

PSHE Strand Progression Document

There are three core themes and six strands used to cover the PSHE curriculum:

Core Theme	Strand
Relationships	Feelings and Relationships
	Identity
Health and Wellbeing	Healthy Lifestyles
	Keeping Safe
Living in the Wider World	Rights and Responsibilities
	Money

Explicit reference is made to the Statutory Curriculum (i) and the Programmes of Study from the PSHE Association (ii). Please note that in Primary schools, the 'Relationships Education' requirements are mandatory and these are mostly covered in the core themes of 'Relationships' and 'Health and Wellbeing'. At Reid Street, we support the addition of Sex Education at an age appropriate level plus the inclusion of other aspects of PSHE found in the third strand 'Living in the Wider World', which we consider equally important to our pupils. To provide a high quality PSHE programme, we cover in this third core theme: Economic Wellbeing and Careers and Enterprise Education, which we consider vitally important for pupils' personal development and economic understanding, as well as to support our pupils understanding of career choice linked to the transition to secondary education and careers structures available (iii). Our Online Safety element is planned for separately as it underpins our whole school curriculum. It links directly to our PSHE and ICT Curriculum, Policy and Guidelines. PSHE at Reid Street continually considers the needs of our pupils, the aims and ethos of the school, the local community and local environment in which our school is situated. This supports our curriculum intent and ensures best practice curriculum design, matched to our pupils' needs and our school's circumstances. Local data from Darlington's Healthy Lifestyle Survey impacts on our PSHE curriculum, enabling us to tailor it to our specific needs. Teachers may spend more time on a particular topic area, or bring content forward if our pupils need it sooner. References throughout our PSHE Curriculum include those to the Primary Toolkit, which contain links to the new curriculum and some current and relevant information. (Toolkit references are in bold and black e.g. **R21**. Coverage of the new, mandatory curriculum is denoted in bold and red, e.g. **H22**).

(i) Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance, DfE 2019

(ii) Programme of Study for PSHE Education, PSHE Association, January 2020

(iii) Careers strategy: making the most of everyone's skills and talents (Gatsby Benchmarks), DfE, December 2017

Explanation of Core Themes

Relationships

1. **Feelings and Relationships:** An exploration of a range of feelings and relationships, both positive and negative. Pupils will learn why people behave the way they do, in both good and bad ways. They will discover strategies to manage these behaviours. They will further explore the special relationships it is possible to have, including those with friends and family. They will also gain an understanding of what constitutes a healthy relationship.
2. **Identity:** A discovery of what makes us special and a positive understanding of uniqueness and personal worth. Pupils will learn how others can influence the way we are as an individual and what it is like to be part of a community, recognising their roles in it. They will examine and understand some similarities and differences between people and learn the meaning of diversity, recognising that there is a range of different identities and cultures in existence in the UK and the world. They will also learn some ways to show respect for all people and form meaningful relationships. Pupils will discover how our identity may change over time and how to prepare for positive interactions with others as we grow and change.

Health and Wellbeing

1. **Healthy Lifestyles:** A developing knowledge of the ways to keep our bodies healthy and about what constitutes a balanced lifestyle. Pupils will understand how diseases can be spread and how to control this e.g. by personal hygiene routines or medical help (vaccines etc.). They will know what is meant by a habit and learn about a range of drugs (at an age appropriate level) from household to harmful drugs and discover strategies to prevent misuse. Pupils will learn how physical and emotional changes at puberty are natural and can be supported through knowledge and the support of others where required, so that their wellbeing is not affected. They will know about the people who keep us healthy and safe and develop an awareness that mental and physical health are linked.
2. **Keeping Safe:** Learning about the difference between secrets and surprises; what keeping something confidential could mean. Developing the knowledge of what is meant by a risk, danger or hazard and how to manage these. Pupils will learn the rules for safety in school, at home and the wider community and why we have these rules. They will identify the physical similarities and differences between boys and girls and learn the difference between appropriate and inappropriate touch. Pupils will know who could help us if we are nervous, anxious or afraid. There will be a developing knowledge of what an emergency is, how to call the emergency services and what might be said. Further learning will involve knowing ways to respond in an emergency and the learning of some basic first aid.

Living in the Wider World

1. **Rights and Responsibilities:** Knowledge of how we can contribute to classroom and school life. An understanding of what rules and laws are and why we have them. Learning about respecting the needs of ourselves and others. Pupils will develop and agree some classroom and school rules. They will learn about their shared responsibilities for our environment and explain some ways we could improve it. Pupils will learn that everyone has human rights, including children. They will know how our actions can affect ourselves and others. There will be learning about discrimination, teasing, bullying and aggressive behaviour and ways to manage this. Pupils will recognise and challenge stereotypes and know who we could tell if we are worried that the needs of ourselves or others are not being met.

2. **Money:** A knowledge of what money is and where it comes from. Pupil will learn how we can keep money safe. A discovery of the ways in which people manage their money, including methods of payment, how to save, when to spend it and why. They will learn what might help us to decide whether to save or borrow. Pupils will examine what it means to be a critical consumer and how finance plays a part in our lives and careers. They will learn the meanings of interest, loan and debt and discover what tax is and why and how we are taxed.

IDENTITY: Summary of progression

Year 1: What makes us special? A recognition of uniqueness and personal value. A comparison of similarities and differences between people. Identification of strengths and setting of simple goals to review at the end of the year.

Year 2: Who am I? Identification of what contributes to their identity, including the groups and communities they belong to. Discovery of things they have in common with others and how to respect differences. Knowledge that we are all considered equal, valued and respected. Identification of personal strengths and how they know about their skills. Recognition that they may need help with certain things and that it is alright to make mistakes. Simple goal setting to be reflected upon at the end of the year. Descriptions of how they have grown and changed, including how their independence has increased. Preparations made for transition to Key Stage 2.

Year 3: What makes a community? Understand and value what it means to be part of a community and how their involvement may have an influence (e.g. voluntary work). Learn the meaning of diversity within the community and the UK, recognising its richness and celebrating a range of different identities and cultures. Respect the similarities and differences between us e.g. the background, personality or appearance of others and themselves. Listening and responding respectfully to a range of people from the community as they share their roles. Recognise their achievements, describing what they are proud of and how to celebrate. At significant milestones in the year and plan how their aspirations might be achieved. Explain steps that could be taken to improve and understand how making mistakes can help them to learn.

Year 4: What are our strengths, skills and interests? Learn how to recognise individuality and personal qualities, identifying personal strengths, skills, achievements and interests. Indicate how these contribute to a sense of self-worth. Show positivity about themselves, setting goals to aim for linked to how they see their future achievements at points within the year. Manage setbacks and link positive things about themselves to a development of their self-esteem. Show appreciation for diversity and difference within the UK and the world, learning about different values and customs and comparing to their own. Extend respect to all and appreciate the range of traditions they learn about. Identify and explore themselves in a sustainable environment, recognising their role within their community and how they can make a difference. Learn about the sustainability of the environment across the world.

Year 5: What makes up our identity? Learn about the range of factors that contribute to our identity – e.g. ethnicity, family, faith, culture, gender, hobbies and likes/dislikes. Know that individuality and personal attributes can influence a person's identity and how stereotyping can negatively influence behaviours and attitudes to ourselves and others. Consider our future selves and the individual skills and attributes that may be required in their possible career. Learn about career aspirations and discuss this with people who have a range of different jobs. Consider how they might choose a job suited to their own strengths and what they may need to do in order to gain certain skills appropriate to employment.

Year 6: What will change as I become more independent? Consider how increasing independence brings new opportunities which will affect how they grow and change. Think about the transition to a new school and how this might affect them and their identity. Learn the benefits of the new friends they will make and how they will influence the individual. Think about the problem-solving strategies they could use as individuals to deal with challenges and change. Reflect on how the changes that have taken place already have made them develop and grow as a person.

Strand objectives: Identity

Year 1: What makes us special?

PoS Toolkit

Recognise what makes us special and unique.

Understand that there has never been and never will be another 'them'. Recognise that every person is special and valuable. Identify these attributes in themselves. **H21 H22 L8**

Identify the ways they are the same and different to others.

Respect the differences and similarities between people. Describe the basic differences and similarities between class members. Recognise that they have some things in common with others. Understand that everyone is equal. **R23 L6 L9 R8 Medway Everybody's body**

Identify what they are good at; what they like and dislike.

Learn that everyone has different strengths. **L14** Set simple goals which can be reviewed at the end of the year. **H23 H3**

Year 2: Who am I?

Learn about the groups and communities they belong to. Identify the range of groups they belong to and explain their and others' roles within these. Describe how it feels to be a member and what they do in their groups. Describe the different rights and responsibilities they have and how group members make sure everyone feels included. **L5 L4**

Learn about the importance of respect for the difference and similarities between people. Identify some things that contribute to their identity. Find things they have in common with others. Describe and/or demonstrate ways of showing respect to people who are different to them. Explain that everyone is equal and valued. **R23 L6 R8**

Learn to recognise what they are good at and set simple goals. Describe what they are good at and how they know. Explain what they need help with. Recognise that it is alright to make mistakes and that these are part of learning. Review their own targets and set themselves realistic but challenging personal goals. Describe how their achievements are celebrated. **H23 H3**

Learn about growing, changing and becoming more independent. Preparing for Key Stage 2.

