

St George's Central CE Primary School and Nursery

Progression in PSHE

Relationships				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Establish their sense of self. Engage with others through gestures, gaze and talk. Begin to build relationships with others as well as their families. Find ways of managing transitions, for example from their parent/carer to their key person. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Can talk about their family and who is in their family. Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to understand how others might be feeling. Can talk with others to solve conflicts. Know what being 'kind' and 'unkind' means. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Can talk about their family and things that happen in their family life. Know that not all families are the same. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Think about the perspective of others. Know what is kind and unkind behaviour. 	<p><u>Families and close positive relationships</u></p> <ul style="list-style-type: none"> Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. Identify the people who love and care for them and what they do to help them feel cared for. Awareness about different types of families including those that may be different to their own. Identify common features of family life. Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried. <p><u>Friendships</u></p> <ul style="list-style-type: none"> Understand about how people make friends and what makes a good friendship. Developing how to recognise when they or someone else feels lonely and what to do. 	<p><u>Families and close positive relationships</u></p> <ul style="list-style-type: none"> Begin to understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. Begin to understand that a feature of positive family life is caring relationships and identify different ways in which people care for one another. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. 	<p><u>Families and close positive relationships</u></p> <ul style="list-style-type: none"> Recognise that there are different types of relationships (e.g. friendships, family romantic, online). Understand that people may be attracted to someone emotionally and romantically; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. Aware about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. Understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

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		<ul style="list-style-type: none"> • Awareness of simple strategies to resolve arguments between friends positively. • Know how to ask for help if a friendship is making them feel unhappy. <p><u>Managing hurtful behaviour and bullying</u></p> <ul style="list-style-type: none"> • Understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. • Learn about how people may feel if they experience hurtful behaviour or bullying. • Aware that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private. • Know that sometimes people may behave differently online, including by pretending to be someone they are not. 	<ul style="list-style-type: none"> • Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. <p><u>Friendships</u></p> <ul style="list-style-type: none"> • Develop an understanding about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. • Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. • Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • Understand the importance of seeking support if feeling lonely or excluded. 	<ul style="list-style-type: none"> • Know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. • Know that a feature of positive family life is caring relationships and identify different ways in which people care for one another. <p><u>Friendships</u></p> <ul style="list-style-type: none"> • Understand about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. • Understand how friendships can change over time, about making new friends and the benefits of having different types of friends. • Know if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> • Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
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		<ul style="list-style-type: none"> • Begin to know how to respond safely to adults they don't know. • Understand how to respond if physical contact makes them feel uncomfortable or unsafe. • Aware there are situations when they should ask for permission and also when their permission should be sought. • Know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). • Understand basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe. • Know 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; importance of keeping trying until they are heard. <p><u>Respecting self and others</u></p> <ul style="list-style-type: none"> • Know what is kind and unkind behaviour, and how this can affect others. • Understand how to treat themselves and others with respect; how to be polite and courteous. 	<ul style="list-style-type: none"> • Aware that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. • Know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. • Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. • Begin to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. <p><u>Managing hurtful behaviour and bullying</u></p> <ul style="list-style-type: none"> • Understand about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. • Know strategies to respond to hurtful behaviour experienced or witnessed, offline and online 	<ul style="list-style-type: none"> • Awareness about seeking and giving permission (consent) in different situations. • Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online). <p><u>Respecting self and others</u></p> <ul style="list-style-type: none"> • Understand about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. • Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
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		<ul style="list-style-type: none"> • Recognise the ways in which they are the same and different to others. • Know how to listen to other people and play and work cooperatively. • Know how to talk about and share their opinions on things that matter to them. 	<p>(including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <ul style="list-style-type: none"> • Aware about discrimination: what it means and how to challenge it. <p><u>Safe Relationships</u></p> <ul style="list-style-type: none"> • Know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). • Understand about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. • Develop understanding how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. 	
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			<ul style="list-style-type: none"> • Begin to learn about seeking and giving permission (consent) in different situations. • Know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. • Understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. • Aware of where to get advice and report concerns if worried about their own or someone else's personal safety (including online). <p><u>Respecting self and others</u></p> <ul style="list-style-type: none"> • Know that personal behaviour can affect other people; to recognise and model respectful behaviour online. • Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others 	
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			<p>(including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <ul style="list-style-type: none"> • Begin to understand about respecting the differences and similarities between people and recognising 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. • Begin to learn how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. 	
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Health and Wellbeing				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Find ways to calm themselves. Adults support children to manage emotions. Adults model healthy eating. Join in with simple well being and physical activities. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Use simple breathing techniques, yoga poses and relaxation techniques to support feeling calm. Know which foods are more healthy for our bodies. Know it's good for our bodies to run, jump and join in with physical activities. Know why it is good to regularly brush our teeth, wash our bodies and hair and wash our hands at appropriate times. Know that we are all special and important and we should look after ourselves. Can talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. 	<ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Further develop the skills needed to manage the school day successfully: lining up and queueing, mealtimes, personal hygiene. Know they may need sunscreen to protect their skin from the sun. Know that we are all special and unique. Identify and moderate their own feelings socially and emotionally. 	<p><u>Health Lifestyles</u></p> <ul style="list-style-type: none"> Know about what keeping healthy means; different ways to keep healthy. Learn about foods that support good health and the risks of eating too much sugar. Know about how physical activity helps us to stay healthy; and ways to be physically active every day. Understand why sleep is important and different ways to rest and relax. Learn simple hygiene routines that can stop germs from spreading. Understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. Understand about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. Begin to know how to keep safe in the sun and protect skin from sun damage. Begin to understand about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV. 	<p><u>Healthy lifestyles (physical wellbeing)</u></p> <ul style="list-style-type: none"> Begin to know how to make informed decisions about health. Becoming aware about the elements of a balanced, healthy lifestyle. Familiar with choices that support a healthy lifestyle, and recognise what might influence these. Beginning to recognise that habits can have both positive and negative effects on a healthy lifestyle. Beginning to understand good physical health means and how to recognise early signs of physical illness. Becoming aware about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. Developing knowledge how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to physically active and some of the risks associated with an inactive lifestyle. 	<p><u>Healthy lifestyles (physical wellbeing)</u></p> <ul style="list-style-type: none"> Know how to make informed decisions about health. Know about the elements of a balanced, healthy lifestyle. Identify choices that support a healthy lifestyle, and know what might influence these. Know how to recognise that habits can have both positive and negative effects on a healthy lifestyle. State what good physical health means and know how to recognise early signs of physical illness. Know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. Identify how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to physically active and some of the risks associated with an inactive lifestyle.

