



WOODBOROUGH WOODS  
C of E Foundation School



# Woodborough Woods CofE Foundation School PSHE and RSE Curriculum Booklet

Containing the key substantive and disciplinary knowledge

### Our school vision:

Woodborough Woods is a school with a Christian foundation, which seeks to express its Christian character by serving families in the local community and by providing a Christian ethos where children and their families can feel valued. There is an opportunity to experience the meaning of the Christian faith in the welcome that is offered to all and in the relationships of love and respect that characterise the shared life of the school. Designed to be sequential, this curriculum enables pupils to build knowledge and skills by making links with previous learning; this is shown in our progression documents. By fostering an enjoyment of learning, our children are given the opportunity to develop as independent, resilient pupils who are equipped with the ability to use their knowledge and skills to make wise choices as they take their place in the world.

The school's direction stems from its Vision Statement: 'Grow Together' following Jesus' example to 'Love your neighbour as you love yourself' (Matthew 22:37-39) because through love for one another, we can build a strong learning community ensuring that everyone has the opportunity to flourish. It recognises the importance of the community it serves, and seeks to build relationships based on kindness and respect. It will strive to be a place where Christian priorities and values inform every subject in the curriculum and are reflected in the day to day life of the school.

We believe that the children are the centre of all our work here and we strive to ensure our school is one with a happy and caring environment. We take pride in promoting the highest standards of conduct and achievement allowing children the security and confidence to reach their full potential.

As a Church of England Voluntary Aided school, our aim is to provide this secure environment, firmly rooted in Christian values. We believe that the education of children is a partnership, one between parents, teachers and governors all working together to provide the best interests for the children in our care.

### Our PSHE Vision:

Our intention at Woodborough Woods, is to provide our children with the knowledge, skills and attitudes that they need to effectively navigate the complexities of 21st Century life. Our curriculum will support our children to make informed choices around their health, safety, wellbeing, relationships and financial matters and will support them in becoming confident individuals and active members of society. Through our whole-school approach to PSHE, it is our belief that our children will have high aspirations, a belief in themselves and realise that anything is possible. Weaving through the heart of our PSHE teaching, is our commitment to enhancing and promoting our core values: Love, Respect, Peace, Kindness, Patience and Perseverance.

### Intent:

During our PSHE lessons at Woodborough Woods, we teach a broad and balanced curriculum that:

- Promotes a spiritual, moral, social, cultural, mental and physical development of our pupils.
- Prepares our pupils for the opportunities, responsibilities and experiences of later life.
- Promotes British Values and educates our pupils about the Protected Characteristics people hold.

## Features of effective PSHE & RSE teaching and learning

At Woods Foundation, we believe these features demonstrate best practice in the teaching and learning of PSHE & RSE. Whilst not every lesson may exhibit every feature, over the course of their learning in a unit, all of the following features would be evident.

Pupils show understanding of key life concepts including to live healthy lifestyles with wholesome relationships and to stay safe.

Health and well-being is promoted.

Pupils show regard and understanding for the well-being and wishes of themselves and others.

Pupils can appropriately express thoughts and challenge views.

Lessons build on the children's prior learning and skills developed in lessons from previous years.

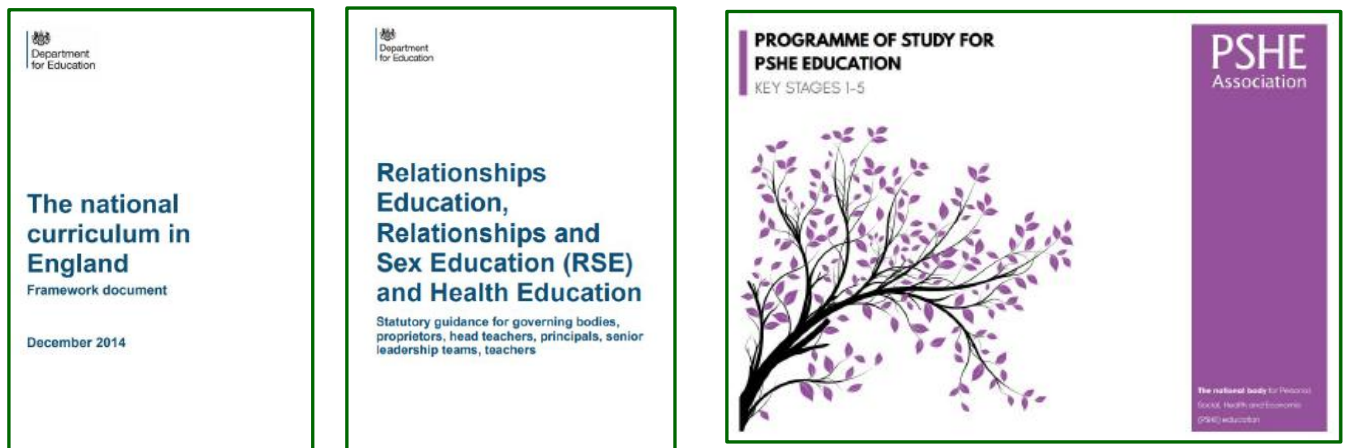
Pupils are encouraged and supported to think critically, analytically and reflectively and share their ideas and thoughts.