To describe the ways in which they have grown and changed. Identify ways they are more independent now than when they were younger. Describe the additional responsibilities they have now in class, school and at home. Identify how people's needs change as they grow older.

H26 H8/9 Medway We are growing: human life cycle

Strand objectives: Identity

Year 3: What makes a community?

PoS Toolkit

Learn about being part of local communities and who works within them.

Define what 'community' means and give examples of different communities they belong to. Identify people in the community who help (e.g. parent/friends of the school committees, voluntary helpers). Identify why people may volunteer to do things for their community.

Identify how their help can make a difference to other members of their community. **L6 L9/10**

Learn about respecting the differences and similarities between people. Recognise what they have in common with others e.g. physically, in personality or background. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. **R32 R33**

Learn about diversity: What it means; the benefits of living in a diverse community; about valuing diversity within communities. Value the different contributions that people and groups make to the community.

Identify that the UK is made up of people from different religious and ethnic identities and recognise that this makes the UK a richly diverse community. Identify some reasons why people might move from one place to another and recognise that this has happened for many thousands of years (people have always moved from one place / country to another).

Identify some of the ways people can show respect for different cultures and identities.

Participate in celebrating the range of different identities and cultures in the UK. **L8 L7 L11**

Recognise their achievements and set personal targets for the future. Recognise their individuality and personal qualities.

Reflect on their achievements and describe what they are proud of. Describe the different ways achievements can be celebrated.

Describe aspirations for the end of term/school year and how they will know if they have achieved them.

Describe steps they can take to improve and explain how making mistakes along the way can help them to learn. **H29 H5**

Strand objectives: Identity

Year 4: What strengths, skills and interests do we have?

PoS Toolkit

Recognise their individuality and personal qualities. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. Learn how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

Develop self-worth by identifying positive things about themselves and their achievements. Recognise how their personal attributes, strengths, skills and interests contribute to their self-esteem. **H27 H28 L25 H29 H5**

What are our similarities and differences?

Consider diversity. Learn to appreciate diversity and difference in people living in the UK and around the world. **L11**

Learn about the traditions families and cultures have. Learn about the values and customs of people around the world, considering what we like about these different traditions and why some traditions and cultures are different from our own.

Describe customs or traditions celebrated their own families / community.

Identify different traditions that relate to entry into adulthood / adolescence and different celebrations.

Describe different traditions from cultures other than their own.

Explain how they are similar or different to their own traditions.

Explain how we show respect and appreciate the traditions of other cultures. **L12**

Learn about the sustainability of the environment across the world

Make links to Global Goals. Explain how the environment provides resources needed by humans (for electricity, heating, food, paper, fuel etc.). Recognise that there is limited supply of the earth's resources and the importance of sustainability. Identify and explain their own environmental responsibilities and the difference this can make. Recognise how resources are shared across communities and the affects this can have on the communities / the environment. **L15**

Strand objectives: Identity

Year 5: What makes up our identity?

PoS Toolkit

Recognise and respect the similarities and differences between people and what they have in common with others. **R32**

Learn what contributes to who we are. That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). **H25 L11 L12**

Know what makes a person's identity. How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). **H26 H27 R13/16/17**

Learn about stereotypes. How they are not always accurate, and can negatively influence behaviours and attitudes towards others. How to challenge stereotypes and assumptions about others. **L9**

What jobs would we like?

Learn about the variety of jobs we have. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their lifetime. **L26**

Learn what skills we need. Consider what skills and attributes they have or would like to have. What qualifications and training might they obtain in the future? That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. **L29**

Learn about some of the skills that will help them in their future careers. e.g. teamwork, communication and negotiation. **L30**

Identify the kind of job that they might like to do when they are older. How might people choose a job and what might influence their decision e.g. skills, interests and pay? **L31**

Recognise a variety of routes into careers (e.g. college, apprenticeship, university). **L32**

Learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them. How to questions and challenge stereotypes. **L27** (also Rights and Responsibilities).

Learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs. How might they choose a job? Why would they choose it and what might influence their decisions? **L28**

Strand objectives: Identity

Year 6: How do friendships change as we grow?_

PoS Toolkit

Learn about the new opportunities and responsibilities that increasing independence may bring.

How have they become more independent? How will this help on the move to secondary school? What new opportunities and responsibilities do they have now and will these change in their new school? **H35**

Recognise how friendships can change over time. To learn about making new friends and the benefits of having different types of friends, particularly as they move schools and they change as a person over time. **R16**

Learn what problem-solving strategies they need as individuals for dealing with emotions, challenges and change, including the transition to new schools. Discover where they could get more information, help and advice about growing and changing. Learn which strategies could be used to manage transitions between classes and key stages and which ones are appropriate for the individual. **H24 H34 H36**

Consider how the changes that have taken place over primary school have made them develop as a person.

Review aspects of change and loss already learned and recognise how these can affect feelings. **H23**

KEEPING SAFE: Summary of progression

Year 1: What keeps us safe? Learn the difference between secrets and surprises and the importance of not keeping secrets that make us feel uncomfortable, anxious or afraid. Learn who could help them with this. Identify some physical similarities and differences between boys and girls and name the main parts of the body including external genitalia. Identify touch that is appropriate and inappropriate; recognise the right to say 'no'. Understand some rules for keeping us safe in both familiar and unfamiliar situations. Know how to ask for help if they are worried and about privacy in different contexts. Learn about people who work in their community and how to get their help. Name some different jobs that people in the community do, focusing on Police, Fire and Ambulance services. Identify that 999 is an emergency number and can be dialled to get help in an emergency. Learn how to manage change when moving to a new class.

Year 2: What rules help us to stay safe? Learn about the concept of keeping an adult's secret; recognise that no one should ask them to keep a secret that might be hurtful or unsafe and they should not agree to do so. Learn how to resist pressure to do something that makes them feel uncomfortable or unsafe. Know there are situations when they should ask for permission and when their permission should be sought. Know who they could ask for help if needed. Review the names of the main body parts and about privacy in different contexts. Learn about the school rules which keep us safe and explain what an emergency is. Demonstrate how to dial 999 and what to say in an emergency. Identify some risks in our homes and local environments and the people in our community whose job it is to keep us safe. Explain the ways they help others, focusing on Air Ambulance, Nurse, Doctor, Vet, Park Ranger. Know about how to keep safe at home, including around electrical appliances. Know about fire safety (e.g. not playing with matches and lighters). Learn that household products can be harmful if not used correctly.

Year 3: How do we keep safe in our local environment? Identify what it means to keep something confidential or secret and the times when confidentiality might be important. Know that it is appropriate to tell a trusted person when the secret might be hurtful or unsafe. Recognise that everyone has a right to their own 'body space' and that certain types of physical contact are not acceptable. Know how to respond to pressure to do something that makes them feel uncomfortable or unsafe and who to tell, identifying the appropriate people to communicate with. Learn that their body belongs to them and should not be touched without their permission. Learn strategies to manage this.

Year 3: What keeps us safe? Recognise there is advice and guidance to help keep people safe in different places and situations including school. Learn about the importance of school rules for health and safety. Identify some of the risks that may occur. Describe and demonstrate ways they and others can keep physically safe in different places. Identify who can help, focusing on Lifeguards at the swimming pool, medics at events e.g. St John's Ambulance and Security Guards. Learn how to recognise hazards that may cause harm or injury and what to do to keep themselves safe. Learn how to keep their body protected and safe and how everyday health and hygiene rules help us. Learn about drugs that are common in everyday life. Identify how to respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes and burns. Know what is meant by first aid. Review how to dial 999 and how to ask for help clearly.

Year 4: How can we manage risk in different places? Explain what is meant by risk, danger and hazard and learn how to manage risk in different situations. Identify when and how to report potential risks, dangers and hazards to others. Explain why there are rules about safety in different places and the possible consequences of not following the rules. Describe and demonstrate how to keep safe in their local environment and when, how and who to alert if there is danger, focusing on Railway Police, Coastguard and Buildings Control.

Learn about the ways in which rules and laws keep people safe and take part in making and changing rules in school. Know about peer pressure and how to manage negative pressure. Learn to recognise and manage dares. Explain what to do if they have witnessed someone being given a dare and identify people they can talk to if they are worried.

Year 5: How can we help in an accident or an emergency? Learn how to carry out basic first aid for burns, scalds, cuts, bleeds, choking, asthma attacks, allergic reactions or head injuries. Know when it is appropriate to use first aid and the importance of seeking adult help. Learn about strategies for managing personal safety in the local environment and describe situations when following the safety rules might be more challenging. Identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support particularly where safety might be compromised.

