



Barnburgh Primary Academy

Progression Document
PSHE and RSE



Barnburgh Primary Academy Vision

Learning To Shine Together

Academy Core Values

Perseverance Courage Independence Respect Ambition

Key Drivers



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



Support
Encouraging,
Sympathetic,
Helpful,
Nurturing and
kind



Persistence
Determined,
Stickability,
Patience,
Stamina



Inspire
Motivate,
Persuade,
Encourage and
Influence



Resilience
Strength of
character,
Adapability,
Bounceback-
ability



Effort
Strive,
Endeavour,
Stretch,
Exertion



PURPOSE OF STUDY

PSHE

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

RSE

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

AIMS

EARLY LEARNING GOALS THAT LINK MOST CLOSELY TO THE DESIGN TECHNOLOGY NATIONAL CURRICULUM

KEY STAGE 1 SUBJECT CONTENT

KEY STAGE 2 SUBJECT CONTENT



PSHE/RSE

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

INTENT

At Barnburgh Primary Academy, personal, social and health education (PSHE), enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

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

COURAGE

- To have the courage to express themselves and to express their own opinions.

PERSEVERANCE

- To develop the ability to stick with something, to continue working, to try harder, to not give up.

AMBITION

- To do their best work and then to push themselves beyond what they consider to be their best.
- To develop a desire to achieve something.

RESPECT

- To respect what other people say.
- To be respectful towards others.
- To respect the diversity of society.

INDEPENDENCE

- To develop children who have the confidence to think independently.
- To make choices independently.

BEYOND THE SUBJECT

We want our PSHE curriculum to help children to;

- Maximise outcomes for all children.
- See the world from different perspectives.
- Increase their empathy.
- Prepare children for the opportunities and responsibilities and experiences for later life.



IMPLEMENTATION

Our PSHE curriculum has been designed to cover all of the skills set out in the National Curriculum. The National Curriculum states that ‘PSHE is an important and necessary part of all children’s education’. They also state that ‘these subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society’.

At Barnburgh Primary Academy, our PSHE curriculum has been structured in a cross-curricular way to effectively facilitate this and to provide maximum knowledge and understanding at Barnburgh. Age appropriate schemes of work are carried out in each year group. These are sometimes carried out by outside agencies such as the school nurse, but are also delivered by the class teacher. These topics may include:

- Tobacco
- Risk Taking /Safety
- Diversity
- Emotional Health
- Coping Strategies
- Healthy Eating
- Healthy relationships/bullying
- Puberty/Growing up
- British Values
- Democracy
- Citizenship
- Physical Activity
- E-Safety

This also includes opportunities to link British Values, SMSC and schools core values into the curriculum.

Age appropriate lessons are carried out from Foundation Stage up to Year 6. Key campaigns throughout the year, such as Anti-bullying Week and Healthy Eating Week, are addressed through a whole-school approach.

IMPACT

- Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.
- Children will achieve age related expectations across the wider curriculum.
- Children will become healthy and responsible members of society
- Children will be on their journey preparing them for life and work in modern Britain.

Due to the nature of this curriculum area, PSHE monitoring takes various forms. A key component of this is pupil voice. School leaders use pupil voice as an effective tool to ascertain the pupils’ ability to express themselves through a range of different mediums. Examples of our PSHE learning is exhibited throughout the school, both on classroom and communal displays. PSHE work is exhibited on our online website portfolio, on the ‘PSHE’ section of the Curriculum offer webpage.

At Barnburgh, we deliver the PSHE curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We aim to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We believe that PSHE plays a vital part of primary education and as well as discrete focused lessons, it is also embedded throughout the curriculum. PSHE is integral to the development of children’s’ values, in order for them to become a positive citizen in a forever changing community and world. PSHE is an important part of school assemblies - where children’s spiritual, moral, social and cultural curiosity is stimulated, challenged and nurtured.