Learning informs pupils social, moral and cultural development.

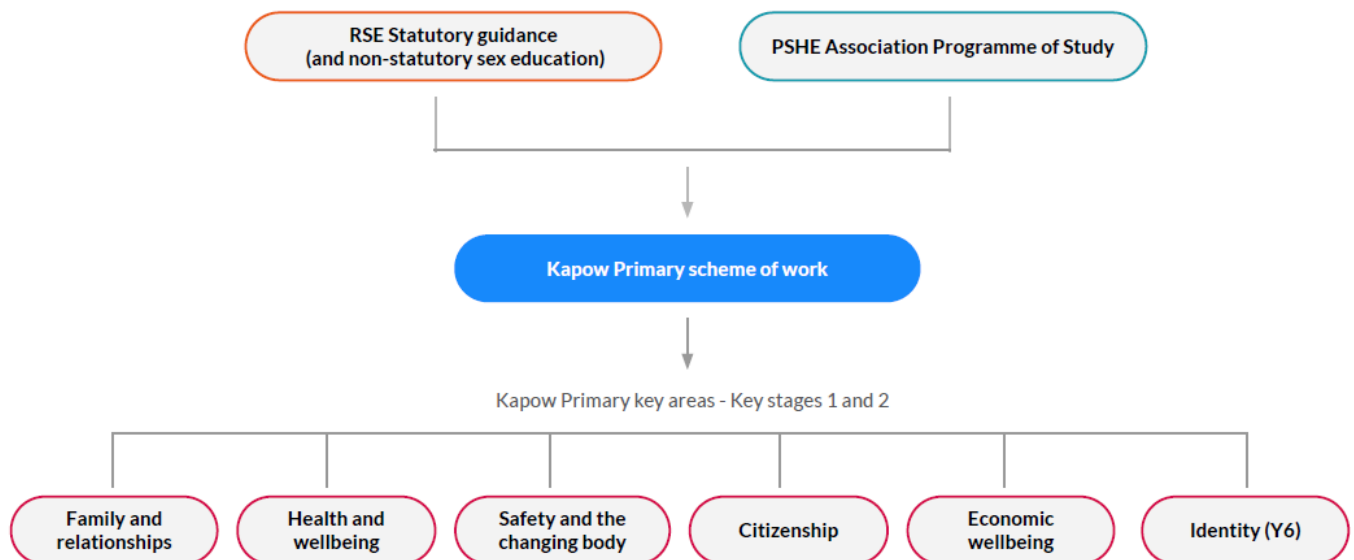
Our  
PSHE and  
RSE  
progression  
documents  
and long-term  
plans

## Our scheme of work

Our scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE - that 'all schools should make provision for personal, social, health and economic education' - and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.)



## How is the RSE & PSHE scheme of work organised?





## Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing	Identity (Yr 6 only)
Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.	Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.	Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty.	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.	Considering what makes us who we are whilst learning about body image.

## A spiral curriculum

This RSE and PSHE scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils revisit the five key areas throughout KS1 and KS2.
- ✓ **Increasing depth:** Each time a key area is revisited, it is covered with greater depth and increasing maturity.
- ✓ **Prior knowledge:** Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

## Flexibility

- Our RSE & PSHE scheme of work is organised into units.
- Within each most units, lessons should be taught in order as they build upon one another.
- Across a single year group, units themselves do not need to be taught in the suggested order, apart from the Introductory lessons which are to be taught at the beginning of the year and the Transition lessons at the end of the year.
- The flexibility in the order the units can be taught allows teachers to adapt the planning to suit their class and to cover particular units based on need at any moment in time.

## Sex education

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

- **Year 1:** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- **Year 2:** Notice that animals, including humans, have offspring which grow into adults
- **Year 5:** Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age [They should learn about the changes experienced in puberty.]

**The RSE statutory guidance states that:**

*Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.*

This scheme of work includes two Year 6 lessons which parents have the opportunity to withdraw their children from all/part of the lesson: *Safety and the changing body* **Lesson 5: Conception** and **Lesson 6: Pregnancy and birth**.

Teachers should consult with parents about the content of these lessons prior to teaching them, to provide them time to consider the content and to withdraw their child if they so wish.