Year 6: What skills are needed in an emergency? Describe what to do in an emergency and the helpful language strategies to use to help self and others maintain calm. Identify the responsibilities of people involved in emergencies and demonstrate basic emergency aid procedures- putting someone in the recovery position, applying pressure to and elevating cuts. Explain or demonstrate how to attract attention to get help.

How can the media influence people? To learn to be critical of what they see and read in the media. To critically consider the kinds of information they choose to forward to others. Explain how the media can appear to reinforce stereotypes in society (such as about gender, disability, young people, older people). Learn how images in the media can distort reality and that this can affect how people feel about themselves. Describe why this is not always helpful or conducive to wellbeing. Evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts and recognise unsafe or suspicious content online and what to do about it. Describe how to make decisions about the content they view online or in the media and know if it is appropriate for their age and how to respond to and report information viewed online which is upsetting, frightening or untrue. Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.

Strand objectives: **Keeping Safe**

Year 1: What keeps us safe? Who keeps us safe?

PoS Toolkit

Learn about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid. Learn the difference between secrets and surprises (that everyone will find out about eventually). Explain what a secret is and what it means to keep a secret. The same with a surprise. Recognise that no-one should ask someone to keep a secret/surprise that will be hurtful to themselves or others. Identify who they can talk to if they are worried about a secret or surprise. **R18 R3**

Learn the correct names for the main parts of the body of boys and girls. Identify and compare physical similarities and differences between boys and girls. Recognise and use the correct names for main parts of the body including external genitalia. **H25 H10.**

Learn about appropriate and inappropriate touch. Identify different types of touch. Judge what kind of physical contact is acceptable, comfortable or unacceptable and uncomfortable and learn how to respond (including who to tell and how to tell them). Recognise they have the right to say no. Know that the parts of the body covered by underwear are private. **R13 R10**

Learn about the rules for keeping safe (in familiar and unfamiliar situations). Identify and learn rules for and ways of keeping physically and emotionally safe. Describe the things they do in school and at home to keep themselves and others safe. Demonstrate they have a right to be 'safe on the outside' and feel 'safe on the inside'. **H12**

Learn how to ask for help if they are worried about something. Identify who looks after them inside and outside of school; their family network and who to go to if they are worried. Explain what they could do if they feel nervous about something safe/unsafe. Demonstrate ways they can attract the attention of people who care for them and make sure they are listening. Recognise it is very important to tell someone if they are worried about something. **R5 H13/14/15**

Who keeps us safe?

Learn about people who work in their community and how to get their help, including in an emergency. Name a range of different jobs that people in the local community do. Describe the work they do and how it helps people to stay safe. (Police, Fire service, Ambulance). **H33** Identify who could help them in different places. **L5** Explain what they could do to attract attention or to ask for help in different situations. Identify that 999 is an emergency number and can be dialled to get help in an emergency. **H35 H36 L10**

Learn how to manage change when moving to a new class. **H27 H5H8/9**

Strand objectives: **Keeping Safe**

Year 2: What rules help us to stay safe?

PoS Toolkit

Learn about keeping safe in the local environment. Understand what rules are, why they are needed and why they are different for different situations. Identify and give reasons for school rules about health and safety and what could happen if these rules are not followed. Recognise there is advice and guidance, including age restrictions, to help keep people safe in different places and situations.

Recognise risk in simple, everyday situations and what action to take to minimise harm. **L1 H28 H29** Describe and demonstrate ways they and others can keep physically safe in different places and situations (e.g. beach, shopping centre, park, on the street). Know about how to keep safe at home, including around electrical appliances. Know about fire safety (e.g. not playing with matches and lighters). Learn that household products can be harmful if mis-used. Identify who can help if something is, seems or may become unsafe. **H30 H31 H32**

Learn about privacy and how to resist pressure to do something that makes them feel uncomfortable or unsafe, including keeping secrets. Know there are situations when they should ask for permission and when their permission should be sought. **R16 R17 R19 H16**

Learn about the concept of keeping something secret. (Review Y1) Learn about when they should or should not agree to keeping an adults' secret. Recognise that no one should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so. Explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust. Recognise that even if they have agreed, they can and should still tell an adult. **R18 R20 R9**

Which parts of our body are private? Learn about appropriate and inappropriate touch. Describe different types of touch and how it feels when people try to touch us in ways we do not like or that make us uncomfortable. Recognise there are parts of their body that are private; they have a choice about being touched and the right to say 'no'. Explain the importance of telling an adult when worried. **R16** and permission **R17 R10**

Learn to describe the main parts of the body. Identify the physical similarities/ differences between boys and girls. Recognise male/female sex parts. Use the correct names for main parts of the body including external genitalia. Describe what their bodies feel and do when they feel uncomfortable or hurt. Describe the differences and similarities between being hurt physically and being hurt emotionally. Identify people they can go to and how they can let these people know they are feeling uncomfortable or hurt. **H25 H10**

Learn about the people who work in their community and how to get their help, including in an emergency.

Identify people who work in the community and their roles. Explain the ways they help others. (Air ambulance, nurse, doctor, vet, park ranger). Explain how to ask for help in a range of different situations. Explain what an emergency is and where and how to get help if they feel a situation is unsafe or an emergency. Demonstrate how to dial 999 (from a mobile phone or landline) and what to say to get help in an emergency. **L10 H15**

Strand objectives: **Keeping Safe**

Year 3: How do we keep safe in our local environment?

PoS Toolkit

Learn about keeping safe in the local environment.

Recognise there is advice and guidance to help keep people safe in different situations including school. Identify some of the risks that may occur. Describe and demonstrate ways they and others can keep physically safe in different places and situations (e.g. around fire and fireworks, the swimming pool, a special event). Identify who can help if something is, seems or may become unsafe. **H41 H21**

Identify school rules about health and safety and review reasons for having these. Describe what could happen if health and safety rules are not followed. Explain what an emergency is. Explain where and how to get help if they feel a situation is unsafe or in an emergency. Know how to contact the emergency services and what to say. **H44 H15**

Learn about people who help us stay healthy and safe. Give examples of how they are helped to stay healthy and stay safe in a variety of places and situations. Recognise that they should always report things that mean they or others may not be safe. Identify different ways asking for help – including online. Identify appropriate people to tell or talk with about their concerns. **H23 (Lifeguard at swimming pool, medics at events e.g. St John's Ambulance, security guards).**

Learn about the difference between acceptable and unacceptable physical contact.

Explain that everyone has a right to have their 'body space' respected and that they should respect others body space. Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like. Identify the types of physical contact which are acceptable (e.g. when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us). Recognise physical contact that is aggressive or hurtful is not acceptable. Explain why it is alright and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused. That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable. Learn how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable. Learn strategies to manage this. **R25 R29 R8**

Learn about the concept of keeping something confidential or secret. To learn about when they should or should not agree to keeping a secret. Identify what it means to keep something confidential or secret. Identify times when confidentiality might be important. Recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so. Explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher. Recognise that even if they have agreed, they can and should still tell a teacher. **R27 R9**

Strand objectives: **Keeping Safe**

Year 3: What keeps us safe?

PoS Toolkit

Learn how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe. **H39**

Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.

Learn how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly). **H10 H40**

Learn about drugs that are common in everyday life (alcohol, tobacco, energy drinks, medicine and caffeine). **H17**

Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. What is meant by first aid and some of the basic techniques for dealing with common injuries. **H43**

Strand objectives: **Keeping Safe**

Year 4: How can we manage risk in different places?

PoS Toolkit

Learn about managing risk in familiar situations and keeping safe.

Learn how to recognise, predict, assess and manage risk in different situations. Explain what is meant by risk, danger and hazard. Describe steps that can be taken to reduce the risk or avoid danger. Assess whether they are able to manage the risk themselves and if not, who is responsible. Identify if, when and how to report potential risks, dangers and hazards to others. **H38 R29 H9/10/11**

Learn how to keep safe in the local environment.

Explain why there are rules about safety in different places e.g. the benefits and risks of sun exposure. Recognise the potential consequences of safety rules not being followed. Give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations. Describe and demonstrate how to keep themselves safe in the local environment (such as near roads, railways, water, building sites). Identify when, how and who to alert if there is danger. **H12 H41 H21 (Railway Police, Coastguard, Buildings Control).**

Learn that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law (including legal/illegal drugs). Give reasons why there are rules and laws, including age restrictions. Identify some consequences of these being broken. Identify issues that concern them in school and what they can do about them, including taking part in making or changing rules linked to safety. Identify the steps they can take to help to change rules. Give examples of ways in which everyone has a say in making rules / laws. Learn ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment e.g. reducing, re-using, recycling, food choices). **L1 H37 H47 L5 L2**

Recognise how people can be influenced by their peers' behaviour and by a desire for peer approval. Learn about negative pressure and how to manage this. Recognise feelings that suggest there is negative pressure - something may be unhealthy or dangerous. Recognise that pressure to do something someone feels unsure about can come from others, but also from within themselves and/or from wanting approval from others. Describe some different ways to manage or resist pressure. Identify who they can talk to if feeling under pressure. **R15 R28 H13/14**

Learn to recognise and manage dares. Explain how to recognise a dare. Give reasons why people might dare others to do things. Explain whether dares always put someone under pressure. Explain why no one should ever feel the need to agree to do a dare. Explain what they can do if they have witnessed someone else being given a dare. Identify people they can talk to/go to if they are worried. **R15**

Strand objectives: **Keeping Safe**

Year 5: How can we help in an accident or an emergency?

