

## Curricular Overview- PHSE

### Intent:

At Barlby Bridge Community Primary School, our children's care is of utmost importance. Enabling them to develop skills and knowledge to be able to safeguard themselves is a priority. Therefore, our goal is to ensure that every child leaves Barlby Bridge with a 'rucksack' full of skills they have been able to rehearse and explore safely and the confidence to make their own knowledge based choices to be able to manage risks and say 'no' when needed. All our PHSE topics are taught in line with our equality, diversity and inclusion policies and children are not only taught about British Values but these are embedded within our ethos and modelled daily throughout all aspects of our school. Our PHSE curriculum builds on and works with children's parents and carers to support their children to become mature, confident young

Below are the new statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education. At Barlby Bridge many of these areas have been covered and are already taught within our PHSE Curriculum. Within our progression document the areas typed in green are additions implemented in September 2019 to ensure our children have access to all the new statutory requirements.

### **Relationships Education**

#### **Families and people who care for me: Pupils should know...**

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships: Pupils should know...**

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships: Pupils should know...**

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

#### **Mental Wellbeing: Pupils should know...**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek

adults who are able to use strategies to monitor and support their own wellbeing in the often busy, stressful modern society our world is today. The main aspects of our PHSE studied will be determined by the themes and outcomes taken from the NYCC Key Stage 1-2 PSHE and Citizenship Guidance for Schools which has been updated in to include the recent changes from the DfE regarding the statutory Relationship and Sex and Health Education. Risk taking and keeping safe are weaved throughout the aspects. Each topic covered is carefully revisited each year by staff and children paying particular attention to what our children told us in the 'Growing up in North Yorkshire Survey' and modified to ensure their needs are met.

support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **Internet safety and harms: Pupils should know**

• that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

#### **Physical health and fitness: Pupils should know**

• the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.

#### **Healthy eating: Pupils should know**

• what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

#### **Drugs, alcohol and tobacco: Pupils should know**

• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

#### **Health and prevention: Pupils should know**

• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.

**Basic first aid: Pupils should know:** • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.

#### **Changing adolescent body: Pupils should know...**

• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Theme: Me and My Relationships							
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>I know that there are different types of relationships including families, friends and others (this includes same sex families) <b>and I respect those differences</b></p> <p>I know that family and friends should care for each other and families <b>can give love, security and stability</b></p>	<p><b>I know the characteristics of a healthy family life and the importance of caring for each other and spending time together</b></p> <p><b>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</b></p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) <b>both on and offline</b></p> <p>I know how other families are similar or different to mine (this includes same sex) I understand that it is OK to be different to others</p> <p>I understand that relationships <b>both on and offline</b> may change over time <b>and how to ask for help if this make me unhappy</b></p>	<p>I know that there are different kinds of families and partnerships (includes same sex) <b>and I understand the importance of stable, loving and caring relationships</b></p> <p>I can recognise what love is and <b>understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people</b></p>	<p>I am aware of different types of relationships and what makes them a positive, healthy relationships <b>both on and offline</b> and I have the skills to form and maintain a healthy relationship</p>	<p>I understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)</p>	
	<p>I know what being a good friend means <b>both on and offline</b> and how they should make us feel happy and secure</p> <p>I can recognise that my behaviour affects others both on and offline</p>	<p><b>I know the ‘recipe’ for being a good friend both on and offline and that trust is a core ingredient</b></p>	<p><b>I know how to be a good friend both on and offline</b> and how to manage a fall out with a friend without a physical reaction e.g not violent</p>	<p>I can demonstrate the features of good healthy friendship <b>both on and offline</b> and have the skills to manage a falling out</p>	<p><b>I know how to be a good friend both on and offline</b> and how to manage a fall out with a friend without a physical reaction e.g not violent</p>	<p>I know that relationships change over time and the features of a positive healthy relationship <b>both on and offline</b> (including friendships)</p> <p>I know how to ask for help and have a range of strategies to resist</p>	