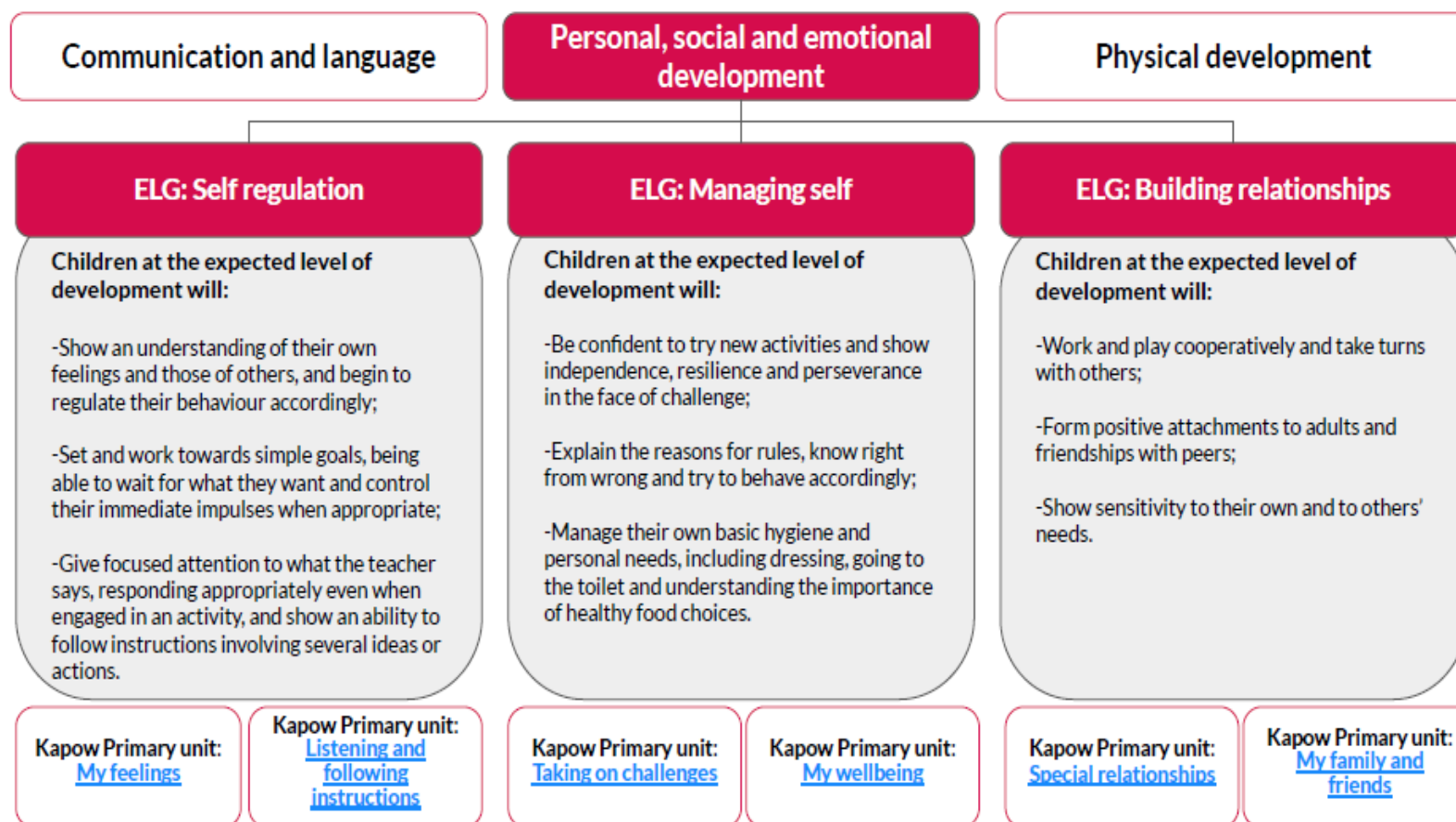
# PSHE & RSE – Overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	Self-regulation: My feelings (Lesson 1-6)	Building relationships: Special relationships (Lesson 1-6)	Managing self: Taking on challenges (Lesson 1-6)	Self-regulation: Listening and following instructions (Lesson 1-6)	Building relationships: My family and friends (Lesson 1-6)	Managing self: My wellbeing (Lesson 1-6)
<b>Yr1</b>	Introduction lesson (Lesson 1)  Family and relationships (Lesson 1-5)	Family and relationships (Lesson 6-7)  Health and wellbeing (Lesson 1-4)	Health and wellbeing (Lesson 5-8)  Safety and the changing body (Lesson 1-2)	Safety and the changing body (Lesson 3-8)  Citizenship (Lesson 1)	Citizenship (Lesson 2-6)  Economic wellbeing (Lesson 1-2)	Economic wellbeing (Lesson 3-5)  Transition lesson
<b>Yr2</b>	Introduction lesson (Lesson 1)  Family and relationships (Lesson 1-5)	Family and relationships (Lesson 6-7)  Health and wellbeing (Lesson 1-4)	Health and wellbeing (Lesson 5-7)  Safety and the changing body (Lesson 1-3)	Safety and the changing body (Lesson 4-9)	Citizenship (Lesson 1-6)	Citizenship (Lesson 7)  Economic wellbeing (Lesson 1-5)  Transition lesson (Lesson 1)
<b>Yr3</b>	Introduction lesson (Lesson 1)  Family and relationships (Lesson 1-5)	Family and relationships (Lesson 6-8)  Health and wellbeing (Lesson 1-3)	Health and wellbeing (Lesson 4-7)  Safety and the changing body (Lesson 1-2)	Safety and the changing body (Lesson 3-8)	Citizenship (Lesson 1-6)	Citizenship (Lesson 7)  Economic wellbeing (Lesson 1-6)  Transition lesson (Lesson 1)
<b>Yr4</b>	Introduction lesson (Lesson 1)  Family and relationships (Lesson 1-5)	Family and relationships (Lesson 6-8)  Health and wellbeing (Lesson 1-3)	Health and wellbeing (Lesson 4-7)  Safety and the changing body (Lesson 1-2)	Safety and the changing body (Lesson 3-8)	Citizenship (Lesson 1-6)	Economic wellbeing (Lesson 1-5)  Transition lesson (Lesson 1)
<b>Yr5</b>	Introduction lesson (Lesson 1)  Family and relationships (Lesson 1-5)	Family and relationships (Lesson 6-8)  Health and wellbeing (Lesson 1-3)	Health and wellbeing (Lesson 4-7)  Safety and the changing body (Lesson 1-2)	Safety and the changing body (Lesson 3-7)  Citizenship (Lesson 1)	Citizenship (Lesson 2-6)  Economic wellbeing (Lesson 1-3)	Economic wellbeing (Lesson 4-5)  Transition lesson (Lesson 1)
<b>Yr6</b>	Introduction lesson (Lesson 1)  Family and relationships (Lesson 1-5)	Health and wellbeing (Lesson 1-6)	Health and wellbeing (Lesson 7)  Safety and the changing body (Lesson 1-5)	Safety and the changing body (Lesson 6-8)  Citizenship (Lesson 1-3)	Citizenship (Lesson 4-6)  Economic wellbeing (Lesson 1-3)	Economic wellbeing (Lesson 4-5)  Identity (Lesson 1-2)  Transition lesson (Lesson 1)