PoS Toolkit

Learn how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. Learn that if someone has experienced a head injury, they should not be moved. Know when it is appropriate to use first aid and the importance of seeking adult help. **H43 H44**

Learn about strategies for managing personal safety in the local environment.

Identify potential risks in different environments.

Explain safety rules for different places.

Explain how people can be prepared for danger and how to keep safe in different places.

Describe situations when following the safety rules might be more challenging.

Identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support.

Identify when, how and who to alert if safety is, or potentially might become, compromised. **H21**

Learn how to keep safe and well when using a mobile phone.

Recognise situations where mobile phone safety might be compromised.

Explain ways they can help keep their phone safe and prevent mobile phone theft.

Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep).

Identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night).

Recognise the importance of managing their own use of their mobile phone. **H24**

Strand objectives: **Keeping Safe**

Year 6: What do we do in an emergency? How can the media influence people?

PoS Toolkit

Learn about the skills needed in an emergency. What to do in an emergency. Basic emergency aid.

Distinguish between an emergency and non-emergency. Describe different reactions to an emergency. Describe helpful language and strategies to use to help self and others maintain calm. Identify the responsibilities of people involved in emergency situations. Explain the importance of following basic emergency procedures. Describe or demonstrate basic emergency aid procedures putting someone in the recovery position, applying pressure to and elevating cuts. Explain or demonstrate how to attract attention to get help during an emergency, including how to summon the emergency services and give accurate answers to information that may be requested. **H43 H44 (Safety Carousel).**

Learn how images in the media can distort reality and that this can affect how people feel about themselves.

Explain how and why images in the media are digitally enhance, altered or adapted. **L16 H4**

Describe how this can influence someone's view about a place, a person, people (couple or group) or themselves. **H49**

Describe how this can affect how someone feels about themselves or their own life. Describe why this is not always helpful or conducive to wellbeing. **L15**

Evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts. **L12 L17/18**

Recognise unsafe or suspicious content online and what to do about it. How information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them. **L13 L14**

Learn how to make decisions about the content they view online or in the media and know if it is appropriate for their age. How to respond to and report information viewed online which is upsetting, frightening or untrue. Recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have. **L23**

Discuss what influences people's decisions. **R34 H13/14**

RIGHTS AND RESPONSIBILITIES: Summary of progression

Year 1: What can we contribute to classroom life? Learn about group and class rules and why they are important. Explain what they are responsible for in their classroom, why this is important and how they would like their classroom to be. Explain what rules mean and how they help all of us; suggest some class rules and explain why they are important. Identify occasions when following classroom rules might be more difficult or challenging and what to do in these situations.

Learn about respecting the needs of ourselves and others. Explain that living things need to be looked after and cared for. Describe some ways to do this. Explain why they need to be able to take turns and share. Identify who to tell if they are worried that their needs are not being met.

Year 2: What can we contribute to classroom and school life? Learn about group, class and school rules and their importance. Give reasons why it is a shared responsibility to contribute to these and identify the contributions that pupils make and how it affects classroom life, helping them to learn and make the classroom a safe place. Construct and agree classroom rules and give reasons for them. Identify what can happen if they are not followed.

Learn about looking after the local environment, describing what makes it pleasant to live in. Give examples of what problems might occur in these environments e.g. litter and explain how this can be improved e.g. litter picking. Explain the shared responsibility we have to take care of our environment and suggest ways in which they could improve it.

Year 3: What are our rights and responsibilities? Learn about their duties in different environments, identifying who is responsible for these in different contexts. Recognise the skills required to carry out their responsibilities and how it feels to be responsible. Suggest ways to make a difference.

Learn that everyone has human rights, including children. Explain that human rights exist to protect everyone. Identify some of the rights of the child and relate to their daily lives, explaining why they think they are important and why we should speak out about them.

Learn how our actions can affect ourselves and others. Identify actions that would affect others positively/negatively. Identify why it is important to 'think before we act'.

Year 5: How do our actions affect others? Learn about the consequences of their actions. Identify the consequences of positive and negative behaviour on themselves and others. Explain the importance of 'stopping', 'taking a step back' and asking 'What if...'.
Learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others. Explain what is meant by prejudice and discrimination and how it can be shown. Describe the potential consequences of discrimination and identify ways this can happen. Explain their responsibility to do something if they witness discrimination or bullying. Describe inclusion in the school community.

Learn about the factors that make people the same or different, recognising and challenging 'stereotypes'. Describe the range of factors that make up a person's identity. Identify the difference between sex, gender identity and sexual orientation. Explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations. Give reasons for challenging stereotypes.

Learn about the factors that make people the same or different, recognising and challenging 'stereotypes'. Describe the range of factors that make up a person's identity. Identify the difference between sex, gender identity and sexual orientation. Explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations. Give reasons for challenging stereotypes.

Year 6: Where appropriate and in line with school safeguarding policy:

Learn that FGM is illegal and goes against human rights. Know how to respond to this and who to talk to.

Strand objectives: Rights and Responsibilities

Year 1: What can we contribute to classroom life?

PoS Toolkit

Learn about group and class rules and why they are important.

Describe how they would like their classroom to be. Explain who or what they are responsible for in their classroom. Explain what rules mean and how they help all of us. Give suggestions for what could be included in class rules and explain why they are important. Explain why it is important for them to carry out classroom responsibilities and what happens if they are not carried out. Identify when this might be more difficult or challenging and what to do in these situations. **L1/2**

What needs do we all share?

Learn about respecting the needs of ourselves and others, showing how to treat themselves and others with respect. Explain that people (and animals) need to be looked after and cared for. Identify some of the needs of all living things. Describe some ways of looking after themselves and others. Know how to be polite and courteous. **R22 L3**

Learn what is kind and unkind behaviour. **R21**

Explain why they need to be able to take turns and share things and places, returning things that are borrowed. Identify who to tell if they are worried that needs are not being met. **R24 R6/7**

Learn how to talk about and share their opinions on things that matter to them. **R25 R5**

Strand objectives: Rights and Responsibilities

Year 2: What can we contribute to classroom and school life?

PoS Toolkit

What can we do to make a happy classroom? Do our actions always have a positive effect? Why is it important we all take responsibility for our school? Why do we need rules in the classroom and in school and why is it important that we make our own rules? What could happen if the rules are not followed?

Review from Y1: Learn about respecting the needs of ourselves and others. **R22 L3** Learn how people and other living things have needs and about the responsibilities of caring for them. **L2**

To learn about group and class rules and why they are important.

Give reasons for why it is a shared responsibility to contribute to the classroom and school life. Identify the different contributions that pupils make and how this affects the classroom. Explain how class/group rules help them to learn and make the classroom a safe place. Construct and agree classroom rules together. Give reasons for the rules that have been agreed. Identify what can happen if class/group rules are not followed. **L1/2**

What is our environment like? What is good/not so good? Who is responsible for our environment? How could we improve it? Will it make a difference? For whom?

To learn about looking after the local environment.

Describe what makes an environment pleasant to live in.

Give examples of what problems might occur in these environments e.g. litter, anti-social behaviour, neglect.

Explain how this can be improved e.g. signposting, litter picking, tree planting.

Explain the shared responsibility we have to take care of our environment and suggest ways in which they could improve it. **L3 L5**

Strand objectives: Rights and Responsibilities

Year 3: What are our rights and responsibilities?

PoS Toolkit

Learn about their responsibilities, rights and duties (home, school and the environment).

Identify who is responsible for things at school, at home and in the environment. Identify rights and responsibilities they have in the context of school, home and the environment. Recognise the skills required to carry out their responsibilities. Describe how it feels to be responsible.

Give suggestions of how they can make a difference to local and world-wide environment issues. Learn about the ways in which rules and laws keep people safe, including the reasons for following rules and regulations. **L1 L2 H37**

What are rights?

What is a basic human right? Why are human rights important? Why do children have special human rights?

Learn that everyone has human rights (and that children have their own set of human rights). To learn about the UN declaration on the Rights of the Child.

Explain that human rights are there to protect everyone and this is why they exist. Identify some of the rights of the child (UN Declarations of the Rights of the Child). Describe how some of the Rights of the Child relate to their daily lives. Explain why they think the Rights of the Child are important. Recognise the importance of people speaking out about human rights. **L2 L3/4**

How do our actions affect others? Who will this affect? How might it affect them? Will this be positive or negative? What might happen if we 'think before we act'?