Long Term Plan 2023-2024

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Relationships taught through drama	Health and wellbeing		Living in the wider world	Living in the wider world	Transition
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 2	Health and wellbeing	Relationships taught through drama	Living in the wider world		Transition	Living in the wider world
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 3		Health and wellbeing	Living in the wider world	Living in the wider world	Relationships taught through drama	Transition
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 4	Health and wellbeing		Living in the wider world	Living in the wider world	Transition	Relationships taught through drama
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 5	Living in the wider world	Living in the wider world	Relationships taught through drama	Health and wellbeing		Transition
CROSS CURRICULAR LINKS						
ENRICHMENT						
YEAR 6	Living in the wider world	Living in the wider world	Health and wellbeing	Relationships taught through drama	Transition	
CROSS CURRICULAR LINKS						
ENRICHMENT						


HEALTH AND WELLBEING							
S T	EYFS	KS1 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	KNOWLEDGE	SKILLS					
	Children will know:	Children will know: <ul style="list-style-type: none"> That we need to keep clean to avoid harmful germs and avoid getting sick That the 5 basic hygiene rules are: <ol style="list-style-type: none"> cleaning your body every day, washing your hands with soap and water after going to the toilet, brushing your teeth twice a day, covering your mouth and nose with a tissue (or your sleeve) when sneezing or coughing washing your hands after handling pets and other animals. That toothbrushing helps to remove bacteria and plaque that cause tooth decay and gum disease Sleep gives your body a rest and allows it to prepare for the next day household items that are dangerous including knives, ovens, heaters, matches, medicines and cleaning products That girls and boys have similarities That girls and boys have differences That babies grow into children and then into adults 	Children will know: <ul style="list-style-type: none"> That their muscles need oxygen to work during physical activity. That as they are more active, they get fitter. That their lungs get better at taking in oxygen from the air. That their hearts get stronger and better at pumping oxygen to their muscles through blood That they should eat food that contains a good balance of protein, vitamins and minerals, calcium, carbohydrates, sugar and fats That some foods are higher in fat, salt and sugar and that these can harm their teeth and bodies That there are 5 basic hygiene rules That adults can do things that babies can't That there are similarities and differences between boys and girls That girls have a vagina and boys have a penis That everyone's body is different and that we celebrate difference 	Children will know: <ul style="list-style-type: none"> That bacteria and viruses can affect their health That a hazard is extremely serious or very damaging That danger refers to risky situations whether big or small How to assess risks in situations That school has rules to keep them safe That some hazards should be pointed out to an adult That they have the right to protect their body from inappropriate and unwanted contact That a nuclear family has one mum, one dad and their child or children. Both parents live with the children and contribute That a single parent family is when one parent is present, either the mum or the dad, plus their child or children. That a blended family is when both parents have children from a previous relationship and have combined to create a new family That a same sex family is when there are two mums (lesbian couple) or two dads (gay couple) 	Children will know: <ul style="list-style-type: none"> That there are risks in their locality That if there is an emergency, they can dial 999 or 112 to get the emergency services. The call operator will ask, "Which service do you require? Fire, Police or Ambulance? They will need to tell them which service they need to support That they can do basic first aid to support That habits are behaviours that they repeatedly do, which they might not even be aware of That the human life cycle has six main stages: foetus, baby, child, adolescent, adult and elderly That physical changes happen to the body when they grow up That becoming more independence can also mean having more responsibility for looking after themselves 	Children will know: <ul style="list-style-type: none"> That a drug is a chemical that you take into your body, which changes the way you feel and act That drinking too much can affect the ability to make decisions, make it harder to control the body put it in danger That caffeine is a legal drug that has to be managed sensibly That smoking causes or can lead to many types of cancer Puberty is when your body changes from a child to an adult That children change into adults so that they are able to reproduce That emotional and physical changes happen during puberty That most females will start puberty when they're 8 to 13 years old, and most males will start between 9 and 14 That during menstruation, the uterus wall gets ready for a baby. If there is no baby, the uterus wall comes off and bleeds a little. The blood comes out of a woman's vagina. The body makes a new wall every month, just in case there is a baby. 	