

PSHE Progression of Skills

Intent: The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Kapow Primary's RSE/PSHE scheme of work covers the Relationships and Health Education statutory guidance (as set out by the Department for Education), including the non-statutory sex education.

Year Group	Families and Relationships				Key Vocabulary	
	Family	Friendships	Respectful relationships	Change and loss		
EYFS	<p>Skills Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.</p> <p>Knowledge To name and describe the different members of our families. To understand that all families are valuable and special.</p>	<p>Skills Developing strategies to help when sharing with others. Exploring what makes a good friend.</p> <p>Knowledge To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Skills Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.</p> <p>Knowledge To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.</p>	N/A	<p>Family Love Valuable Special Unique Different Mummy Daddy Sister Grandpa Grandma Uncle Auntie Share Sharing Friend Take turns Timer Interests Hobby Passion Like Dislike Enjoy Similar Individual Same Diversity</p>	<p>Share Sharing Friend Take turns Friendly Kind Polite Feelings Emotions Compliment Support Loved Appreciated Happy Team Teamwork Team mate Collaborate Work together Encourage Classmate Celebrate Celebration Friendship Relationship Party Classroom</p>

Year Group	Families and Relationships				Key Vocabulary
	Family	Friendships	Respectful relationships	Change and loss	
Year 1	<p>Skills Exploring how families are different to each other.</p> <p>Knowledge To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.</p>	<p>Skills Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p>Knowledge To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.</p>	<p>Skills Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people.</p> <p>Knowledge To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	N/A	Behaviour Care Emotions Family Feelings Friend Friendly Problem Stereotype Permission
Year 2	<p>Skills Understanding ways to show respect for different families. Understanding that families offer love, care and support.</p> <p>Knowledge To know that families can be made up of different people. To know that families may be different to my family.</p>	<p>Skills Understanding ways to show respect for different families. Understanding that families offer love, care and support.</p> <p>Knowledge To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.</p>	<p>Skills Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations.</p> <p>Knowledge To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs.</p>	<p>Skills Exploring how loss and change can affect us.</p> <p>Knowledge To know that there are ways we can remember people or events.</p>	Friendship Love Manners

Year Group	Families and Relationships				Key Vocabulary
	Family	Friendships	Respectful relationships	Change and loss	
Year 3	<p>Skills Learning that problems can occur in families and that there is help available if needed.</p> <p>Knowledge To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>	<p>Skills Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Knowledge 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</p>	<p>Skills Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.</p> <p>Knowledge 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 understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.</p>	N/A	<p>Bullying Communicate Empathy Open questions Similar Solve Sympathy Trust</p>
Year 4	<p>Skills Using respectful language to discuss different families.</p> <p>Knowledge To know that families are varied in the UK and across the world.</p>	<p>Skills Exploring physical and emotional boundaries in friendships.</p> <p>Knowledge To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.</p>	<p>Skills Exploring how my actions and behaviour can affect other people.</p> <p>Knowledge To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.</p>	<p>Skills Discussing how to help someone who has experienced a bereavement.</p> <p>Knowledge To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>	<p>Act of kindness Authority Bereavement Boundaries Bystander Permission</p>

Year Group	Families and Relationships				Key Vocabulary
	Family	Friendships	Respectful relationships	Change and loss	
Year 5	<p>Skills Identifying ways families might make children feel unhappy or unsafe.</p> <p>Knowledge To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.</p>	<p>Skills Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p>Knowledge 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.</p>	<p>Skills 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).</p> <p>Knowledge To understand 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 people, especially on the grounds of race, age, sex, or disability.</p>	N/A	<p>Attributes</p> <p>Cyberbullying</p> <p>Marriage</p> <p>Secret</p> <p>Wedding</p>
Year 6	N/A	<p>Skills Identifying ways to resolve conflict through negotiation and compromise.</p> <p>Knowledge To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.</p>	<p>Skills Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.</p> <p>Knowledge 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.</p>	<p>Skills Exploring the process of grief and understanding that it is different for different people.</p> <p>Knowledge 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.</p>	<p>Authority</p> <p>Conflict</p> <p>Earn</p> <p>Expectation</p> <p>Grief</p> <p>Grieving</p> <p>Resolve</p> <p>Respect</p>

Year Group	Health and wellbeing			Key Vocabulary		
	Health and prevention	Physical health and wellbeing	Mental wellbeing			
EYFS	<p>Skills Discussing ways that we can take care of ourselves.</p> <p>Knowledge To know that having a naturally colourful diet is one way to try and eat healthily,</p>	<p>Skills Exploring how exercise affects different parts of the body.</p> <p>Knowledge To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,</p>	<p>Skills 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, socially and emotionally. Coping with challenge when problem solving.</p> <p>Knowledge To name 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.</p>	<p>Exercise Movement Healthy Heart rate Breathing Heart Lungs Brain Bones Muscles Yoga Pose Relax Meditate Breathe Independent Care Wellbeing Health Routine Balanced Diet Vitamins Nutrients Energy Superfood Rainbow Feelings Emotions Happy Sad Angry Calm Scared Loved</p>	<p>Cheerful Positive Delighted Smiley Unhappy Upset Gloomy Miserable Cross Annoyed Frustrated Furious Caring Supportive Affectionate Friendly Calm Peaceful Quiet Still Relaxed Scared Nervous Anxious Worried Unsure Surprised Excited Tired Proud Shy Bored Sorry Expression Face Facial expression</p>	<p>Regulation Dysregulation Rules Reason Right Wrong Safe Confident Comfortable Equal Fair Enjoyable Calm Orderly Challenge Difficulty Persistence Perseverance Trial and error Worried Anxious Panicked Frustrated Upset Coping Strategy Grounding Technique Calm Relaxed Happy Try Mistake Stronger Persist</p>

