



**Sacred Heart Catholic Primary School and Nursery**

**Progression Map**

**PSHE/RSHE**

**Core Theme 1: Health & Wellbeing**

**Pupils should be taught:**

1. what is meant by a healthy lifestyle
2. how to maintain physical, mental and emotional health and wellbeing
3. how to manage risks to physical and emotional health and wellbeing
4. ways of keeping physically and emotionally safe
5. about managing change, including puberty, transition and loss
6. how to make informed choices about health and wellbeing and to recognise sources of help with this
7. how to respond in an emergency
8. to identify different influences on health and wellbeing

**Health and Wellbeing Progression**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Children can explain ways of keeping clean (for example by washing their hands and keeping their hair tidy) and they can name the main parts of the body. They can explain that people grow from young to old. Children can talk about good and not so good feelings, creating a vocabulary to describe their feelings to others and simple strategies for managing these. They can talk about Change and loss and the associated feelings (moving house, losing toys).	Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. Children can explain about people who look after them, who to go to if they are worried and ways to help these people look after them. Children can talk about growing and changing and new opportunities and responsibilities that increasing independence brings.	Children can make simple choices about some aspects of their health and well-being (for example by choosing between different foods and between physical activities, knowing that they need sun protection) and know what keeps them healthy (for example exercise and rest). Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations (for example knowing	Children can make choices about how to develop healthy Lifestyles. Children know school rules about health and safety, basic emergency aid procedures, where and how to get help. Children can make choices about how to develop healthy lifestyles (for example by knowing the importance of a healthy diet and regular exercise). They can identify some factors that affect emotional health and well-being (for example exercise or dealing with	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them. They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can list the commonly available substances and drugs that are legal and	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations. Children recognise ho images in the media d not always reflect reality and can affect how people feel about themselves. Children can discuss strategies for keeping physically and emotionally safe (road safety, social media, mobile phones). They can talk about the importance of protecting personal	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the Commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. Pupils can explain how their body will change as they approach and move into puberty. They can talk about human reproduction including conception (and that this can be

<p>They can think about themselves, learn from their experiences, recognising and celebrating their strengths and set simple but challenging goals</p>	<p>how and where to cross the road safely) Children recognise they share a responsibility for keeping themselves and others safe. They can explain ways diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</p>	<p>emotions). They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and well-being. They can identify and explain how to manage the risks in different familiar situations (for example discussing issues connected to personal safety).</p>	<p>illegal, and can describe some of the effects and risks of these. Children can understand the term 'habit' and why these can be hard to change and differentiate between the terms 'risk, danger and hazard'. They can demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).</p>	<p>information (passwords/images). They can recognise their increasing independence brings increased responsibility to keep themselves and others safe. They understand that bacteria and viruses can affect health and that following simple routines can reduce the spread. Recognise when and how to ask for help (incl. outside organisations).</p>	<p>prevented). They can identify positive ways to face new challenges (for example the transition to secondary school). They can recognise some strong emotions and identify ways of managing these emotions positively (for example talking with a friend or teacher about their feelings on divorce). They recognise that they may experience conflicting emotions when they might need to listen to their emotions to overcome them. They can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people.</p>
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**Emotional Health and Wellbeing Progression**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Children can identify and name some feelings (for example through interpreting facial expressions). They recognise likes and dislikes and what is fair and unfair.</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. Begin to understand that some feelings are difficult to control.</p>	<p>Children can demonstrate that they recognise their own worth and that of others. They can identify positive things about themselves.</p>	<p>They can express their views confidently and listen to and show respect for the views of others. They start to develop strategies for resolving difficult situations.</p>	<p>They can identify some factors that affect emotional health and well-being. They are able to see others point of view. They can recognise positive things about themselves.</p>	<p>They can with confidence identify factors that affect emotional health and well-being. They recognise and challenge stereotypes. They recognise positive things about</p>