Learn how actions can affect ourselves and others.

Describe how one person's actions can affect another person, or a group of people. Identify actions that would affect others positively/negatively. Describe how a person's actions can affect the person themselves. Identify why it is important to 'think before we act'. **R7**

Strand objectives: Rights and Responsibilities

Year 5: How do our actions affect others?

PoS Toolkit

What are the consequences of one person's decisions? (e.g. to drop some litter). How might this affect themselves and other people? When might someone stop to ask 'what if'?

Learn about the consequences of their actions on themselves and others. Explain how someone's actions might have consequences for themselves, family, friends, wider community. Identify the consequences of positive and negative behaviour on themselves and others. Explain the importance of 'stopping', 'taking a step back' and asking 'What if...'. **R7**

What is the nature and consequences of discrimination, teasing and aggressive behaviours? What is discrimination? Do we see examples of this in our everyday lives? How might prejudice make someone act? What effects can discrimination have? How can people ensure they are more inclusive?

Learn about discrimination, teasing, bullying and aggressive behaviour and its effect on others.

Explain what is meant by prejudice and discrimination and how discrimination is sometimes shown through teasing, bullying, hurtful behaviours and prejudice-based language. Describe the potential consequences of discrimination including how this might make people feel and act. Identify ways people can be discriminated against (e.g. excluding someone / use of name calling or discriminatory language). Explain their responsibility to do something if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied describe how the school community tries to ensure everyone is included and nobody is excluded or discriminated against.

R14/18

Which factors affect the differences and similarities between us?

How can we recognise stereotypes? What stereotypes do we regularly encounter in the media? How can we get to know and respect each other better?

Learn about the factors that make people the same or different. To recognise and challenge 'stereotypes' and learn about the correct use of the terms sex, gender identity and sexual orientation.

Describe the range of different factors that make up a person's identity. Identify the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity. Give examples of different types of stereotyping in the media. Explain why stereotyping can lead to prejudice and how this can be harmful, hurtful or influence a person's aspirations.

Explain that everyone is equal no matter their identity. Give reasons for challenging stereotypes. (Link to Identity) **R13/16/17**

Strand objectives: Rights and Responsibilities

Year 6: Learn that FGM is illegal and goes against human rights.

PoS Toolkit

Know that they should tell someone immediately if they are worried for themselves or someone else. To be used where appropriate and in line with school safeguarding policy. **H45**

HEALTHY LIFESTYLES: Summary of progression

Year 1: What do we need to do to keep ourselves healthy?

Learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food, dental health). Identify some ways of taking care of ourselves daily. Say which of their favourite foods are important to keep them healthy and which need to be eaten in moderation. Describe how physical activity and sleep helps their bodies to grow and for them to feel well. Describe how to take care of their teeth. Identify how infections (such as coughs and colds) can be spread. Describe some basic personal hygiene routines and some simple steps that they can take to prevent germs being passed on.

Learn about making healthy choices. Describe what they like/dislike and recognise what a choice is.

Identify some choices to help improve how they feel; that choices have consequences and that these may be good or not so good.

Learn that household products (incl. medicines) can be harmful. Identify what goes on to/into people's bodies and how this can make people feel. Recognise that household products can be harmful and describe ways of keeping safe around these. Identify people we can trust to tell us to put things onto and into our bodies.

Year 3: What makes a balanced lifestyle?

Learn about what makes a 'balanced lifestyle' and how to make healthy choices. Identify ways to maintain good health and recognise what is meant by a 'balanced lifestyle'. Describe what it means to make an informed choice. Give examples of these made in daily lives and describe choices that have positive or negative consequences on health.

Learn about what makes up a balanced diet. Identify food they think should be eaten regularly to maintain good health and what helps them decide what to eat and drink. Recognise when they have opportunities to make their own choices and explain what they need to consider when choosing.

Learn about what is meant by a habit and how habits can be hard to change. Identify some examples of healthy habits and recognise that unhelpful habits can be changed or stopped.

Learn that simple hygiene routines can prevent the spread of bacteria and viruses. Explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses and can be passed on from one person to another. Describe simple hygiene routines that reduce the spread of bacteria and viruses and explain how they can be responsible for helping to stop the spread of germs.

Year 4: How will we grow and change? Learn about the changes that happen at puberty.

Identify puberty as a time when their bodies grow and change from children to young adults. Use the correct names of female/male reproductive organs. Explain how feelings may change and cause mood swings and other strong feelings. Identify where to get help and support about puberty.

Learn about a wider range of feelings, both good and not so good. Describe a range of different according to their intensity. Identify when feelings might be overwhelming and describe how this can feel. Explain that people can also feel lots of different emotions all at once and the importance of noticing different feelings. Describe some positive ways of sharing feelings to help manage them.

Learn about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco).

Explain what a drug is (give a definition of 'drug') and how they can change the way people feel (for example, more relaxed or more energised). Identify some of the risks associated with drugs and some of the laws relating to drugs common in everyday life. Identify alternatives to using drugs and the different behaviours around drug use and when a drug can become harmful. Identify where people can seek help.

Learn about what makes a 'balanced lifestyle' and about making choices in relation to health.

Explain what a 'balanced lifestyle' is. Describe the potential consequences that people's choices can have on maintaining good health and identify what can influence people's choices about their health.

Learn about people who help them stay healthy and safe.

Explain the different roles that people in school and the wider community have to help them stay healthy and safe. Describe the ways they can receive help to do so. Identify the ways that they can support people who help them. Recognise their responsibility to report things that mean they or others may not be safe.

Year 5: How are we affected by puberty?

Identify puberty as a time when their bodies grow and change from children to young adults. Recognise how puberty prepares people's bodies for the possibility of having children when they are adults. Use the correct names of female/male reproductive organs. Describe the effects of puberty on male/female bodies – how bodies grow and change. Explain why it is important and how to keep themselves clean during puberty. Explain how feelings, emotions and relationships may change during puberty- how it may cause mood swings and other strong feelings. Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them. Identify where to get help and support about the changes that happen at puberty.

Learn how the spread of infection can be prevented Describe personal hygiene routines that help keep good health and wellbeing and a range of household (or school) routines that keep good hygiene. Explain the importance of this in preventing the spread of infection and the shared responsibility in the home/school.

Learn how drugs common to everyday life can affect health

Know how drugs including smoking/vaping - nicotine, alcohol, caffeine and medicines can affect health and wellbeing. Learn that some drugs are legal and others are illegal and how laws exist to protect people. Learn why people choose to use different drugs and how they can prevent associated risks. Realise that drug use can become a habit which is difficult to break and learn how organisations help people to stop smoking. Know that there is support if they have concerns about any drug use. Learn how to ask for help from a trusted adult if they have any worries or concerns about drugs.

Year 6: How can we keep healthy as we grow?

Learn about the changes that happen at puberty

Re-cap Y4/5. Describe how to manage some of the physical and emotional changes of puberty.

Learn about human reproduction in the context of the human lifecycle. Correctly name male/female body parts associated with puberty. **How mental and physical health are linked** Learn how positive friendships and being involved in group/club activities support wellbeing. How to manage the influence of friends and family on health choices. How to recognise early signs of physical or mental ill-health; what to do about this, including whom to speak to in and outside school. That mental health difficulties can usually be resolved or managed with the right strategies and support.

How to make choices that support a healthy, balanced lifestyle Learn how to plan a healthy meal and how to stay physically active; maintain good dental health; how to benefit from/stay safe in the sun; how and why to balance time spent online with other activities and how sleep contributes to a healthy lifestyle.

Know that habits can be healthy or unhealthy and strategies to help change or break an unhealthy habit or take up a new healthy one. How legal and illegal drugs can affect health and how to manage situations involving them.

Strand objectives: **Healthy Lifestyles**

Year 1: What helps us keep healthy?

PoS Toolkit

Learn about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food, dental health). Identify some ways of taking care of ourselves on a daily basis. List favourite foods and say which ones are important to keep them healthy and which ones need to be eaten in moderation. Describe how physical activity and sleep helps their bodies to grow and them to feel well. Describe how they can take care of their dental health. **H1 H2 H3 H4 H10 H1**

Learn about basic personal hygiene routines and why these are important. Identify how infections (such as coughs and colds) can be spread. Describe some basic personal hygiene routines. Recognise why this is important. Describe simple steps that they can take to prevent germs being passed on (eg: hand washing, use of tissues, covering their mouth when they cough). **H5 H6/7**

What do we like to do that makes us feel good? What choices can we make that can help us to feel good? If someone chooses something else how might we feel? **Learn about making healthy choices.** Describe what they like/dislike. Recognise what a choice is. Identify some choices to help improve how they feel, that choices have consequences, and that these may be good or not so good. **H2**

Learn that household products (incl. medicines) can be harmful. Identify what goes on to/into people's bodies and how this can make people feel. Recognise that household products can be harmful if not used correctly. Describe ways of keeping safe around these. To learn that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. **H6** and to learn that household products, including medicines, can be harmful if not used correctly and that the things people put in their bodies or onto skin can affect how people feel. **H37 H11**

Identify people we can trust to tell us to put things onto and into our bodies. **H11**

To learn about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. **H7**

How to keep safe in the sun and protect skin from sun damage. **H8**

Strand objectives: **Healthy Lifestyles**

Year 3: What makes a balanced lifestyle?