Children will know: <ul style="list-style-type: none"> That food and physical activity can have an effect on their health That there a number of strategies to resist the pressures from others to act in unsafe or unhealthy ways That the male reproductive body parts are the penis, testis, urethra, scrotum, gland and sperm duct The female reproductive body parts are the vagina, cervix, ovary, uterus, oviduct and the uterus lining That a healthy relationship is a relationship that includes values of mutual respect, trust and honesty. That there are different types of adult relationships That appropriate touching includes hugging, kissing a parent, petting animals, holding hands, and cuddling. 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. That there are occasions when it is appropriate to share personal information in a relationship
	<ul style="list-style-type: none"> 	Children will be able to: <ul style="list-style-type: none"> Explain why it is important to keep clean Identify some basic hygiene routines Identify areas in which they can look after themselves Explain how and why teeth clean Explain the need for rest and sleep Explain why things might be harmful at home Explain why things can be harmful if not used properly Identify where in school and the locality they feel safe and why Identify ways to manage feelings to make them feel better Identify similarities and differences between themselves and the opposite gender Explain that babies grow into children and then into adults Recognise members of their family and understand why everyone's family is special Identify which people look after them, who to go to if they are worried 	Children will be able to: <ul style="list-style-type: none"> Explain the effect of exercise on their body Explain why physical activity is healthy Identify physical activity they enjoy Identify choices they make that are healthy Identify different kind of food that they should eat Explain some foods can harm their body Identify basic hygiene routines Identify what adults can do that a baby can't Identify similarities and differences between boys and girls Identify main body parts including the male and female private parts, with confidence Understand that everyone's body is different and that we celebrate difference 	Children will be able to: <ul style="list-style-type: none"> Explain that bacteria and viruses can affect health Explain what danger and hazard means Assess risks in different situations Explain why our school has rules to keep us safe and healthy Identify hazards they should point out to an adult Identify who to ask for help at home in school and out in the locality Name of male and female body parts using agreed scientific words Identify the different types of touch that people like and dislike Explain ways of dealing with unwanted touch Understand similarities and differences between different types of families Understand that it is important to respect the differences between families Identify their special people and what makes them special 	Children will be able to: <ul style="list-style-type: none"> Identify risks in their locality Explain how to call for emergency aid Undertake basic first aid procedures Explain what is meant by the term habit Explain why habits can be hard to change Explain the human life cycle Identify some of the changes that happen as they grow up Identify some of the physical differences between children and teenagers Recognise that becoming more independence can also mean having more responsibility for looking after themselves 	Children will be able to: <ul style="list-style-type: none"> Explain the definition of drugs Explain drugs can do Identify some of the effects and dangers of alcohol Explain that caffeine is a legal drug that has to be managed Explain the dangers of smoking Explain where puberty fits into the human life cycle Explain that going through puberty can affect their bodies and their feelings Identify which parts of the body changes during puberty Identify the main emotional and physical changes that happened during puberty Identify when puberty happens Explain what happens during menstruation Explain that young people can experience puberty differently and at different times Identify ways to stay clean during puberty Identify where to get help and support during puberty 	Children will be able to: <ul style="list-style-type: none"> Explain ways the effects that food and physical activity can have on health Explain ways they can keep themselves safe in the locality Explain with further knowledge, ways they can help others to keep themselves safe and healthy Name the male and female reproductive body parts Explain how and why the body changes during puberty Identify healthy relationships Identify different types of adult relationships Identify what forms of touching are appropriate and inappropriate Identify some of the decisions that have to be made before having a baby Identify when it is appropriate to share personal information in a relationship Identify where and how to get support if an online relationship goes wrong
VOCABULARY							