						themselves and their achievements.
Healthy Lifestyles Progression						
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Children can explain ways of keeping clean. They understand that their body requires certain things to keep healthy.	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy.	Children can make choices about how to develop healthy lifestyles. They understand the need for good hygiene, activity and relaxation.	Children have a wider understanding of their personal responsibility for being healthy begin to understand the variety of choices available.	Understand that they have responsibility for their own health being healthy. Understand that there are many influences and dilemmas that affect a healthy lifestyle.	Children can make informed choices about how to develop healthy Lifestyles. They develop strategies for discriminating between the various influences.
Drug, Alcohol and Tobacco Awareness Progression						
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Know why we take medicines. Begin to understand safety rules about medicines. Begin to understand relevant safety rules about medicines.	Children can talk about the harmful aspects of some household products and medicines and describe ways of keeping safe in familiar situations. Understand that not all drugs are medicines, and some can be harmful.	They can list some of the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.	Understand how the body reacts to alcohol and tobacco. Start to understand some of the problems and risks associated with drug use. Begin to understand the law in relation to drug use (including alcohol and tobacco.)	They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these.	Identify drugs as being medicinal, prescription, recreational, legal and illegal. Understand the law in relation to drug use. Understand that drugs can be grouped as pain killers, stimulants, sedatives or hallucinogens. Understand about the effects on the human body of tobacco, alcohol and other drugs.
Relationships and Sex Education Progression						
<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Children can name the main parts of the body. They can explain that people grow from young to old. Realise that babies need a lot of care. Begin to understand that they have rights over their bodies. Make friends, talk to them and share feelings.	They begin to share their views and opinions (for example talking about fairness). They can recognise the effect of their behaviour on other people and can cooperate with others (for example by sharing, listening to what others say and taking turns).	They can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others.	They know what a friend is and does and how to cope with some friendship problems. They can identify and accept different types of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring).	They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way. Understand and accept the diversity of family arrangements.	They can discuss most of the bodily and emotional changes at puberty and can demonstrate ways of dealing with these in a positive way. They can use the correct terminology to identify personal body parts. Understand the need for trust and love in

						established relationships.
<b>Core Theme 1: Health &amp; Wellbeing Vocabulary Progression</b>						
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Growing Special Safe, Care, Family, Mum, Dad,	Feelings Same and different, unique, friend, respect, God,	Healthy choices Manage feelings Safety Privacy Fair and unfair	Health Wellbeing Balanced diet Emergency Discrimination	Diversity Physical contact Disputes and conflict, Puberty, Physical, Grow,	Considerate Constructive feedback, Internal, reproductive organs, uterus, fallopian tubes,	Risk, danger and hazard Enterprise Confidentiality Stereotypes
Medicine Rules Danger	Substance, harmful, rules, Dangerous, feelings	Medicine, healthy, pharmacy, doctor, safety, asthma, instructions.	Drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions	Caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach Peer pressure, Medicine Behaviour, Drug use	Cigarette, e-cigarette, shisha, cannabis, health, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, Substance, Medicine Legal, Illegal, Drugs Ask Frank, Effects, Risks Prescribed, Solvents, Alcohol Tobacco, Role models	Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions.
Real, fake, danger, good touch, bad touch, pants, privates	Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety	Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger	Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, Physical, Unkind, Mental health, Feelings Emotions, Unhappy, Differences Power, Bystander, Empathy, Acceptance, Courage, Feelings Witness	Age classification, computer game, pressure, Choices, Habits, Gaming, Road, rail, water safety Buildings, Safety, Danger Hazards, Fireworks, Emergency First aid, Help , Police, Fire brigade Ambulance	Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, Put down Pressure, Peer mediator, Risk, Predict, Potential Hazard, High/ medium/ low risk, Assessing, Responsibility Online safety, Relationships Risk, Danger	Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected.

## Core Theme 2: Relationships

### Pupils should be taught:

1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. how to recognise and manage emotions within a range of relationships
3. how to recognise risky or negative relationships including all forms of bullying and abuse
4. how to respond to risky or negative relationships and ask for help
5. how to respect equality and diversity in relationships.

### Relationships Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can explain different ways that family and friends should care for one another (for example telling a friend that they like them, showing concern for a family member who is unwell). Children recognise what is fair/unfair, kind/unkind, right/wrong. The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprise. Children understand what kind of physical contact is acceptable, comfortable, unacceptable, uncomfortable and how to respond to</p>	<p>Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals . Share their opinions on things that matter to them with one other person/class. To offer constructive support/feedback to others. Children communicate their feelings to others, to recognise how others show feelings and how to respond.</p>	<p>Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others. Children can respond appropriately to a wider range of feelings in others. Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. Children to judge what kind of physical contact is acceptable or unacceptable and to be aware of different</p>	<p>They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with friendship problems. The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'.</p>	<p>They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. Children can respond to, or challenge, negative behaviours such as stereotyping and aggression. They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves. Children will identify differences between male and female. Identify how people change and grow and what makes us special.</p>	<p>They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. Pupils can recognise difference and diversity (for example in culture, lifestyles, or relationships), and can demonstrate understanding and empathy towards</p>