PoS Toolkit

Learn about what makes a 'balanced lifestyle' and making choices in relation to health.

Identify different ways to help maintain good health. Recognise what is meant by a 'balanced lifestyle'. Describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives. Describe choices that have positive consequences on health and those which may have more negative effect. Describe what helps people to make a positive choice.

H1 H2 H6 H1/2

What choices can we make about healthy food?

What does a balanced diet look like? What do we know about healthy eating and how it can help keep our bodies healthy? Who makes the choices for us about what we eat and drink? What choices are we able to make for ourselves? Are these always the right choices? What helps us to choose? **Learn about what makes up a balanced diet. About opportunities they have to make their own choices about food and what influences their choices.**

Recognise what makes a balanced diet. Identify what food they think should be eaten regularly to maintain good health. Identify what or who helps them decide what to eat and drink. Recognise when they have opportunities to make choices about food and drink. Explain what they need to consider when making these choices. **H3 H3**

What is a habit? Can habits be good or not so good for us? How can habits make us feel? Can habits be stopped?

Learn about what is meant by a habit and how habits can be hard to change.

Identify what a habit is. Identify habits that help us and habits that do not. Identify some examples of healthy habits. Recognise that although it can be difficult, unhelpful habits can be changed or stopped. **H4 H16**

How can we prevent the spread of bacteria and viruses? What are germs, bacteria and viruses? What can we do to help stop viruses and bacteria from spreading to others? What daily routines help this? Where or when is it especially important to keep good hygiene standards? **To learn that simple hygiene routines can prevent the spread of bacteria and viruses.** Explain how bacteria and viruses can be passed on from one person to another and can sometimes cause illnesses. Describe simple hygiene routines that reduce the spread of bacteria and viruses. Explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health. **H9 H11 H12** Learn how to ask for advice/help about a healthy lifestyle. **H14**

Strand objectives: **Healthy Lifestyles**

Year 4: What happens at puberty?

PoS Toolkit

What happens to people's bodies when they grow up? Do these changes happen to everyone at the same time? What do we need to know about the changes? How can people feel about growing up? Who can we talk to about the changes we might experience?

Learn about the changes that happen at puberty. Identify changes in the human life cycle and puberty as a time in everyone's life when their bodies grow and change from children to young adults. Identify that the changes are ongoing and usually happen between the ages of 8-17 years. Use the correct names of female and male reproductive organs. Describe the effects of puberty on male/female bodies – how bodies grow and change. **Puberty: Time to change H18**

Identify where to get help and support about the changes that happen at puberty. **H23**

Strand objectives: **Healthy Lifestyles**

Year 5: How are we affected by puberty?

PoS Toolkit

How can drugs common to everyday life affect health?

What happens to people's bodies when they grow up? Do these changes happen to everyone at the same time? What do we need to know about the changes? How can people feel about growing up? Who can we talk to about the changes we might experience?

Learn about the changes that happen at puberty.

Identify changes in the human life cycle and puberty as a time when their bodies grow and change from children to young adults.

Recognise how puberty prepares people's bodies for the possibility of having children when they are adults.

Use the correct names of female/male reproductive organs. Describe the effects of puberty on male/female bodies – how bodies grow and change. Explain why it is important and how to keep themselves clean during puberty. Explain how feelings, emotions and relationships may change during puberty- how it may cause mood swings and other strong feelings. Describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them. Identify where to get help and support about the changes that happen at puberty.

H31 H32 H34 H6 H7 H8 H18 H12 H20 H23

Learn how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing. **H46**

That some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal. How laws surrounding the use of drugs exist to protect them and others. **H47**

Why people choose to use or not use different drugs. **H1 H3**

How people can prevent or reduce the risks associated with them. **H48**

That for some people, drug use can become a habit which is difficult to break. **H4**

How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use. **H50**

How to ask for help from a trusted adult if they have any worries or concerns about drugs. **H21**

Strand objectives: **Healthy Lifestyles**

Year 6: How can we keep healthy as we grow?

PoS Toolkit

What happens at puberty? (re-cap from Year 5) How can people feel about their changing bodies during puberty?

How can people manage these changes? What is involved in growing up? What does it mean to be grown up?

Learn about the changes that happen at puberty (recap learning from years 4 and/or 5).

Re-cap the learning outcomes from years 4 and/or years 5. Describe how to manage physical changes of puberty. Explain how to manage some of the emotional changes associated with puberty.

What can we learn about human reproduction?

Learn about human reproduction in the context of the human lifecycle. **H30 H33 H18/19**

Strand objectives: **Healthy Lifestyles**

Year 6: How can we keep healthy as we grow?

PoS Toolkit

Know how mental and physical health are linked and that they are a part of daily life. Learn the importance of taking care of mental health. **H15** Learn about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, positive relationships with family and friends and being involved in activities such as clubs and community groups support wellbeing. How to manage the influence of friends and family on health choices. **H16 R10**
Know how to recognise early signs of physical or mental ill-health; what to do about this, including whom to speak to in and outside school. **H5 H5/14/21** Know what good physical health means and that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. Recognise that anyone can experience mental ill-health and to discuss concerns with a trusted adult. That mental health difficulties can usually be resolved or managed with the right strategies and support. **H22**

Know how to make choices that support a healthy, balanced lifestyle H1/2/3

Learn about what constitutes a **healthy diet** and how to plan a healthy meal. Know the benefits to health and wellbeing of eating nutritionally rich foods and the risks associated with not eating a healthy diet (including tooth decay and obesity). **H6**
Recognise that regular (daily/weekly) exercise benefits mental and physical health (e.g. walking to school). Recognise the opportunities to stay physically active and some of the risks of being inactive. **H7**
Know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking on oral hygiene. **H11**
Learn about how to benefit from/stay safe in the sun: about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. **H12**
Know about the benefits of the internet; the importance of balancing time online with other activities and strategies for managing time online. **H13** Know how sleep contributes to a healthy lifestyle; the effects of poor sleep on the body, feelings, behaviour and ability to learn. Learn some strategies that support good quality sleep. **H8**
Know that habits can be healthy or unhealthy, having a positive or negative affect on lifestyle. Learn strategies to help change or break an unhealthy habit or take up a new healthy one. How legal and illegal drugs can affect health and how to manage situations involving them. **H4 H17**

Feelings and Relationships: Summary of progression

Year 1: Know who is special in our lives. Identify their special people (family, friends and carers); describe what makes them special and how special people should care for one another. Learn about different types of families and identify common features of family life. Identify which groups we belong to and know what we do there. Describe what it is like to be a part of the group and explain what is special about the groups they belong to.

Learn how to respond safely to adults they don't know. Know what to do if they feel unsafe or worried.

Year 2: What makes a good friend? Learn simple strategies to resolve arguments between friends positively and how to ask for help if this is needed. Know what is kind or unkind behaviour and how this can affect others. Learn how to treat others with respect and how to be polite and courteous. Recognise how to listen to other people and play and work co-operatively.

What is bullying? Learn that hurtful teasing/ bullying is wrong and what to do if it is happening. Identify what is meant by bullying; why this is wrong and that teasing and bullying can happen in different ways. Identify people whom they can talk to if they are worried about teasing/bullying. **Learn about different types of behaviour** and how this can make us feel. Describe what fair and unfair and right and wrong means to them. Describe acts of kindness. Recognise when behaviour is not acceptable and identify what they can do in such situations. Describe or demonstrate simple strategies to help manage their own behaviour.

Recognise, name and describe different types of feelings. Learn about sharing their own feelings with others about things that help people feel good or better. Learn about different kinds of feelings and simple strategies to manage feelings. Learn about how it feels when there is a change or a loss e.g. moving to KS2. That different people may feel different emotions.

Year 3: How can we be a good friend? What makes a positive and healthy relationship? Recognise who might be included in someone's network of special people and why they are important to them. Learn how people show they value and care for each other. Learn about how we might feel when we fall out with our special people and some strategies to use to solve problems in our relationships peacefully. Learn how to maintain good friendships and describe how people in different relationships show they care for and value each other. Describe how people can make friends with others. Recognise that friendships sometimes have difficulties and learn strategies to resolve disputes and reconcile differences. Learn how to recognise if a friendship is making them unhappy, feel uncomfortable or safe and how to ask for support.

What are families like?

Learn how families differ from each other. Recognise how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. Learn how people within families should care for each other and the different ways they demonstrate this. Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.