		<p>I know the difference between right and wrong, fair and unfair and kind and unkind both on and offline</p> <p>I can recognise there are different types of teasing both on and offline</p> <p>I know how to be nice to people both on and off line</p>	<p>I have an understanding of stereotypes and how these can have a negative impact (e.g gender, age)</p>				<p>pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline</p>
		<p>I know when relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help</p>	<p>I know that there are different types of negative behaviours, bullying and teasing both on and offline I know that these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help</p>	<p>I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</p>	<p>I can recognise my worth as an individual and the worth of other people</p>		<p>I can recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict</p>
		<p>I can play and work cooperatively</p> <p>I can listen to other people and show them respect</p> <p>I can share appropriately</p>	<p>I can listen to others and respect their viewpoints</p> <p>I can identify and respect differences and similarities between people of different backgrounds</p>	<p>Assessed piece... I can empathise with other people and understand how people can react differently to the same situation</p> <p>I can listen to and</p>	<p>I can respond appropriately to other people's feelings</p>	<p>I understand the importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline but if appropriate I</p>	<p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and</p>

			(ethnic, cultural and faith, physically)	show respect for the views of others both on and offline  I know the importance of valuing myself  I can recognise and challenge stereotypes (including supporting trans children)		feel able to confidentially challenge their view point	racism which can happen both on and offline on individuals and communities  I can recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)  I understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult
	I know the names for the main body parts (including external genitalia) and why it is important to keep them private	I know about the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change  I understand the importance of valuing of one's own body and recognising its Uniqueness  I know the names for the main body parts (including external genitalia) and the similarities/difference	I understand about growing and changing and new opportunities and Responsibilities both on and offline that increasing independence may bring	I feel good about myself and my body and having an understanding of how the media presents 'body image'  I understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body	I know the ways in which children grow and develop in puberty – physically and emotionally  I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this  I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings	I understand the physical and emotional changes I will go through at puberty  I can look after my body and health as I go through puberty I can manage my periods (menstruation) or I understand how girls manage their periods and I am respectful of this  I know about human reproduction including conception	

			s between most boys and girls			towards myself, my family and others in a positive way	
		I understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy <b>both on and offline and between friends</b>	I know that individuals have rights over their own bodies, and that there are differences between good and bad touching ( <b>this includes between peers</b> )	I can judge what kind of physical contact is acceptable or unacceptable and how to respond - including who I should tell and how to tell them		<b>I understand what boundaries are appropriate in friendships with peers and others both on and offline</b>	I recognise different risks in different situations <b>both on and offline</b> and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers)
		I can name people who look after me, my networks and who to go to if I am worried about <b>anything on and offline</b> and how to attract their attention	I can name people who look after me, my networks and who to go to if I am worried <b>about anything on and offline</b> and how to attract their attention	I understand the difference between secrets and surprises and understand not to keep adult secrets <b>both on and offline</b> and when to support a friend to tell a trusted adult  I can name people who look after me, my networks and who to go to if I am worried <b>about anything on or offline</b> and how to attract their attention	I can name people who look after me, my networks and who to go to if I am worried about <b>anything on or offline</b> and how to attract their attention	I can name people who look after me, my networks and who to go to if I am worried <b>about anything on or offline</b> and how to attract their attention  I know where individuals, families and groups can get help and support	I can name people who look after me, my networks and who to go to if I am worried about <b>anything on or offline</b> and how to attract their attention

		I know about change and loss and the associated feelings (including moving home, losing toys, pets or friends)		I know about change and loss including separation, divorce and bereavement and the associated feelings	I understand a range of feelings and how these make me feel both emotionally and physically		
						I understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation	
<b>Theme: Keeping Myself Safe</b>							
		I recognise the need for safety rules –road, fire, water, rail, farm, school environment, playground, online and home and I can follow the rules	I use simple skills which will help to maintain my personal safety both on and offline	I can identify and explain how to manage risks in different situations including on and offline line	I can take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline	I can identify strategies I can use to keep myself physically and emotionally safe including road safety, cycle safety, online safety and in the local environment(rail, farm, water and fire) and I know how to call 999 in an emergency	I can take responsibility for my own safety and know about health and safety, basic emergency first aid procedures (including head injuries) and where to get help, including how to call 999 in an emergency  I recognise the responsibility I have both on and offline due to increased independence and can keep myself and others safe
		I can name an adult in school who can help me and I know there are people and services who can	I know how to ask for help when I need it and can name a range of people who can help me	I know school rules for health and safety, basic first-aid procedures and where to get help for	I can recognise, predict and assess risk, relating to myself and others and know how to get help		