<p>unsafe touch (including who to tell and how to tell). That people's bodies and feelings can be hurt.</p>			<p>types of use, how to respond and get help The concept of 'keeping something confidential or secret' when we should or shouldn't agree to this/ when it is right to 'break a confidence' or 'share a secret'.</p>		<p>They will explore and discuss different types of relationships.</p>	<p>others who live their lives in different ways. They can assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc.). Children will be able to identify the emotional and physical changes that take place during puberty. They will be able to identify positive relationships and how babies are made. Chn will be able to explain how a baby develops in the womb during pregnancy and how they are born. They will be able to understand and explain the physical and emotional changes that take place as girls and boys go through puberty. And be able to discuss images and pressures on young adults.</p>
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**Keeping Safe Progression**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Children can explain different ways that family and friends should care for one another. Begin to understand about some personal dangers. (On the road, with water, with fire)</p>	<p>Begin to understand the safety concerns relevant to them in school and at home. Begin to have an awareness of which adults they can trust and who can help them. Understand the</p>	<p>Have an awareness of which adults they can trust and who can help them. Understand the safety concerns relevant to them in school and at home.</p>	<p>understand that ourselves and our belongings need to be kept safe from crime. Know the role played by the police in protecting us from crime.</p>	<p>Gain further understanding of the safety concerns relevant to them in school and at home. Identify possible dangers and risks on the internet.</p>	<p>Recognise potential dangers such as those on the road, in water, with fire and develop strategies for harm reduction in these situations. Understand where help can be obtained if it is needed.</p>

		need for personal hygiene				
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### Relationships and Sex Education Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children can name the main parts of the body. They can explain that people grow from young to old. Realise that babies need a lot of care. Begin to understand that they have rights over their bodies. Make friends, talk to them and share feelings.	They begin to share their views and opinions (for example talking about fairness). They can recognise the effect of their behaviour on other people and can cooperate with others (for example by sharing, listening to what others say and taking turns).	They can express their views confidently and listen to and show respect for the views of others. Children can explain how their actions have consequences for themselves and others.	They know what a friend is and does and how to cope with some friendship problems. They can identify and accept different types of relationship (for example marriage or friendships) and can show ways to maintain good relationships (for example listening, supporting, caring).	They can discuss some of the bodily and emotional changes at puberty and can demonstrate some ways of dealing with these in a positive way. Understand and accept the diversity of family arrangements.	They can discuss most of the bodily and emotional changes at puberty and can demonstrate ways of dealing with these in a positive way. They can use the correct terminology to identify personal body parts. Understand the need for trust and love in established relationships.

### Core Theme 2: Relationships Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Growing Special Safe, Care, Family, Mum, Dad, Grandparent Grandma(or similar), Grandad (or similar), Brother, Sister, Happy, Friend, God, wonder, love, creation, hands, fingers, nails, faces, noses, lips, ears, hair, features, colour, shape, size, unique different, special, eyes, hair, boy/girl, hands, fingers, name, family, love, describe, wonder,	Feelings Same and different, unique, friend, respect, God, important, different, special, love, care, commitment, secure, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbow, penis, vagina, bottom, anus, legs, knees, ankles, feet, toes.	Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying Change, Cycle, Baby, Child, Adult, Grow Different, Similar, Vagina, Vulva, Penis, Testicles, anus, Bottom, God, community, belonging, family, father/mother, carer/guardian, feelings, emotions, local, global, impact, responsibility, harm, improve, God-given, diverse, feelings, recognise, emotions,	Health Wellbeing Balanced diet Emergency Discrimination Relationships Collaboration Family, Friend, Friendship, group, neighbour, care, Falling Out, Disagreement. Conflict, Argument, Problem, Solve, Solution, God, forgiveness, health, safe, exercise, relationships, community, alone, lonely, personal space, God- given, belonging, diverse, guardian, carer, mother, father, feelings, emotions, friends, loyalty, kindness, trust, selfless,	Diversity Physical contact Disputes and conflict, Puberty, Physical, Grow, Mature, Child, Teenager, Adult, Genitals, Adam's apple, hygiene, clean, cleanliness, sweat, body odour, spots, periods, sanitary, tampon, God, gifts, talents, difference, development, change, male and female body parts, conflict, appreciate, celebrate, achievement, grooming, strategies. Anxious, Lifecycle, Change, Emotions Relationships, Support Advice,	Considerate Constructive feedback, Internal, reproductive organs, uterus, fallopian tubes, ovary/ovaries, vulva, vagina, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, Adam's apple, penis, testicles, scrotum, sperm, semen, emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support, God, sensitivity, puberty, presence, celebrate, external, change, develop, ovulation,	Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty, God, Christian, appropriate, dignity, sexuality, intercourse, fallopian, conceive, relationship, uterus, cervix, marriage, fiancé, fiancée, sperm duct, erection, ejaculation, pubic hair, bladder, prostate gland, penis, testicle, ovary, uterus, vagina, emotional, physical, behavioural, changes, attitudes, values, gender,