## RSE & PSHE in EYFS

Personal, social and emotional development is one of the three Prime Areas in the **Statutory framework for the early years foundation stage**. The prime areas, **Communication and language**, **Physical development** and **Personal, social and emotional development**, lay the foundations for children to achieve in all areas of learning and life.

The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year in the personal, social and emotional development prime area and are referenced in our RSE & PSHE lesson plans, along with the relevant non-statutory **Development Matters** guidance. We have organised our EYFS: Reception content under the most relevant early learning goal, however, please be aware that these areas are interrelated.



## PSHE & RSE - Unit summaries (EYFS):

<b>Self-regulation: My feelings</b>	<b>Building relationships: Special relationships</b>	<b>Managing self: Taking on challenges</b>
Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.	Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.
<b>Self-regulation: Listening and following instructions</b>	<b>Building relationships: My family and friends</b>	<b>Managing self: My wellbeing</b>
Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.	Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

## PSHE & RSE - Unit outline (EYFS):

	Autumn	Spring	Summer
<b>Week 1</b>	Self-regulation: My feelings Lesson 1: Identifying my feelings	Managing self: Taking on challenges Lesson 1: Why do we have rules?	Building relationships: My family and friends Lesson 1: Festivals
<b>Week 2</b>	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
<b>Week 3</b>	Lesson 3: Copying strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
<b>Week 4</b>	Lesson 4: Describing feelings	Lesson 4: Grounding	Lesson 4: Being a good friend
<b>Week 5</b>	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
<b>Week 6</b>	Lesson 6: Creating a calm corner	Lesson 6: Circus skills	Lesson 6: Celebrating friendships
<b>Week 1</b>	Building relationships: Special relationships Lesson 1: My family	Self-regulation: Listening and following instructions Lesson 1: Simon says	Managing self: My wellbeing Lesson 1: What is exercise?
<b>Week 2</b>	Lesson 2: Special people	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
<b>Week 3</b>	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves
<b>Week 4</b>	Lesson 4: I am unique	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
<b>Week 5</b>	Lesson 5: My interests	Lesson 5: Blindfold walk	Lesson 5: Eating healthily
<b>Week 6</b>	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

## PSHE & RSE - Unit summaries (KS1)

### **Year 1:**

Introductory lesson - A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

<b>Families and relationships</b>	<b>Health and wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Learning about the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of the jobs and roles in schools.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

### **Year 2:**

Introductory lesson - A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

<b>Families and relationships</b>	<b>Health and wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money and why we use banks and building societies.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

## PSHE & RSE - Unit outline (Year 1):

	Autumn	Spring	Summer
<b>Week 1</b>	<b>Introduction</b> Lesson 1: Setting ground rules for RSE & PSHE	Lesson 5: Hand washing and personal hygiene	<b>Citizenship</b> Lesson 1: Rules
<b>Week 2</b>	<b>Family and relationships</b> Lesson 1: What is family?	Lesson 6: Sun safety	Lesson 2: Caring for others – animals. *visit a farm or a different animal - centre to learn more about animal care.
<b>Week 3</b>	Lesson 2: What are friendships?	Lesson 7: Allergies	Lesson 3: The needs of others
<b>Week 4</b>	Lesson 3: Recognising other people's emotions	Lesson 8: People who keep us healthy	Lesson 4: Similar, yet different
<b>Week 5</b>	Lesson 4: Working with others	<b>Safety and the changing body</b> Lesson 1: Adults in school	Lesson 5: Belonging
<b>Week 6</b>	Lesson 5: Friendship problems	Lesson 2: Adults outside school	Lesson 6: Democratic decisions
<b>Week 1</b>	Lesson 6: Healthy friendships	Lesson 3: Getting lost	<b>Economic wellbeing</b> Lesson 1: Introduction to money
<b>Week 2</b>	Lesson 7: Gender stereotypes	Lesson 4: Making an emergency phone call	Lesson 2: Looking after money
<b>Week 3</b>	<b>Health and wellbeing</b> Lesson 1: Understanding my emotions	Lesson 5: Appropriate contact	Lesson 3: Banks and building societies
<b>Week 4</b>	Lesson 2: What am I like?	Lesson 6: Safety with substances	Lesson 4: Saving and spending
<b>Week 5</b>	Lesson 3: Ready for bed	Lesson 7: Safety at home	Lesson 5: Jobs in school *get the children involved with some jobs and responsibilities around school.
<b>Week 6</b>	Lesson 4: Relaxation	Lesson 8: People who keep us safe	<b>Transition lesson</b> Lesson 1: Individual strengths and new skills