RELATIONSHIPS							
		KS1 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		Children will know: <ul style="list-style-type: none">That friends are people that you can have fun with.That a friend likes you for who you are.That a good friend can cheer you up when you are sad, and keep you company.That learning how to wait, take turns, share, listen will help maintain friendshipsThat there are similarities and differences between myself and my peersWhen something is fair or unfair, kind or unkind, right or wrongThat school's rules are ways of keeping them physically and emotionally safeTheir feelings and recognizedA goal is something you want to do and achieveThat people look after them at home and at schoolThe roles their family members and friends playThat a secret might be kept safe. If any type of secret or surprise leaves them feeling uncomfortable or worried, it is not safeThat a surprise generally describes happy things that others will eventually find out about	Children will know: <ul style="list-style-type: none">A range of strategies they can use to resolve a simple arguments or disagreementsDifferent groups to which they belongSome of the many differences between children in our classWhen they are unhappy, they will feel sad and they might cryTo tell an adult in school or at home when they feel uncomfortableWhat they are good atHow to talk about their feelingsHow to talk about change and lossThat choices can have good and not so good consequencesHow to attract the attention of people they trustHow to express ways that they can help other people to look after themHow to be responsible for keeping themselves safe	Children will know: <ul style="list-style-type: none">How to respond appropriately to a wide range of feelings in othersHow to make and keep friendsWhat to do if they are a witness to bullyingHow to listen to other children and respond appropriately whether they agree or disagree with that viewpointWhat makes them feel goodWhat makes them feel badWhat food they like and can explain why they eat other things they can make good food choices.How to celebrate their achievements and strengthsWhen I need to listen to my emotionsThe importance of protecting a personal information, including passwords, addresses and imagesBasic techniques for resisting pressure to do something dangerous, unhealthy, and things that make me feel anxious	Children will know: <ul style="list-style-type: none">That there are different types of relationship that you may encounter throughout life: Friends, Family, Romantic Partners, Parents, Carers, Pets, Doctors, Nurses, Dentists etcThat cyber bullying is an act of using Internet and digital (include mobile) technologies to upset or humiliateHow to protect themselves against cyber bullyingThat pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sourcesHow to reflect on and celebrate their achievementsTheir own areas for improvements	Children will know: <ul style="list-style-type: none">That secret is when only a chosen few are informed and are instructed not to reveal the information.That confidentiality is when many people have been informed and are instructed not to reveal the informationHow to raise any concerns appropriatelyHow to handle pressure from others to do what they know to be wrong, unkind or damagingThe nature and consequences of discrimination, teasing, bullying and aggressionThat choices can have positive, neutral and negative consequencesHow to reflect on and celebrate their achievementsHow to set high aspirational goalsHow to respond when they haven't met their goalsThe vocabulary to use to enable them to explain both the range and intensity of their feelings to othersHow to ask for help clearly from appropriate people	Children will know: <ul style="list-style-type: none">How to respond to people they might meet in the futureWhen to ask for help and who to ask in various situations in the futureThat working cooperatively means working together with other people, all helping each otherHow to work cooperatively with othersHow to resolve disputes and conflicts to benefit others as well as themselvesThat deep breathing is an effective way to slow down the body's natural response to stress. It slows down the heart rate, lowers the blood pressure and provides a feeling of control.That meditation can relax the body and mind.That listening to calming music can help regain focus.About the future and their plans for successHow to explain both the range and intensity of my feelingsA range of issues they might face when they change schools
		Children will be able to: <ul style="list-style-type: none">Identify who a friend isIdentify skills needed to make and maintain friendshipsRecognise and celebrate their emotions and talentsIdentify similarities and differences between myself and my peersIdentify when something is fair/unfair, kind/unkind, right/wrongUnderstand that school's rules keep them physically and emotionally safeUnderstand feelings can influence their friendshipsUnderstand that words and actions can affect other peopleSet simple but challenging goals for myselfIdentify how people look after them at home and at schoolIdentify they can talk to at home and at school if they are sadUnderstand the difference between secrets and surprises	Children will be able to: <ul style="list-style-type: none">Use a range of strategies they can use to resolve a simple arguments or disagreementsIdentify different groups to which they belongIdentify some of the many differences between children in our classIdentify when they are unhappyReport experiences that they were not comfortable or happy withIdentify what they are good atTalk about their feelingsTalk about change and lossUnderstand that choices can have good and not so good consequencesAttract the attention of people they trustExpress ways that they can help other people to look after themBe responsible for keeping themselves safe	Children will be able to: <ul style="list-style-type: none">Respond appropriately to a wide range of feelings in othersMake and keep friendsUnderstand that to do if they are a witness to bullyingListen to other children and respond appropriately whether they agree or disagree with that viewpointIdentify what makes them feel good and badIdentify what food they like and can explain why they eat other things they can make good food choices.Celebrate their achievements and strengthsProtect their personal information, including passwords, addresses and imagesUse basic techniques for resisting pressure to do something dangerous, unhealthy, and things that make them feel anxious	Children will be able to: <ul style="list-style-type: none">Identify different types of relationshipsProtect themselves against cyber bullyingUnderstand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sourcesReflect on and celebrate their achievementsIdentify their own areas for improvementsUse extended vocabulary to enable themselves to explain more emotions and feelings	Children will be able to: <ul style="list-style-type: none">Explain the differences between confidential and secretRaise any concerns appropriatelyHandle pressure from others to do what they know to be wrong, unkind or damagingUnderstand the nature and consequences of discrimination, teasing, bullying and aggressionUnderstand that choices can have positive, neutral and negative consequencesReflect on and celebrate their achievementsSet high aspirational goalsRespond when they haven't met their goalsUse vocabulary to enable them to explain both the range and intensity of their feelings to othersAsk for help clearly from appropriate people	Children will be able to: <ul style="list-style-type: none">Respond to people they might meet in the futureAsk for help in various situations in the futureWork cooperatively with othersResolve disputes and conflicts to benefit others as well as themselvesUse a range of simple relaxation techniquesIdentify the role of exercise in relaxationExplain about the future and their plans for successExplain both the range and intensity of my feelingsIdentify a range of issues they might face when they change schools
VOCABULARY							