		friendships, relationships, secrets, stereotypes, respect, equal.	generous, reasons, difficulties, positive, respectful.			stereotyping, age, religion, culture, values, relationship production, hormones,
Real, fake, danger, good touch, bad touch, pants, privates	Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety	Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger	Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, Physical, Unkind, Mental health, Feelings Emotions, Unhappy, Differences Power, Bystander, Empathy, Acceptance, Courage, Feelings Witness	Age classification, computer game, pressure, Choices, Habits, Gaming, Road, rail, water safety Buildings, Safety, Danger Hazards, Fireworks, Emergency First aid, Help , Police, Fire brigade Ambulance	Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, Put down Pressure, Peer mediator, Risk, Predict, Potential Hazard, High/ medium/ low risk, Assessing, Responsibility Online safety, Relationships Risk, Danger	Peer pressure, consequence, antisocial, law, peer pressure, independent, gangs, youths, behaviour, protected.
Happy, Sad	Feelings, words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different	Care, excluded, friend, difficult, problems, resolve	Goal, challenge, skill, attribute, put up, put down, set-back, Friend, Kindness, Emotions, Feelings, Care, Conflict, Qualities impact mental health, Celebrate, Goals, Positive,	Jealousy Problem-solve, Emotions, Loss Assumption Influence, Appearance Opinion Attitude Judgement Secret, Deliberate Bystander ,Witness Cyber bullying Troll, Unique Characteristics Physical features Influence, Disappointment Fears, Cope Self-belief, Motivation Commitment Enterprise Cooperation Evaluate Roles Leader Follower Assertive Agree / disagree	Conflict, change, emotion, loss, grief, bereavement, Shock, Disbelief Numb, Denial Anger, Guilt Sadness, Pain Despair, Hopelessness Relief Acceptance Depression Memories Compromise Empathy Attraction Pressure Symbol	Mental health, mood, feelings, mind, strategies, support stigma discrimination, Ashamed, Self-harm Grief, Guilt Hopelessness, Anger Acceptance Bereavement Coping strategies Assertive Communication Technology Cyberbullying, Global Issue Suffering Concern Hardship Sponsorship Suffering Compliment Contribution Recognition Emotional health Mental illness Symptoms Stress Triggers Strategies



### Core Theme 3: Living in the Wider World

#### Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions
2. about rights and responsibilities as members of families, other groups and ultimately as citizens
3. about different groups and communities
4. to respect equality and to be a productive member of a diverse community
5. about the importance of respecting and protecting the environment
6. about where money comes from, keeping it safe and the importance of managing it effectively
7. how money plays an important part in people's lives
8. a basic understanding of enterprise.

#### Living in the Wider World Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can demonstrate how to contribute to the life of the classroom.</p> <p>Children can construct and agree to follow group and class rules and understand how these help them.</p> <p>They understand people and other living things have needs and that they have responsibilities to meet them (taking turns, share return things that have been borrowed).</p>	<p>Children can explain different ways that family and friends should care for one another.</p> <p>Children understand they belong to various groups and communities (family, school, faith).</p> <p>They can recognize what improves and harms their local, natural and built environments and some of the ways people look after them</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it.</p> <p>They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates).</p> <p>They can identify and respect differences and similarities between people.</p> <p>Children can demonstrate that money comes from different sources and can be used for different purposes (spending, saving).</p> <p>They understand the</p>	<p>Children can explain how their actions have consequences for themselves and others.</p> <p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can show how they care for the environment (e.g. animals and school grounds)</p> <p>Children understand what being part of a community means, and about local and national intuitions that support communities.</p> <p>Recognise the role of voluntary, community and pressure groups, particularly health and well-being (Childline, Age UK).</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it.</p> <p>They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting caring).</p> <p>Children understand different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.</p> <p>Resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression.</p> <p>Children can demonstrate the role money plays in their/other's lives (how to manage and be a critical consumer).</p> <p>Develop an understanding of the concepts of interest, loan, debt and tax (VAT).</p> <p>Resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>Chn will appreciate the need for personal safety issues when</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p> <p>Children understand possible routes to different careers and be able to set goals towards these aspirations.</p> <p>They understand 'enterprise' and skills that make someone enterprising.</p> <p>Children can explore and critique how the media present information.</p>

		role money plays in their lives (how to manage, keep it safe, spending choices and what influences these choices). Children understand there are a wide range of jobs and challenge gender stereotypes about careers	Children can research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.	They can demonstrate why and how rules/laws protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. Children can realise the consequences of anti-social behaviour and aggressive behaviours (bullying discrimination on individuals/communities).	using the Internet. They will be aware of internet dangers and what children can do to keep themselves and others safe.	
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**Being a Risk Taker Progression**