		help us including how to call 999 in an emergency	including how to call 999 in an emergency	myself and others in need including how to call 999 in an emergency	(includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency		
		I know I have a responsibility to keep myself and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets both on and offline	I know the difference between secrets and surprises both on and offline and understand what is not a good secret to keep  I can recognise and say what is right and wrong both on and offline  I understand that pressure to behave in an unsafe way can come from a range of people, including people I know and online	I can explain how my behaviour may have consequences for myself and others both on and offline  I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline	I have some effective strategies to cope with peer influence and peer pressure both on and offline	I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people I know both on and offline and the media	I know that the pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources both on and offline, including people I know and the media



	<p>I know the role of medicines in promoting health, the reasons why people use them and the rules on safe use of medicines</p> <p>I know that some substances can help or harm the body including household substances like dishwasher tablets</p>	<p>I understand that all drugs can be harmful if not used properly I know simple rules about medicines and other substances used in the home, including solvents which can be harmful if not used properly</p>	<p>I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc</p>	<p>I can describe what risk means to me both on and offline</p>	<p>I know which commonly available substances (alcohol, tobacco, e-cigarettes, medicines) and drugs are legal and illegal, and their effects and risks</p>	<p>I can respond to challenges including recognising, managing and assessing risks in different situations both on and offline and can manage them responsibly</p> <p>I am able to make informed decisions relating to risk taking behaviours in relation to medicines, alcohol, tobacco, e-cigarettes, drugs and other substances including what is meant by the term, 'habit' and why habits can be hard to change</p>
	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and I adhere to the age rating of computer games</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p>	<p>I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of social media and computer games</p>
	<p>I know that people you don't know are strangers and this applies online as well as well as off line</p>	<p>I know that people sometimes behave differently online, including friends or by pretending to be someone they are not</p> <p>I have an understanding of what a healthy</p>		<p>I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable</p>	<p>I understand that the person that I think I am communicating with on-line may not be who they say they are.</p> <p>I recognise that not all information on the internet is accurate or unbiased (advertising) and I</p>	<p>I can select appropriate tools to collaborate and communicate confidently and safely with others, including friends I know in real life</p> <p>I am able to recognise risks,</p>

			online friendship is and awareness of the risks associated with people they have never met			have strategies for identifying the origin of a website	harmful content and contact and now how to report them
	I know that when people I don't know ask me for private information I don't share it online or in person	I have an understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure I am safe online	I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online	I understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this	I know how to present myself safely online and understand the potential risks of providing personal information online  I can use a range of strategies to protect my personal information, including passwords, addresses and images of myself and others	I have an understanding of how my information and data is shared and used online	
	I understand that some websites, games and social media sites have age restrictions and I know what to do if I see something I am unhappy with online	I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online	I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this	I understand how some people use online technology to bully other people and I know how to seek help if this happens to me or a friend		I am aware of online abuse such as trolling, bullying and harassment and the negative impact it can have on a person's mental health so I understand the need to use respectful language and know the legal consequences for sending offensive online communications	
				I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to talk to if		I know how to manage requests for images of myself or others (this includes from friends); what is and is not appropriate to ask for or share; who to	

					<p>I feel uncomfortable and are concerned by such a request</p> <p>I recognise how online communications (including from friends) may be used for manipulation or persuasion and I have ways of managing this.</p>		<p>talk to if</p> <p>I feel uncomfortable and are concerned by such a request</p> <p>I am a responsible user of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p>
					I know how to recognise and display respectful behaviour online		
							I understand how the media (advertising and internet) may influence my opinions and choices