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		<ul style="list-style-type: none"> • Know the people who help us to stay physically healthy. <p style="text-align: center;"><u>Mental Health</u></p> <ul style="list-style-type: none"> • Learn about different feelings that humans can experience. • Begin to recognise and name different feelings. • Understand how feelings can affect people's bodies and how they behave. • Begin to know how to recognise what others might be feeling. • Recognise that not everyone feels the same at the same time, or feels the same about the same things. • Understand about ways of sharing feelings; a range of words to describe feelings. • Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). • Aware of different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. • Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. 	<ul style="list-style-type: none"> • Becoming aware about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. • Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. • Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. • Developing knowledge about 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. • Learning 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. 	<ul style="list-style-type: none"> • Know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. • 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. • Identify 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. • Identify the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. • Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.
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		<ul style="list-style-type: none"> • Learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. <p><u>Ourselves, growing and changing</u></p> <ul style="list-style-type: none"> • Recognise what makes them special. • Recognise the ways in which we are all unique. • Identify what they are good at, what they like and dislike. • Begin to know how to manage when finding things difficult. • Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). • Begin to understand about growing and changing from young to old and how people's needs change. • Aware of preparing to move to a new class/year group. <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • Know about rules and age restrictions that keep us safe. • Recognise risk in simple everyday situations and what action to take to minimise harm. 	<ul style="list-style-type: none"> • Developing understanding about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. • Recognise how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. <p><u>Mental health</u></p> <ul style="list-style-type: none"> • Recognise that feelings can change over time and range in intensity. • Know about everyday things that affect feelings and the importance of expressing feelings. • Can use a varied vocabulary when talking about feelings; about how to express feelings in different ways. • Know strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. • Aware of change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. 	<p><u>Mental Health</u></p> <ul style="list-style-type: none"> • Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health. • State and demonstrate strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. • Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. • Use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
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		<ul style="list-style-type: none"> • Understand how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). • Have an awareness that household products (including medicines) can be harmful if not used correctly. • Develop ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. • Know about the people whose job it is to help keep us safe. • Aware of basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. • Begin to understand what to do if there is an accident and someone is hurt. • Know how to get help in an emergency (how to dial 999 and what to say). 	<p><u>Ourselves, growing and changing</u></p> <ul style="list-style-type: none"> • Developing awareness that for some people gender identity does not correspond with their biological sex • Beginning to recognise their individuality and personal qualities. • Able to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. • Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • Become familiar with reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. • Know how to predict, assess and manage risk in different situations. • Understand about hazards (including fire risks) that may cause harm, injury or risk in the home and what 	<p><u>Ourselves, growing and changing</u></p> <ul style="list-style-type: none"> • Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). • Know that for some people gender identity does not correspond with their biological sex. • Recognise their individuality and personal qualities. • Able to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • Aware of the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. • Know about where to get more information, help and advice about growing and changing, especially about puberty. • Know about the new opportunities and responsibilities that increasing independence may bring.
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		<p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • Aware about things that people can put into their body or on their skin; how these can affect how people feel. 	<p>they can do to reduce risks and keep safe.</p> <ul style="list-style-type: none"> • Becoming familiar about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). • Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. • Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. • Developing understanding about what is meant by first aid; basic techniques for dealing with common injuries. • Beginning to understand how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know 	<ul style="list-style-type: none"> • List strategies to manage transitions between classes and key stages. <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • Know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). • Know what is meant by first aid; basic techniques for dealing with common injuries. • Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. <p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. • Know there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
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			<p>how to contact them and what to say.</p> <ul style="list-style-type: none"> • Know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk. <p><u>Drugs, alcohol and tobacco</u></p> <ul style="list-style-type: none"> • Beginning to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. 	<ul style="list-style-type: none"> • Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines); about the mixed messages in the media about drugs, including alcohol and smoking/vaping. • Know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.
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Living in the Wider World