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Understand that sometimes we have to try things.	They can set themselves simple goals. Consider when it is appropriate to take a risk and when to say no and seek help.	With support they can identify ways to face new challenges. With support they can identify and explain how to manage the risks in different familiar situations. Begin to understand why rules make situations less risky.	Understand why rules make situations less risky. Recognise risk in different situations and make judgements about behaviour and decisions about safety. Anticipate consequences and use avoidance strategies.	Keep themselves safer in risky situations. Recognise that some actions have greater consequences than others. Anticipate consequences and calculate risk.	They can identify positive ways to manage risks and face new challenges (for example the transition to secondary school). Make judgements about new situations or new activities and respond accordingly.

**Taking Part Progression**

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Understand that they belong to different groups and can identify them.	Begin to understand the need for rules in their classroom and why rules help. Begin to understand what it means to make a contribution to the life of the class and the school.	They can show how they care for the environment (e.g. animals and school grounds) Contribute to decision making.	Understand the democratic process and voting. Understand human rights. Understand that with rights come responsibilities.	Have a confident understanding of rights and responsibilities. Understand that other people have different viewpoints. Develop a global awareness of environmental issues.	Children have a greater involvement in the decision-making processes of the school. They can talk about a range of jobs and explain how they will develop skills to work in the future.

**Economic Wellbeing and Financial Awareness Progression**

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	Understand that people work for	Know that it is important to keep	Understand that money is used in the	Understand that people need to budget and live	They can demonstrate how to look after and	They can consider the impact of personal

	money. Understand that they can't have everything they want.	money safe. Understand that they can save their money.	exchange of goods and services.	within their means. Understand different ways in which payments can be made.	save money. They develop an awareness of the 'pressure to buy'.	economic decisions on the world and other people.
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**Core Theme 3: Living In The Wider World Vocabulary Progression**

<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Job, money	Earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs	Spend and save, Money Strengths Goals	Enterprise, Manufacture, pressure, decisions, value, spend, shift, full-time, part-time, shift, paid, unpaid, Charity, Fund raiser Community, Saving, Jobs World of work, Occupation Wage / salary ,	Resource allocation Sustainability Budgeting Balanced lifestyle Reflect, Protect Confidential, Saving Money, Budget Pocket money, budget	Loans, interest, tax, Point of view, Achievements Aspirations	loans, credit cards, hire purchase schemes, debt, manageable, unmanageable, reliable, enterprise, salary, risk, influence, careers
unique, belonging, different same	Contribute Share Environment Money Strengths Goals, Special, different, dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co-operative	Similar, Different Gender, Stereotype Bullying, Friend	Family, culture, age, gender, personal interests, belief, community, diverse, view Different, Similar, Diverse Respect, Views Experiences, Expectations Group	Diversity, unique, Democracy, vote, election, influence, organisation, council, government, resources, community British Values, Customs Birthplace, Extended families, Citizen, Etiquette, Diverse Stereotype, Racism, Power, Superiority, Assumption, Influence Appearance Opinion Attitude, Judgement Secret, Deliberate Bystander, Witness Unique Characteristics Physical features Influence	Stereotype, sexist, disability, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, responsibilities, conflict, organisation, homeless, charity, Lesbian Step families/ Reflect, Respect, Diverse, Stereotype Relationships Religions,	Stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, conflict, organisation, homeless, charity, Lesbian Transgender Step families/ blended families, Reflect, Gay Respect, Diverse, Stereotype Relationships Religions, Ability Disability, Visual impairment Empathy

						Perception Medication Vision Blind, Gender Courage Fairness Struggle Imbalance Control Harassment Direct Indirect Argument Recipient
Respect Rules Unique Choice, needs, Wants, rules	Contribute Share Environment, Respect, responsible, rules	Needs, Community Conserving energy, respect, responsibility, rules, rights	Roles in the community Rights and responsibilities Environment, Fair Rules, Rights Responsibilities Respect, Conflict Disagreement Help, Safe, Risk, Resolve	Rules, Laws, Rights Responsibilities Community, Anti -social, Road safety	Rules and laws Democracy Differences Wellbeing influences Duties, Right Responsibility Entitlement, MP, Shelter Education Healthcare Safety	Ballot, Vote, Taxes Political party Prime minister Economy Welfare state, NHS, Democracy, Manifesto, Recommendations Media, Resource allocation, Global Reality, Accolade Disability Perseverance Admiration Stamina