## PSHE & RSE - Unit outline (Year 2):

	Autumn	Spring	Summer
<b>Week 1</b>	<b>Introduction</b> Lesson 1: Setting ground rules for RSE & PSHE	Lesson 5: Developing a growth mindset	<b>Citizenship</b> Lesson 1: Rules beyond school
<b>Week 2</b>	<b>Family and relationships</b> Lesson 1: Families offer stability and love	Lesson 6: Healthy diet	Lesson 2: Our school environment
<b>Week 3</b>	Lesson 2: Families are all different	Lesson 7: Looking after our teeth	Lesson 3: Our local environment
<b>Week 4</b>	Lesson 3: Other people's feelings	<b>Safety and the changing body</b> Lesson 1: Introduction to the internet	Lesson 4: Job roles in our local community
<b>Week 5</b>	Lesson 4: Unhappy friendships	Lesson 2: Communicating online	Lesson 5: Similar yet different – my local community
<b>Week 6</b>	Lesson 5: Introduction to manners and courtesy	Lesson 3: Secrets and surprises	Lesson 6: School council
<b>Week 1</b>	Lesson 6: Change and loss	Lesson 4: Appropriate contact – my private parts	Lesson 7: Giving my opinion *put into practice some of the improvements to the school environment from Lesson 2 (e.g. litter picking, plant flowers, cleaning)
<b>Week 2</b>	Lesson 7: Gender stereotypes – careers and jobs	Lesson 5: Appropriate contact – my private parts are private	<b>Economic wellbeing</b> Lesson 1: Where my money comes from
<b>Week 3</b>	<b>Health and wellbeing</b> Lesson 1: Experiencing different emotions	Lesson 6: My personal boundaries	Lesson 2: Needs and wants
<b>Week 4</b>	Lesson 2: Being active	Lesson 7: Road safety	Lesson 3: Wants and needs
<b>Week 5</b>	Lesson 3: Relaxation – breathing exercise	Lesson 8: Crossing roads safely	Lesson 4: Looking after money
<b>Week 6</b>	Lesson 4: Steps to success	Lesson 9: Staying safe with medicine	Lesson 5: Jobs
			<b>Transition lesson</b> Lesson 1: Change

## PSHE & RSE - Unit summaries (lower KS2):

### **Year 3:**

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

<b>Families and relationships</b>	<b>Health and wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers.

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

### **Year 4:**

Introductory lesson - A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

<b>Families and relationships</b>	<b>Health and wellbeing</b>	<b>Safety and the changing body</b>	<b>Citizenship</b>	<b>Economic wellbeing</b>
Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, career aspirations and what influences career choices.

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

## PSHE & RSE - Unit outline (Year 3):

	Autumn	Spring	Summer
<b>Week 1</b>	<b>Introduction</b> Lesson 1: Setting ground rules for RSE & PSHE	Lesson 4: My superpowers	<b>Citizenship</b> Lesson 1: Rights of the child
<b>Week 2</b>	<b>Family and relationships</b> Lesson 1: Healthy families	Lesson 5: Resilience breaking down barriers	Lesson 2: Rights and responsibilities
<b>Week 3</b>	Lesson 2: Friendship conflict	Lesson 6: Communicating my feelings	Lesson 3: Recycling
<b>Week 4</b>	Lesson 3: Friendship conflict versus bullying	Lesson 7: Diet and dental health	Lesson 4: Local community groups
<b>Week 5</b>	Lesson 4: Effective communication	<b>Safety and the changing body</b> Lesson 1: First Aid – emergencies and calling for help	Lesson 5: Charity
<b>Week 6</b>	Lesson 5: Learning who to trust	Lesson 2: First Aid – bites and stings	Lesson 6: Local democracy
<b>Week 1</b>	Lesson 6: Respecting differences in others	Lesson 3: Be kind online	Lesson 7: Rules *set up a mock election to demonstrate how democracy works
<b>Week 2</b>	Lesson 7: Stereotyping gender	Lesson 4: Cyberbullying	<b>Economic wellbeing</b> Lesson 1: Ways of paying
<b>Week 3</b>	Lesson 8: Stereotyping age	Lesson 5: Fake emails	Lesson 2: Budgeting
<b>Week 4</b>	<b>Health and wellbeing</b> Lesson 1: My healthy diary	Lesson 6: Making choices	Lesson 3: How spending affects others
<b>Week 5</b>	Lesson 2: Relaxation	Lesson 7: Influences	Lesson 4: Impact of spending
<b>Week 6</b>	Lesson 3: Wonderful me	Lesson 8: Keeping safe out and about	Lesson 5: Jobs and careers
			Lesson 6: Gender and careers
			<b>Transition lesson</b> Lesson 1: Coping strategies