Year 4: How can we manage our feelings? Learn how everyday things can affect feelings and how feelings can change over time and can be experienced at different levels of intensity. Recognise the importance of expressing feelings and how they can be expressed in different ways. Learn about ways of managing feelings at times of loss, grief and change and how to access advice and support to help manage their own or others' feelings.

Recognise a wider range of feelings. Give examples of how to recognise feelings in others and describe how feelings can affect thoughts and behaviour. Explain what makes feelings better or worse and discuss or demonstrate different responses they can give in response to a range of feelings in others.

How do we treat each other with respect?

To learn how people's behaviour affects themselves and others. Know about the relationship between rights and responsibilities. Learn about the importance of keeping personal boundaries and the right to privacy. Identify when people might want or need to keep privacy and explain why it is important to respect this. Describe ways people can keep personal boundaries / privacy in different contexts (including online). Recognise what happens when a privacy may need to be broken. Know how to recognise when a confidence or secret should be kept. Know that everyone should feel included, respected and not discriminated against and how to respond if they witness or experience exclusion, disrespect or discrimination.

Year 5: How can friends communicate safely?

Learn how to further describe the range and intensity of their feelings to others and how to manage complex or conflicting emotions. Demonstrate a rich vocabulary for expressing a range and intensity of feelings. Recognise that feelings change over time and understand that conflicting thoughts and emotions can often occur. Identify that listening to our feelings can help make decisions or manage a challenge. Identify a range of appropriate ways that people can express conflicting feelings and why this is important. Identify where they and others can ask for help and support with their feelings. Know about the different types of relationships people have in their lives. Know how to recognise risk in relation to friendships and keeping safe. Recognise how to respond if a friendship is making them feel worried, unsafe or uncomfortable and how to ask for help or advice.

Year 6: What will change as we become more independent?

Know that people have different kinds of relationships in their lives and that people who are attracted to and love each other can be of any gender, ethnicity or faith. Learn about what constitutes a positive, healthy relationship and some of the skills needed to maintain positive relationships. Describe different kinds of loving relationships and identify the qualities that enable these relationships to flourish. Explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship. Describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy. Explain how relationships can change and why sometimes relationships may end.

Why do people choose to get married? Learn about committed loving relationships (including marriage and civil partnerships). Recognise that forced marriage is illegal.

Strand objectives: **Feelings and Relationships**

Year 1: Who is special in our lives?

PoS Toolkit

Who are our special people? What makes them special to us? How do people look after each other?

Identify their special people (family, friends and carers); describe what makes them special and how special people should care for one another. **R1 R2 R9 Medway My Special People**

Learn about different types of families including those that may be different to our own. Identify common features of family life. **R3 R4**

Which groups do we belong to (friendships, place of worship etc)? What do we do there?

Learn about the groups and communities that they belong to.

Identify different groups they belong to (e.g. friends, class, year group, faith). Identify the different roles within them (e.g. friend, pupil, member, leader). Describe what it is like to be a part of the group (special people, special places what they do there or when they are with group). Explain what is special about the groups they belong to. **L4 L4**

Learn how to respond safely to adults they don't know. R15

Learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help. The importance of keeping trying until they are heard. **R5 re-visit plus R20**

Strand objectives: **Feelings and Relationships**

Year 2: What makes a good friend? What is bullying?

PoS Toolkit

Learn about how to make friends and what makes a good friendship. R6

Learn how to recognise when they or someone else feels lonely and what to do. **R7**

Learn simple strategies to resolve arguments between friends positively. **R8** Learn how to ask for help if a friendship is making them feel unhappy and learn how to talk about and share their opinions on things that matter to them. **R9 R25**. Know what is kind or unkind behaviour and how this can affect others. **R21**. Learn how to treat others with respect and how to be polite and courteous. **R22**

Recognise how to listen to other people and play and work co-operatively. **R24** and talk/share opinions on things that matter to them. **R25 R5** plus **H6/7** – wider range of feeling.

Learn that hurtful teasing/ bullying is wrong. Recognise that teasing can be hurtful. Identify what is meant by bullying; why this is wrong and that teasing and bullying can happen in different ways. Suggest ways to support others. Identify people whom they can talk to if they are worried about teasing/bullying. **R12 R21 R13/14**

To learn about different types of behaviour and how this can make others feel. **R10 R11 R2/4/12 R11**

Learn that bodies/feelings can be hurt. **R11** To learn how to ask for help if they are worried about something. **H13/14/15**

How do we recognise our feelings? Learn about sharing their own feelings with others about things that help people feel good or better. Learn about different kinds of feelings and simple strategies to manage feelings. Learn about how it feels when there is a change or a loss e.g. moving to KS2. That different people may feel different emotions. **R1 H11 H12 H14**

Learn about things that help people feel good or better if they don't feel good. **H17 H18** Learn about listening to others and playing co-operatively. **R6/7** Learn about different kinds of feelings and simple strategies to manage them. Recognise that feelings can affect people in their bodies and behaviour. **H4 H13** Learn about how it feels when there is a change e.g. moving to KS2. **H5** and how to manage this.

Recognise they might need help and how to share their thoughts with a trusted adult. **H15 H20 H27 H16 H19**

Strand objectives: **Feelings and Relationships**

Year 3: How can we be a good friend?

PoS Toolkit

Learn the importance of seeking support if feeling lonely or excluded R13 H21 and recognise that if others are feeling this way then they can learn about strategies to include them. **R14**

What makes a positive and healthy relationship? Who might be included in someone's network of special people? How do people show they value and care for each other? What makes a good friend? How do we feel when we fall out with our special people? What strategies can we use to solve problems in our relationships? Win-win? Giving in?

Learn about what makes a positive, healthy relationship, including friendships and how to maintain good friendships. Identify the types of relationship they have with those who are important to them (e.g.: family, friends, neighbours etc). Describe how people in different relationships show they care for and value each other. Describe how people can make friends with others. Identify what makes a friendship good and how they know. Identify peaceful ways to solve problems that might arise in friendships. Learn about what makes a positive, healthy relationship, including friends. Learn how to build and maintain good friendships. **R10 R11 R2/4 R12**

Medway What makes a good friend? Falling out with friends.

Recognise that friendships sometimes have difficulties and learn strategies to resolve disputes and reconcile differences. **R17**

Learn how to recognise if a friendship is making them unhappy, feel uncomfortable or safe and how to ask for support. **R18**

What are families like?

Learn how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents). **R5 R7**

How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. **R8**

How people within families should care for each other and the different ways they demonstrate this. **R6**

How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe. **R9**

Strand objectives: **Feelings and Relationships**

Year 4: How can we manage our feelings? How do we treat each other with respect?

PoS Toolkit

How can we tell how other people are feeling? What signs do people give that suggest how they are feeling?

What can we do about other people's feelings?

Learn how everyday things can affect feelings. **H18** How feelings can change over time and can be experienced at different levels of intensity. **H17** The importance of expressing feelings and how they can be expressed in different ways. **H19 H6/7** How to respond proportionately to, and manage, feelings in different circumstances. **H20** Ways of managing feelings at times of loss, grief and change and how to access advice and support to help manage their own or others' feelings. **H21 H23**

Learn to recognise a wider range of feelings in others and about responding to how others are feeling.

Describe a wide range of different feelings. Give examples of how to recognise feelings in others. Describe how feelings can affect thoughts and behaviour. Explain what makes feelings better or worse/what helps/doesn't help. Discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively). **R1**

Learn how people's behaviour affects themselves and others. **R19 R14/18** How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. **R31** About the relationship between rights and responsibilities. **L3 L3/4 L7** **Learn about the importance of keeping personal boundaries and the right to privacy.** Give examples of the sorts of things that people want to share with others – (including special people, classmates, everyone). Identify things / times when people might want or need to keep privacy. Explain why it is important to respect privacy. Describe ways people can keep personal boundaries / privacy in different contexts (including online). Recognise what happens when a privacy may need to be broken and when this would be important. How to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt). **R22 R25 R27 R21** keeping something confidential or secret. **R8** That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination. **R21 L10 R13** How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns. **R20 R29**

NB. H45 Learn that FGM is against British law, what to do and whom to tell if they think they or someone they know might be at risk is flagged up in Y4. It is used at the discretion of the school and in line with school policy on safeguarding.

Strand objectives: **Feelings and Relationships**

Year 5: How can friends communicate safely?

PoS Toolkit

How might a person's feelings change throughout the day? What might influence how they feel? When might someone's feelings feel 'mixed up' or conflicted? How can someone manage when they have mixed up feelings?

Learn how to further describe the range and intensity of their feelings to others. How to manage complex or conflicting emotions.

Demonstrate a rich vocabulary for expressing a range and the intensity of feelings. Recognise that feelings change over time. Recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel 'torn' about what to do about something). Identify when listening to our feelings can help make decisions or to manage a challenge. Identify a range of appropriate ways that people can express conflicting feelings and why this is important. Identify where they and others can ask for help and support with their feelings. **H21 H6/7**

Learn about the different types of relationships people have in their lives. R1

How to recognise risk in relation to friendships and keeping safe. **H9/10/11**

How to respond if a friendship is making them feel worried, unsafe or uncomfortable. How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety. **R29** About seeking and giving permission (consent) in different situations. **R26**

Strand objectives: **Feelings and Relationships**

Year 6: What will change as we become more independent?

