making sure others feel part of a group</p> <p><b>listen</b> – to hear and think about what someone says</p> <p><b>problem</b> – something that needs to be solved</p>	<p><b>feelings</b> – emotions we experience</p> <p><b>worried</b> – feeling anxious or unsure</p> <p><b>challenge</b> – something that may be difficult but helps you learn</p> <p><b>solution</b> – a way to solve a problem</p> <p><b>strengths</b> – things you are good at</p> <p><b>improve</b> – to get better at something</p> <p><b>teamwork</b> – working together with others</p> <p><b>cooperate</b> – to work well with others</p> <p><b>responsibility</b> – being in charge of your actions or tasks</p> <p><b>independent</b> – doing things by yourself</p> <p><b>decision</b> – making a choice</p> <p><b>organise</b> – to keep things tidy and in order</p>	<p><b>emotions</b> – a wide range of feelings</p> <p><b>manage</b> – to control or deal with something</p> <p><b>strategies</b> – ways to help you do something</p> <p><b>goals</b> – things you want to achieve</p> <p><b>achieve</b> – to reach a goal</p> <p><b>responsibility</b> – being accountable for your actions</p> <p><b>behaviour</b> – the way you act</p> <p><b>support</b> – help from others</p> <p><b>teamwork</b> – working together effectively</p> <p><b>respect</b> – treating others kindly and fairly</p> <p><b>challenges</b> – difficult tasks that help you grow</p> <p><b>opportunities</b> – chances to try or learn something new</p>	<p><b>reflect</b> – to think about what has happened and what you learned</p> <p><b>resilience</b> – the ability to keep going when things are hard</p> <p><b>persevere</b> – to keep trying even when it's difficult</p> <p><b>challenge</b> – something that tests your abilities</p> <p><b>emotions</b> – feelings that can change in different situations</p> <p><b>communicate</b> – to share thoughts and feelings with others</p> <p><b>express</b> – to show how you feel or think</p> <p><b>goals</b> – targets you aim to reach</p> <p><b>responsibility</b> – being accountable for your choices</p> <p><b>actions</b> – things you do</p> <p><b>consequences</b> – what happens because of your actions</p> <p><b>confidence</b> – belief in yourself and your abilities</p>	<p><b>growth</b> – developing and improving over time</p> <p><b>mindset</b> – the way you think about things</p> <p><b>independence</b> – being able to do things on your own</p> <p><b>responsibility</b> – taking ownership of your actions</p> <p><b>relationships</b> – connections with other people</p> <p><b>respect</b> – valuing others and their feelings</p> <p><b>empathy</b> – understanding how someone else feels</p> <p><b>decisions</b> – choices you make</p> <p><b>consequences</b> – results of your decisions or actions</p> <p><b>problem-solving</b> – finding ways to fix or deal with problems</p> <p><b>cooperation</b> – working together positively</p> <p><b>self-regulation</b> – controlling your emotions and behaviour</p>	<p><b>transition</b> – a change from one stage to another</p> <p><b>secondary</b> – the next stage of school after primary</p> <p><b>expectations</b> – what is expected of you</p> <p><b>routine</b> – regular ways of doing things</p> <p><b>organisation</b> – planning and keeping things in order</p> <p><b>independence</b> – managing things by yourself</p> <p><b>responsibility</b> – being accountable for your actions and learning</p> <p><b>confidence</b> – feeling sure of your abilities</p> <p><b>anxiety</b> – a strong feeling of worry or nervousness</p> <p><b>strategies</b> – methods to help manage situations</p> <p><b>adapt</b> – to adjust to new situations</p> <p><b>resilience</b> – the ability to cope and recover from difficulties</p> <p><b>relationships</b> – how you connect and interact with others</p> <p><b>communication</b> – sharing information, thoughts, or feelings</p> <p><b>support</b> – help from people or systems around you</p>

# STICKY KNOWLEDGE FOR TRANSITION

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
•	•	•	•	•	•	•

## PSHE ENRICHMENT

TERM	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>AUTUMN</b>	Anti-bullying week. Anti-bullying assembly lead by school council. Career Visitors.	Anti-bullying week Anti-bullying assembly lead by school council.	Anti-bullying week Anti-bullying assembly lead by school council.	Anti-bullying week Anti-bullying assembly lead by school council.	Anti-bullying week Anti-bullying assembly lead by school council.	Anti-bullying week Anti-bullying assembly lead by school council.	Anti-bullying week Anti-bullying assembly lead by school council.
<b>SPRING</b>	Careers Week- Visitors Children's Mental Health Week Assembly and in class activities.	Careers Week- Visitors Children's Mental Health Week Assembly and in class activities.	Careers Week- Visitors Children's Mental Health Week Assembly and in class activities.	Careers Week- Visitors Children's Mental Health Week Assembly and in class activities.	Careers Week – Visitors Children's Mental Health Week Assembly and in class activities.	Careers Week- Visitors Children's Mental Health Week Assembly and in class activities.	Careers Week- Visitors Children's Mental Health Week Assembly and in class activities.
<b>SUMMER</b>							