## PSHE & RSE - Unit outline (Year 4):

	Autumn	Spring	Summer
<b>Week 1</b>	<b>Introduction</b> Lesson 1: Setting ground rules for RSE & PSHE	Lesson 4: Meaning and purpose - my role	<b>Citizenship</b> Lesson 1: What are human rights?
<b>Week 2</b>	<b>Family and relationships</b> Lesson 1: Respect and manners	Lesson 5: My happiness	Lesson 2: Caring for the environment
<b>Week 3</b>	Lesson 2: Healthy friendships	Lesson 6: Emotions	Lesson 3: Community
<b>Week 4</b>	Lesson 3: How my behaviour affects others	Lesson 7: Mental health	Lesson 4: Contributing
<b>Week 5</b>	Lesson 4: Bullying	<b>Safety and the changing body</b> Lesson 1: Internet safety - age restrictions	Lesson 5: Diverse communities
<b>Week 6</b>	Lesson 5: Stereotypes - gender	Lesson 2: Share aware	Lesson 6: Local councillors *ask a local councillor to come and speak to the class about their role
<b>Week 1</b>	Lesson 6: Stereotypes - disability	Lesson 3: First Aid - asthma	<b>Economic wellbeing</b> Lesson 1: Spending choices
<b>Week 2</b>	Lesson 7: Families in the wider world	Lesson 4: Privacy and secrecy	Lesson 2: Keeping track of money
<b>Week 3</b>	Lesson 8: Change and loss	Lesson 5: Consuming information online	Lesson 3: Looking after money
<b>Week 4</b>	<b>Health and wellbeing</b> Lesson 1: Looking after our teeth	Lesson 6: Growing up	Lesson 4: Influences on career choice
<b>Week 5</b>	Lesson 2: Relaxation - visualisation	Lesson 7: Introducing puberty	Lesson 5: Changing job
<b>Week 6</b>	Lesson 3: Celebrating mistakes	Lesson 8: Tobacco *allow children time to explore the <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a> website about online safety	<b>Transition lesson</b> Lesson 1: Setting goals

## PSHE & RSE - Unit summaries (upper KS2):

### Year 5:

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money and stereotypes in the workplace.

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

### Year 6:

Introductory lesson - A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, career paths and the variety of different jobs available.
				Identity
				Two lessons on the theme of personal identity and body image.

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

## PSHE & RSE - Unit outline (Year 5):

	Autumn	Spring	Summer
<b>Week 1</b>	Introduction Lesson 1: Setting ground rules for RSE & PSHE	Lesson 3: Embracing failure	Lesson 2: Rights and responsibilities
<b>Week 2</b>	Family and relationships Lesson 1: Build a friend	Lesson 4: Going for goals	Lesson 3: Protecting the planet
<b>Week 3</b>	Lesson 2: Friendship skills	Lesson 5: Healthy meals	Lesson 4: Contributing to the community
<b>Week 4</b>	Lesson 3: Marriage	Lesson 6: Sun safety	Lesson 5: Pressure groups
<b>Week 5</b>	Lesson 4: Respecting myself	Safety and the changing body Lesson 1: Online friendships	Lesson 6: Parliament *spend time looking at the activities in the Parliament booklet
<b>Week 6</b>	Lesson 5: Family life	Lesson 2: Staying safe online	Economic wellbeing Lesson 1: Borrowing
<b>Week 1</b>	Lesson 6: Bullying	Lesson 3: Puberty	Lesson 2: Income and expenditure
<b>Week 2</b>	Lesson 7: Stereotyping - gender	Lesson 4: Menstruation	Lesson 3: Risks with money
<b>Week 3</b>	Lesson 8: Stereotyping - race and religion	Lesson 5: Emotional changes in puberty	Lesson 4: Prioritising spending
<b>Week 4</b>	Health and wellbeing Lesson 1: Relaxation - yoga	Lesson 6: First Aid - bleeding and head injuries	Lesson 5: Stereotypes in the workplace *get some parents/members of the community to speak about their careers, especially those who challenge common stereotypes. *someone from a local bank could visit to discuss how their children's bank accounts work.
<b>Week 5</b>	Lesson 2: The importance of rest	Lesson 7: Alcohol, drugs and tobacco - making decisions	
<b>Week 6</b>	Lesson 6: Similarities and differences	Citizenship Lesson 1: Breaking the law	Transition lesson Lesson 1: Roles and responsibilities