PoS Toolkit

Learn about different types of relationships (friends, families, couples, marriage, civil partnership). About what constitutes a positive, healthy relationship. About the skills to maintain positive relationships.

That people have different kinds of relationships in their lives, including romantic or intimate relationships. That people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another. **R2 R3 R5 R6 R2/4**

Describe different kinds of loving relationships. Identify the qualities that enable these relationships to flourish. Explain the expectations and responsibilities of being in a loving relationship - the essential constituents of a positive, healthy relationship. Explain what this means in an emotional and physical sense. Describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy. Explain how relationships can change (as we grow up or as circumstances change). Explain why sometimes relationships may change or end. That adults can choose to be part of a committed relationship or not, including marriage or civil partnership.

R5/19 R3

Why do people choose to get married? Or not to get married?

Learn about committed loving relationships (including marriage and civil partnerships). Recognise that two individual adults may choose to be part of a committed relationship together - become a 'couple'. Give examples of different ways a couple show their love and commitment to each other. Explain what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together). Explain why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values). Explain that two people who love each other can also be in a committed relationship, and not be married.

R6/20

Learn that marriage, arranged marriage and civil partnership is between two people who willingly agree. Explain the concept of marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together. Explain that people have the right to choose the person they may marry and no-one has the right to tell people who they must marry or force them to marry someone they do not want to. Recognise that forced marriage is illegal. Know that specialist agencies exist to help to protect people (especially young people) who may be or who feel forced to marry. Explain what might stop someone asking for help, advice or support about forced marriage, but the importance of doing so. Identify where people can report forced marriage, how to ask for help if they are worried and what is likely to happen next if they do so. **R4 R6/20**

Money: Summary of progression

Year 1: What is money?

Learn that money come from different sources and can be used for different purposes, including the concepts of spending and saving. Learn about the role money plays in their lives and how to keep it safe. Learn the choices about spending money or saving it and what influences those choices.

Year 2: What jobs do people do?

Learn that jobs help earn money to pay for things. Learn about a range of different jobs carried out by people they know or by people in their community. Learn how people have different strengths and interests that enable them to do different jobs. Recognise that some people use the internet and digital devices in their jobs and everyday life.

Year 4: How can choices make a difference to the environment?

Learn about the role of money and ways of budgeting and saving. Learn about what is meant by 'interest' and 'loan'. Identify situations where someone might want or need to 'save' or 'borrow' money. Explain what is meant by 'interest'. Identify what would help someone decide whether to 'save' or 'borrow' money. Recognise how people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment. Learn how what people choose to buy or spend money on can affect others or the environment. Recognise how to show care and concern for others (people and animals) and how to carry out personal responsibilities in a caring and compassionate way.

Year 5: What decisions can people make with money?

Learn how finance plays an important part in different aspects of people's lives. Explain that money is one factor for people in choosing a career/job. Learn about being a critical consumer and that manufacturers use 'deals' to entice consumers to purchase more. Decide which similar items are the best 'value for money' and explain their view.

Learn how people make decisions about spending/saving money and what influences them. Learn about spending or saving and how to keep track of money. Learn how people make choices about ways of paying for things they want and need. Know how to recognise what makes something 'value for money' and what this means to them. Learn that there are risks associated with money and how money can affect people's feelings and emotions.

Year 6: What is the role of money in people's lives? Learn how personal finance plays an important part in our lives. Evaluate how people judge success in their working lives and the importance a person's salary may link to fulfilment/job satisfaction. Describe factors that make consumers want to buy a product. Identify how shops/manufacturers use 'deals' to entice consumers to purchase more and evaluate who benefits from this. Evaluate whether something is 'value for money'. Know what is meant by interest, loan and debt and the risks involved with borrowing. Know what 'tax' means and how taxes are spent. Learn about what is meant by 'interest', 'loan', 'debt' and about the importance of looking after money, including managing loans and debts. Explain why people may borrow money (e.g. loans, credit cards). Explain the differences between credit and debt and what is meant by 'interest'. Explain the importance of being a critical consumer when it comes to saving or borrowing money. Identify where people can access reliable information on making the most of their money. Learn about how resources are allocated and the effect this has on individuals, communities and the environment.

Strand objectives: Money

Year 1: What is money?

PoS Toolkit

Learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. Know if they have ever received money, where it came from and what they did with the money they received. Learn where people get their money from. Know where can we safely keep our money and why people save money. **L10 L6/7**

Learn about the role money plays in their lives and how to keep it safe. Learn the choices about spending money or saving it and what influences those choices. **L11 L12 L13**

Strand objectives: Money

Year 2: What jobs do people do?

PoS Toolkit

Learn that jobs help earn money to pay for things. L15 L6/7

To learn about a range of different jobs carried out by people they know or by people in their community. **L16**

How people have different strengths and interests that enable them to do different jobs. **L17**

That some people use the internet and digital devices in their jobs and everyday life. **L7 L8**

Strand objectives: Money

Year 4: How can choices make a difference to the environment?

PoS Toolkit

What helps people decide whether to save or borrow?

How do people manage money? What do people have to think about before we decide to spend or save?

Learn about the role of money and ways of managing money (budgeting and saving).

Explain the importance of money in people's lives. Identify a range of forms of payment the reasons for using these (other than coins and notes). Explain different ways of keeping track of money and why this is important. Identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are 'good value'). Describe how shops, service, banks and manufactures try to persuade people to buy their products. Make decisions about whether something is better 'value for money' than something else. **L13**

Learn about what is meant by 'interest' and 'loan'.

Identify situations where someone might want or need to 'save' or 'borrow' money. Explain what is meant by 'interest' in relation to saving and borrowing. Identify what would help someone decide whether to 'save' or 'borrow' money for something they need/want. Describe some of the feelings someone might have about doing this. **L14**

How people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment. **L5**

How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). **L19**

The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues. **R34**

How to show care and concern for others (people and animals) and how to carry out personal responsibilities in a caring and compassionate way. **L4**

Strand objectives: Money

Year 5: What decisions can people make with money?

PoS Toolkit

Learn how finance plays an important part in people's lives and about being a critical consumer.

Identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy). Explain that some jobs pay more than others and that money is one factor for people in choosing a career/job. Explain why we should be wary of claims made in advertisements. Identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more. Decide which similar items are the best 'value for money' and explain their view.

How people make decisions about spending/saving money and what influences them. **L20**

How to keep track of money so people know how much they have to spend or save. **L21**

How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans). **L17**

How to recognise what makes something 'value for money' and what this means to them. **L18 L13**

That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. **L22 L24**

Strand objectives: **Money**

Year 6 Additional unit: What is the role of money in people's lives?

PoS Toolkit

What is meant by interest, loan and debt? How are resources allocated? How does this affect people?

Learn how finance plays an important part in people's lives and about being a critical consumer. Explain how personal finance can affect lifestyle choices. Evaluate how people judge success in their working lives and the extent to which a person's salary is more or less important than fulfilment/job satisfaction. Describe the factors that make consumers want to buy a product. Identify how shops and manufactures use 'deals' (such as three for the price of two) to entice consumers to purchase more and evaluate who benefits from this. Evaluate whether something is 'value for money'. Give reasons for the importance of being a critical consumer. **L13**

What risks are involved with borrowing? Before making decisions about saving or borrowing, what information does someone need? What does 'tax' mean? How are taxes spent? Learn about what is meant by 'interest', 'loan', 'debt'.

About the importance of looking after money, including managing loans and debts. That people pay 'tax' to contribute to society.

Explain why people may borrow money (e.g. loans, credit cards). Explain the differences between credit and debt and what is meant by 'interest'. Explain the difference between a manageable and an unmanageable debt and how this can affect someone. Explain the importance of being a critical consumer when it comes to saving or borrowing money. Identify where people can access reliable information on spending, saving money or borrowing and how this will help make the most of their money. Give reasons for why money is deducted from earnings to provide things we all need. Explain some of the ways in which the government uses money raised by taxes and how money is used in this way to meet the needs of everyone, including the vulnerable members of society. Identify ways they are 'tax payers' (e.g. VAT on some things they purchase). **L14**

Who decides how and which resources are allocated? Is this always fair? Who is affected by the decisions made?

What can people do if they don't agree?

Learn about how resources are allocated and the effect this has on individuals, communities and the environment.

Explain there are a limited number of resources available for the number of people who need/want them and that this leads to decisions about how resources are allocated. Explain how these decisions are made. Explain how these choices are affected. Describe the different ways that decisions about the allocation of resources affects individuals and communities. Justify their views and opinions of how resources should be allocated. **L15**

References

Statutory PSHE document

Your membership: PSHE Association