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places. • Notice differences, such as skin colour, types of hair, gender, special needs and disabilities. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of rules. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities. • Develop a sense of responsibility and membership of a community. • Know that to buy things you need to pay for them. • Know that people have different jobs in their community. 	<ul style="list-style-type: none"> • Know and understand the class rules and talk about them. • Can sometimes support their peers needs as well as managing their own. • Understand that the environment needs to be looked after. • Understand there are many differences about people and talk about them. • Talk about different people in the community e.g. Rector. • Know that you have to make sure you stay safe when using computers. • Know what money is and why you need it. • Talk about the different jobs people might do. 	<p><u>Shared Responsibilities</u></p> <ul style="list-style-type: none"> • Know what rules are, why they are needed, and why different rules are needed for different situations. • Understand how people and other living things have different needs; about the responsibilities of caring for them. • List things they can do to help look after their environment. <p><u>Communities</u></p> <ul style="list-style-type: none"> • Know about the different groups they belong to. • Understand about the different roles and responsibilities people have in their community. • Recognise the ways they are the same as, and different to, other people. <p><u>Media literacy & digital resilience</u></p> <ul style="list-style-type: none"> • Begin to understand about how the internet and digital devices can be used safely to find things out and to communicate with others. • Develop awareness about the role of the internet in everyday life. • Know that not all information seen online is true. 	<p><u>Shared Responsibilities</u></p> <ul style="list-style-type: none"> • Recognise reasons for rules and laws; consequences of not adhering to rules and laws. • Understand there are human rights, that are there to protect everyone. • Know about the relationship between rights and responsibilities. • Understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. • Knows ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). <p><u>Communities</u></p> <ul style="list-style-type: none"> • Knows about the different groups that make up their community; what living in a community means. • Able to value the different contributions that people and groups make to the community. 	<p><u>Communities</u></p> <ul style="list-style-type: none"> • Knowledge about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. <p><u>Media literacy & digital resilience</u></p> <ul style="list-style-type: none"> • Recognise ways in which the internet and social media can be used both positively and negatively. • Understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. • Awareness about some of the different ways information and data is shared and used online, including for commercial purposes. • Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. • Know about things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.

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		<p><u>Economic wellbeing: Money</u></p> <ul style="list-style-type: none"> • Understand what money is; forms that money comes in; that money comes from different sources. • Begin to understand that people make different choices about how to save and spend money. • Develop awareness about the difference between needs and wants; that sometimes people may not always be able to have the things they want. • Understand that money needs to be looked after and the different ways of doing this. <p><u>Economic wellbeing: Aspirations, work and career</u></p> <ul style="list-style-type: none"> • Understand that everyone has different strengths • Understand that jobs help people to earn money to pay for things. • Aware about different jobs that people they know or people who work in the community do. • Describe some of the strengths and interests someone might need to do different jobs. 	<ul style="list-style-type: none"> • Knowledge about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. • Knowledge about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced. <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • Able to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. <p><u>Economic wellbeing: Money</u></p> <ul style="list-style-type: none"> • Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). <p><u>Economic wellbeing: Aspirations, work and career</u></p> <ul style="list-style-type: none"> • Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. 	<ul style="list-style-type: none"> • Understand how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. <p><u>Economic wellbeing: Money</u></p> <ul style="list-style-type: none"> • Know about the different ways to pay for things and the choices people have about this. • Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. • Recognise that people make spending decisions based on priorities, needs and wants. • Aware of different ways to keep track of money. • Knows about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. • Understand about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
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Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12

				<ul style="list-style-type: none"> • Identify the ways that money can impact on people's feelings and emotions. <p><u>Economic wellbeing:</u> <u>Aspirations, work and career</u></p> <ul style="list-style-type: none"> • Knows 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 life. • Knowledge about stereotypes in the workplace and that a person's career aspirations should not be limited by them. • Awareness 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). • Knows 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.
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				<ul style="list-style-type: none">• Understand about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.• Identify the kind of job that they might like to do when they are older.• Recognise a variety of routes into careers (e.g. college, apprenticeship, university).
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