## PSHE & RSE - Unit outline (Year 6):

	Autumn	Spring	Summer
<b>Week 1</b>	Introduction Lesson 1: Setting ground rules for RSE & PSHE	Lesson 6: Immunisation	Lesson 2: Food choices and the environment
<b>Week 2</b>	Family and relationships Lesson 1: Respect	Lesson 7: Good and bad habits	Lesson 3: Caring for others
<b>Week 3</b>	Lesson 2: Respectful relationships	Lesson 8: Physical health concerns	Lesson 4: Prejudice and discrimination
<b>Week 4</b>	Lesson 3: Stereotypes - attitudes	Safety and the changing body Lesson 1: Alcohol	Lesson 5: Valuing diversity
<b>Week 5</b>	Lesson 4: Challenging stereotypes	Lesson 2: Critical digital consumers	Lesson 6: National democracy
<b>Week 6</b>	Lesson 5: Resolving conflict	Lesson 3: Social media	Economic wellbeing Lesson 1: Attitudes to money
<b>Week 1</b>	Lesson 6: Change and loss	Lesson 4: Physical and emotional changes of puberty	Lesson 2: Keeping money safe
<b>Week 2</b>	Health and wellbeing Lesson 1: What can I be?	Lesson 5: Conception	Lesson 3: Gambling
<b>Week 3</b>	Lesson 2: Relaxation - mindfulness	Lesson 6: Pregnancy and birth	Lesson 4: What jobs are available?
<b>Week 4</b>	Lesson 3: Taking responsibility for my health	Lesson 7: First Aid - choking	Lesson 5: Career routes
<b>Week 5</b>	Lesson 4: The impact of technology on health	Lesson 8: First Aid - basic life support	Identity Lesson 1: What is identity?
<b>Week 6</b>	Lesson 5: Resilience toolbox	Citizenship Lesson 1: Human rights	Lesson 2: Identity and body image
			Transition lesson: Lesson 1: Dealing with change

## Progression in skills and knowledge

### Families and relationships

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To know and be able to describe different members of our families.</p> <p>To know that all families are valuable and special.</p>	<p>Exploring how families are different to each other.</p>	<p>To know that families look after us.</p> <p>To know some words to describe how people are related (e.g., aunty, cousin).</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive relationship.</p> <p>To know that friendships can have problems but that these can be overcome.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To know some problems which might happen in friendships.</p> <p>To know that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To know that different people like different things.</p> <p>To know that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Recognise how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for girls' or 'for boys' only.</p>	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To know some ways people show their feelings.</p> <p>To know what good manners are.</p> <p>To know some stereotypes related to jobs.</p>
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varies in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one-off event.  To know that violence is never the right way to solve a friendship problem.	Exploring physical and emotional boundaries in friendships.	To know the different roles related to bullying including victim, bully and bystander.  To know that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust.  Learning about the effects of non-verbal communication.  Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships.  To know the signs of a good listener.  To know how to listen carefully and why listening is important.  To know that there are similarities and differences between people.  To know some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To know the courtesy and manners which are expected in different scenarios.  To know some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.	N/A	N/A
Friendships	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect).	To know that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative, and destructive.  To know that discrimination is the unfair treatment of different groups of race, age, sex or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect, but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.

# Health and wellbeing

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily.	Learning how to wash my hands properly.  Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affect different parts of the body.	To know that exercise means moving our body and is important.  To know that yoga can help our bodies and mind relax.	Exploring positive sleep habits.  Exploring two different methods of relaxation: progressive muscle relaxation and laughter.  Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind.  Exploring some of the benefits of a healthy balanced diet.  Suggesting how to improve an unbalanced meal.  Learning breathing exercises to aid relaxation.	To know the importance of exercise to stay healthy.  To know the balance of foods we need to keep healthy.  To know that breathing techniques can be useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling.  Identifying and expressing my own feelings.  Exploring coping strategies to help regulate emotions.  Exploring different facial expressions and identifying the different feelings they can represent.  Exploring ways to moderate behaviour	To know some different feelings and emotions.  To know that I am a valuable individual.  To know that facial expressions can give us clues as to how a person is feeling.  To know that I can learn from my mistakes.  To know some strategies to calm down.	Identifying personal strengths and qualities.  Identifying different ways to manage feelings.	To know that strengths are things we are good at.  To know that qualities describe what we are like.  To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions.  Developing empathy.  Identifying personal goals and how to work towards them.  Exploring the need for perseverance and developing a growth mindset.  Developing an understanding of self-respect.	To know that we can feel more than one emotion at a time.  To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To know ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to a balanced diet.</p>	<p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p>	To know that visualisation means creating an image in our heads.
Mental wellbeing	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To know the importance of belonging.</p> <p>To know what being lonely means and that it is not the same as being alone.</p> <p>To know what a problem or barrier is and that these can be overcome.</p>	<p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To know that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>



Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To know the risks of sun exposure.	Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To know that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.	To know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To know what can cause stress.  To know that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations.	To know that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.