**Theme: My Healthy Lifestyle**

	<p>I understand what physical and mental health means and that all humans have it</p> <p>I know how to keep my body healthy through being active, healthy eating, getting enough rest, dental health, sun protection and looking after my emotional wellbeing</p> <p>I know the importance of personal hygiene and I am able to wash</p>	<p>I know that a healthy lifestyle includes being physically active, rest, healthy eating, dental health, sun protection and emotional health and I can give examples of what I do on a daily basis and on a regular basis to keep myself healthy</p>	<p>I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis</p> <p>I know the benefits of physical exercise and time outdoors</p>	<p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media, online and have started to develop ways of counteracting the negative factors</p> <p>I understand what is meant by a healthy</p>	<p>I know what makes a healthy lifestyle- the benefits of exercise and healthy eating and the factors (positive and negative) that affect mental health, including having a positive self-image.</p> <p>I understand the importance of good oral hygiene, including regular visits to the dentist</p> <p>I know where</p>	<p>I understand the impact of growth and adolescence on my hygiene, good quality sleep and nutrition needs</p> <p>I understand the risks associated with an inactive lifestyle, poor diet, unhealthy eating and other behaviours on my physical and mental wellbeing</p> <p>I understand early signs of physical</p>
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		my hands properly, regularly wash my body and clean my teeth twice a day			diet (including understanding calories, and nutritional content)  I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage	individuals, families and groups can get help and support both on and offline	illness, such as weight loss, or unexplained changes to the body  I understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
		I can recognise what I like and dislike, how to make real, informed choices that improves my physical and emotional health and to recognise that choices can have good and not so good consequences	I can make simple choices to improve my physical and emotional health I know how diseases are spread and how they can be controlled and my responsibilities for my own and others health, I am able to wash my hands properly	I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences	I can make informed choices about healthy eating and exercising		I can recognise opportunities to make my own choices about food, what might influence my choice and the benefits of eating a balanced diet  I can manage my time to include regular exercise and self-care techniques to look after my mental and physical health such as relaxation
		I can talk about my emotions and recognise them in others	I can recognise and name a range of feelings and understand that we all experience emotions in relation to different experiences and situations	I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately	I understand a range of feelings and how these make me feel both emotionally and physically	I can deal positively with my feelings and recognise a range of emotions in others and can explain the intensity of my feelings to others	I recognise that I may experience conflicting emotions and when I need to listen to and overcome my emotions
		I know what makes me happy	I have simple strategies to manage my feelings	I know how to look after my mental wellbeing through some self-care techniques e.g relaxation,	I have a range of strategies for managing and controlling strong feelings and emotions	I can resolve differences, looking at alternatives, making decisions and explaining choices	I have an understanding of mental ill health and how important it is for people to get early help to

				benefits of hobbies and interests etc			support them
	I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me and I have strategies I can use	I understand what being resilient means to me and I have strategies I can use	I understand what resilience is and have strategies I can use to build my own resilience	I understand what resilience is and have strategies I can use to build my own resilience
					I can respond appropriately to other people's feelings		
					I can recognise my worth as an individual and the worth of other people  I can identify positive things about myself, recognise some of my mistakes and learn from them		
							I understand that the media can have a positive and negative effect on mental health, e.g. body image
	I know some of the reasons why change can feel uncomfortable and I know some of the ways of dealing with the feelings that sometimes arise from changes	I know that even changes we want to happen can sometimes feel uncomfortable but I have identified ways I manage those feelings	I can understand why other people are behaving as they are when they are finding change difficult	I can make some changes quickly and easily but also understand that some changes are hard and can take a long time	I know some of the ways of dealing with the feelings that sometimes arise from changes		I understand what being resilient means to me and I have strategies I can use I know how change can impact with our feelings of belonging

Theme: Me and My future						
	I can recognise the coins and notes we use					
	I can choose the correct value of coins and calculate change  I know that we have to pay for what we buy	I know that we can pay for things in a range of ways and that even when not using cash, money is being used				
	I know how to keep money safe	I understand that the choices we make affect ourselves and others	I know how to look after and handle money in everyday situations		I am able to make considered decisions about saving, spending and <b>giving</b>	I know that people buy things online and have online bank accounts and passwords to keep money safe
	I know that I don't have to spend my money but can save it to use later	I can explain the difference between needs and wants I understand individuals and families have to find ways to balance wants and needs		I can demonstrate how to look after and save money	I can differentiate between essentials and desires – needs and wants	
		I understand that it may not be possible to have everything you want, straight away, if at all	I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity	I can begin to develop an understanding that people have different financial circumstances  I can begin to understand the different values and attitudes that people have with regard to money	I understand 'value for money' and can make informed choices to get 'value for money'  I am able to assess 'best buys' in a range of circumstances	