LIVING IN THE WIDER WORLD							
		KS1 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum		KS2 PSHE and RSE National Curriculum	
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
KNOWLEDGE		<p>Children will know:</p> <ul style="list-style-type: none">That the coins used in Britain are 1p, 2p, 5p, 10p, 20p, 50p, £1, £2That the notes used in Britain are £5, £10, £20 and £50The is it important to record the amount in their money boxThat a need is something that is required for your survival or that would affect your life if you went without it.That things you need and want are things you can live withoutThe different choices people make about what to do with their moneyThat everyone contributes to the life of the classroomResponsibilities are things we are expected to do, such as following rules or being kind and helpfulThat a community a group of people who have things in common. They might live in the same area, go to the same school etcWhat people can do to improve or harm the local community and environmentThat respect means that you accept somebody for who they are, even when they're different from you or you don't agree with themThat bullying is a type of unkind behaviour, such as being mean to others on purpose	<p>Children will know:</p> <ul style="list-style-type: none">That money can come from earning, winning, borrowing, finding, pocket money, presentsWhy we need to work to earn money when we are olderThat they have choices about how they spend their moneyThat they can keep money in different places and that some are safer than othersThe consequences of losing money and how it might make them feelThat they don't have to spend their money, they can save it to use it laterWhy saving up for something is an appropriate choice to makeThat the United Nations Convention on the Rights of the Child (UNCRC) is a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilitiesThat childhood looks different for many children in other parts of the worldTheir responsibilities as a member of the class, their family and the wider community	<p>Children will know:</p> <ul style="list-style-type: none">That they can pay for things using cash, card or chequeThere are different ways of keeping track of moneyThe choices they make about spending and saving money can be influenced by and have an impact on other peopleThat different people have different attitudes and feelings about spending and saving moneyThat some things are better value for money than othersThat it may not be possible to have everything they want straight away, if at allWhat can improve and harm the communityThe consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities	<p>Children will know:</p> <ul style="list-style-type: none">Why they might need money in the futureThere are a range of jobs paid and unpaidDifferent jobs that they might do to earn money when they are olderThat some jobs pay more than othersAbout the range of different savings accounts and can explain how they might use financial institutionsThat managing money is complex and if they need help there are people who can help meThat if they don't have enough money they can borrow, but they have to pay it backWhat charities are for and how they can help othersA range of factors that improve or harm the natural environment.	<p>Children will know:</p> <ul style="list-style-type: none">A range of different ways to pay for things; some may involve using credit and going into debtHow to plan and manage a more complex budget overtimeThat profit is the amount gained by selling an article at a price greater than its cost priceThat value for money is defined as the most advantageous combination of cost, quality and sustainability to meet customer requirements.That there are financial risks associated with the Internet and other scamsSome ways to keep money and identify safe when using the InternetThat types of media are: television, radio, newspapers, magazines, and the Internet.How the media influences people's choices and decisionsThat people can feel pressured by media including social networkingHow to keep themselves safe and protect my personal identity online	<p>Children will know:</p> <ul style="list-style-type: none">That good qualifications can lead to a more fulfilling and better paid jobThat having a job will allow them to achieve certain goals in my lifeThat money is deducted from their earnings to provide things they all needWays in which the government uses their money to provide for their needs and my local communityThat a pension is a sum paid regularly to a person following retirement or to surviving dependents.How to keep and interpret basic financial statements e.g. bank statementsThat manageable debt is what you can pay back over an agreed periodThat when debt repayments become unmanageable or unaffordable that debt becomes a problem.Money has different values in different countriesHow to calculate exchange ratesHow the UK is governedAbout local and national electionsThere are different systems of governments



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



PSHE/RSE							
	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CROSS CURRICULAR LINKS							
ENRICHMENT:							
APSIRE		Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include: Health and Wellbeing Relationships Living in the Wider World	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include: Health and Wellbeing Relationships Living in the Wider World	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include: Health and Wellbeing Relationships Living in the Wider World	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include: Health and Wellbeing Relationships Living in the Wider World	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include: Health and Wellbeing Relationships Living in the Wider World	Children will present their PHSE/RSE learning at the ASPIRE event. They will be able to talk about their learning process. Prompt questions for parents to include: Health and Wellbeing Relationships Living in the Wider World