## Safety and the changing body

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact that are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To know that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
Basic first aid	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To know that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To know that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
Drugs, alcohol and tobacco	Exploring that people and things can influence me and that I need to make the right decisions for me.	To know that other people can influence our choices.	Discussing the benefits of being a non-smoker.	To know the risks associated with smoking tobacco.
That changing adolescent body	N/A	N/A	Discussing some physical and emotional changes during puberty.	To know the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Learning what to do in a medical emergency, including calling the emergency services.	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	Learning how to help someone who is having an asthma attack.	To know that asthma is a condition which causes the airways to narrow.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.	Developing an understanding about the reliability of online information.  Exploring online relationships including dealing with problems.	To know that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies, I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
That changing adolescent body	Learning about the emotional changes during puberty.  Identifying reliable sources of help with puberty.	To know the process of the menstrual cycle.  To know the names of external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To know how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking.  Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

## Economic wellbeing:

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing how to keep money safe.	To know that coins and notes have different values.	Identifying whether something is a want or need.	To know some of the ways in which adults get money.	Discussing the range of feelings which money can cause.	To know that there are different ways to pay for things.
Discussing what to do if we find money.	To know some of the ways children may receive money.	Recognising that people make choices about how to spend money.	To know the different between a 'want' and 'need'.	Discussing the different attitudes people have to money.	To know that budgeting money is important.
Exploring choices people make about money.	To know that it is wrong to steal money.	Exploring the reasons why people choose certain jobs.	To know some of the features to look at when selecting a bank account.	Exploring the impact our spending can have on other people.	To know that there are a range of jobs available.
Developing an understanding of how banks work.	To know that banks are places where we can store our money.			Considering the advantages and disadvantages of different payment methods.	To know that some stereotypes can exist around jobs but these should not affect people's choices.
	To know some jobs in school.				
	To know that different jobs need different skills.				

Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Exploring the factors which affect whether something is value for money.</p> <p>Discuss some impacts of losing money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>To know that money can be lost in a variety of ways.</p> <p>To know the importance of tracking money.</p> <p>To know that many people will have more than one job or career in their lifetimes.</p> <p>To know ways to overcome stereotypes in the workplace.</p>	<p>Discussing risks associated with money.</p> <p>Making a budget based on priorities.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing how income can change and the feelings associated with this.</p>	<p>To know that when money is borrowed it needs to be paid back, usually with interest.</p> <p>To know that it is important to prioritise spending.</p> <p>To know that income is the amount of money received and expenditure is the amount of money spent.</p> <p>To know some ways that people lose money.</p>	<p>Recognising differences in how people deal with money and the role of emotions in this.</p> <p>Discussing some risks associated with gambling.</p> <p>Identifying jobs which might be suitable for them.</p>	<p>To know that there are certain rules to follow to keep money safe in bank accounts.</p> <p>To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.</p> <p>To know that different jobs have different routes into them.</p> <p>To know that people change jobs for a number of reasons.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money related problems.</p>



## Citizenship:

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To know that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To know the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To know that people are all different and that this is a good thing.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
Exploring how children's rights help them and other children.	To know the UN Convention on the Rights of the Child.	Discussing how we can help to protect human rights.	To know that human rights are specific rights that apply to all people.
Considering the responsibilities that adults and children have to maintain children's rights.	To know how recycling can have a positive impact on the environment.	Identifying ways items can be reused.	To know some of the people who protect our human rights such as police, judges and politicians.
Discussing ways we can make a difference to recycling rates at home/school.	To know that the local council is responsible for looking after the local area.	Explaining why reusing items is of benefit to the environment.	To know that reusing items is of benefit to the environment.
Identifying local community groups and discussing how these support the community.	To know that elections are held where adults can vote for local councillors.	Identifying the benefits different groups bring to the local community.	To know that councillors have to balance looking after local residents and the needs of the council.
	To know some of the consequences of breaking rules.	Discussing the positives diversity brings to a community.	To know that there are a number of groups which make up the local community.
	To know the role of charities in the community.		

Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
Explaining why reducing the use of materials is positive for the environment.	To know what happens when someone breaks the law.	Learning about environmental issues relating to food.	To know that education is an important human right.
Discussing how rights and responsibilities link.	To know the waste hierarchy.	Discussing how education and other human rights protect us.	To know that our food choices can affect the environment.
Exploring the right to a freedom of expression.	To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.	Identifying causes which are important to us.	To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
Identifying the contribution people make to the community and how this is recognised.	To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	Discussing how people can influence what happens in parliament.	To know that prejudice is make assumptions about someone based on certain information.
Developing an understanding of how parliament and Government work.	To know that a pressure group is a group of people who feel very strongly about an issue and what to see something change.	Discussing ways to challenge prejudice and discrimination.	To know that discrimination is treating someone differently because of certain factors.
Identifying ways people can bring about change in society.		Identifying appropriate ways to share views and ideas with others.	

## Identity (Year 6 only)

Skills	Knowledge
Discussing the factors that make our 'identity'.  Recognising the difference between how we see ourselves and how others see us.  Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

## Transition:

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own strengths.	To know that changes can be both positive and negative.	Identifying people who can help us when we are worried about changes.	To know that change is part of life.	Learning strategies to deal with change.	To know that change often brings about more opportunities and responsibilities.

Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Recognising our own achievements.  Being about to set goals.	To know that setting goals can help us to achieve what we want.	Recognising own skills and how these can be developed.	To know the skills needed for roles in schools.	Exploring a greater range of strategies to deal with feelings associated with change.	To know that a big change can also bring opportunities but also worries.