						I am able to understand and manage feelings about money, my own and others	
				I know there are different ways to gain money, including earning it through work I understand that money is a finite resource for individuals, institutions and the community	I recognise the range of jobs carried out by people I know	I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly	I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do
				I begin to understand why we have charities			
		I can set myself simple goals	I can describe why learning is important	I am aware that the learning choices I make will affect my future options.	I can explain how I will develop skills for work in the future  I am aware that the learning choices I make will affect my future options.	I know and understand how I can develop skills to make a contribution in the future	I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices

		I can describe the work that people do in my family, my school and where I live					I can describe a range of local businesses and how they are run and the products and / or services they provide
			I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)	I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes			I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act
							I know how to keep myself safe when working and what the law says to protect workers
		I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school	I am positive about who I am, what I have achieved and take into account what other people say about me	I can talk positively about what I like to do and what I would like to do in the future	I can identify my strengths, areas for improvement and set high aspirations and goals	I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths	I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising
						I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this	



						I know that there are a range of earnings for different jobs	
						I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)	I understand that money we earn also supports the community
	I can identify positive achievements during my time in Year 1	I can identify positive achievements during my time in Year 2	I can identify positive achievements during my time in Year 3	I can identify positive achievements during my time in Year 4	I can identify positive achievements during my time in Year 5	I can identify positive achievements during my time in Year 6	I can identify positive achievements during my time in Primary School
	I can identify my strengths, areas for improvement and set myself some goals for Year 2	I can identify my strengths, areas for improvement and set myself some goals for Year 3	I can identify my strengths, areas for improvement and set myself some goals for Year 4	I can identify my strengths, areas for improvement and set myself some goals for Year 5	I can identify my strengths, areas for improvement and set myself some goals for Year 6	I can identify my strengths, areas for improvement and set myself some goals for Year 7	I can explain what I am worried about and what I am looking forward to in Year 7
<b>Becoming an Active Citizen</b>							
	I can express a simple opinion, agreement and disagreement	I can take part in discussions/simple debate with others about topical issues					
	I can <b>respectfully</b> ask questions and listen to the answers	I know that people and other living things have needs and recognise my own responsibility to meet those needs			I can acknowledge that others have different points of view <b>both on and offline</b>		I can research, discuss and debate topical issues, problems and events

		I play a full part in the life of my classroom	I can contribute <b>positively</b> to the life of the class and the school	I can participate in making and changing rules		I know what democracy is and how a democratic government works I have taken part in democratic events in school (eg: voting for school council, mock election)	I understand how democracy works in the UK at a local, regional and national Scale  I understand that there are other forms of government that are not democratic and can give some examples of these
		I can agree and follow rules for my group and classroom		I know why different rules are needed in different situations	I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school	I understand the consequences of breaking the law and how the criminal justice system works in the UK	
		I understand the role of the school council and I am able to vote for the members <b>and if chosen to be on the school council I can represent the views of others</b>	I understand the role of the school council, am able to vote for the members and have contributed an idea to the school council		I can describe the values of the school and know why they are important		
			I know that I belong to different groups and communities ie school, family		I can describe the 'British Values' and give examples of what they mean in school and in society	I know that circumstances in other countries and cultures may be different from our own	I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and the benefits of being a multi-cultural nation
			I know what improves and harms the environment and about some of the ways people look after them	I know that choices we make can impact on the local, national and global communities	I understand how my choices may impact on the environment	I know about Fair Trade and what it means	I can demonstrate a sense of social justice and moral responsibility at school,

			I know some ways to look after my environment				in the community and towards the environment  I understand that resources can be allocated in different ways and that economic choices affect individuals, communities and the environment
							I understand the mental health benefits of community participation and volunteering
				I know where to find impartial advice to inform my decision making		I know how to access local and national support groups both on and offline	
				I understand the media can be biased			I am aware of how the media present information and that the media can be both a positive and negative influence I can critique how the media present information
				I can empathise with other people and situations through topical issues, problems and local and global events		I understand why some people have chosen to leave their country and migrate to the UK	

					I can recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers	I understand the difference between economic migrant, asylum seeker and refugee	
					I can begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism		
					I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints	I know that individual and community rights and responsibilities need to be taken into account when making decisions (eg: public enquiries, planning decisions for new roads/housing, etc)	I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declarations of the Rights of the Child
					I can demonstrate respect and tolerance both on and offline towards people different from my themselves	I understand that choices we make as individuals, a community and a nation impact internationally	I can discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.