Year Group	Health and wellbeing			Key Vocabulary
	Health and prevention	Physical health and wellbeing	Mental wellbeing	
Year 1	<p>Skills Learning how to wash my hands properly. Learning how to deal with an allergic reaction.</p> <p>Knowledge 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.</p>	<p>Skills 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.</p> <p>Knowledge To know that sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Skills Identifying personal strengths and qualities. Identifying different ways to manage feelings.</p> <p>Knowledge 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.</p>	<p>Allergy Emotions Feelings Germs Ill Qualities Relax</p>
Year 2	<p>Skills Exploring the effect that food and drink can have on my teeth.</p> <p>Knowledge To know that food and drinks with lots of sugar are bad for our teeth.</p>	<p>Skills 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.</p> <p>Knowledge To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.</p>	<p>Skills 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.</p> <p>Knowledge 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.</p>	<p>Diet Exercise Goal Growth mindset Healthy Physical activity Relaxation Skill Strengths</p>

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

Year Group	Health and wellbeing			Key Vocabulary
	Health and prevention	Physical health and wellbeing	Mental wellbeing	
			<p>To understand 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>	
Year 5	<p>Skills Developing independence for protecting myself in the sun.</p> <p>Knowledge To understand the risks of sun exposure.</p>	<p>Skills Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.</p> <p>Knowledge 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.</p>	<p>Skills Taking responsibility for my own feelings.</p> <p>Knowledge To understand what can cause stress. To understand that failure is an important part of success.</p>	<p>Fail Protect Responsibility Steps Assertive Aggressive Passive</p>
Year 6	<p>Skills Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Knowledge To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.</p>	<p>Skills 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.</p> <p>Knowledge To understand that a number of factors contribute to my physical health (diet,</p>	<p>Skills Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.</p> <p>Knowledge To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.</p>	<p>Antibodies Habit Vaccination</p>

Year Group	Health and wellbeing			Key Vocabulary
	Health and prevention	Physical health and wellbeing	Mental wellbeing	
		<p>exercise, rest/relaxation, dental health).</p> <p>To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>		

Year Group	Citizenship		Key Vocabulary	
EYFS	<p>Skills Beginning to understand why rules are important in school.</p>	<p>Knowledge To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.</p>	Festival Special event Religion Culture Beliefs Tradition Listen Listening Understanding Friends Truth Feelings Honest Instructions	Obstacle course Challenge Persevere Persist Team Blindfold Obstacle Listen Explain Odd Different Clue Hunt
Year 1	<p>Skills Recognising why rules are necessary and the consequences of not following rules. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p>	<p>Knowledge To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different and that this is a good thing.</p>	Care Democracy Different Fair Pet Responsibility Rule Similar Unique Vote	
Year 2	<p>Skills Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.</p>	<p>Knowledge To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.</p>	Election Environment Identity Job Opinion Rule School council Volunteer Vote	

Year Group	Citizenship		Key Vocabulary
Year 3	<p>Skills</p> <p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>Knowledge</p> <p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>Charity</p> <p>Community</p> <p>Consequence</p> <p>Council</p> <p>Councillor</p> <p>Law</p> <p>Recycling</p> <p>Rights</p> <p>United Nations / UN</p>
Year 4	<p>Skills</p> <p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>Knowledge</p> <p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>	<p>Authority</p> <p>Cabinet</p> <p>Council officer</p> <p>Diversity</p> <p>Human rights</p> <p>Local government</p> <p>Protect</p> <p>Reuse</p>
Year 5	<p>Skills</p> <p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>Knowledge</p> <p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Defendant</p> <p>Freedom of expression</p> <p>Government</p> <p>House of Commons</p> <p>Protected characteristics</p> <p>Judge</p> <p>Jury</p> <p>Member of Parliament (MP)</p> <p>Parliament</p> <p>Pressure group</p> <p>Prime Minister</p> <p>Trial</p>

Year Group	Citizenship		Key Vocabulary
	Year 6		
	<p>Skills</p> <p>Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.</p>	<p>Knowledge</p> <p>To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.</p>	<p>Authority Conflict Earn Expectation Grief Grieving Resolve Respect Harassment</p>

Year Group	Economic Wellbeing		Key Vocabulary
EYFS	N/A		
Year 1	<p>Skills</p> <p>Exploring how money is used by people. Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. Listening to descriptions of professions. Thinking about questions they would like to ask others about their job. Describing what different people do in their jobs.</p>	<p>Knowledge</p> <p>To know that people use money to buy things, including things they need and things they want. To know that coins and notes are types of money and have different values. To know that notes are higher in value than coins. To know that it is wrong to steal money. To know that money is valuable and needs to be looked after. To know that money should be stored in a safe place to keep it secure and should not be displayed in public places. To know that they should not show or give money to strangers. To know that they can ask adults they know and trust about money and where to store it safely. To know that banks are places where we can store our money. To know adults have jobs to help others and to earn money. To know that skills are things that we can do well and that everyone has different skills. To know that different jobs need different skills.</p>	<p>Banks Building societies Cash Earn Save Skill Spend Value</p>
Year 2	<p>Skills</p> <p>Explaining adult money sources. Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'. Identifying the main features of bank account cards. Exploring personal skills and talents. Exploring the reasons why people choose certain jobs. Identifying some ways to make an environment inclusive and fair. Reflecting on the importance of individuality and diversity.</p>	<p>Knowledge</p> <p>To know that many adults earn money by having a job. To know some basic needs for survival, such as food, water and shelter. To know that a bank account is like a special place in a bank that keeps money safe until it is needed. To know that a bank account card is like a special key that unlocks a bank account to access the money inside. To know that saving money is when we keep some money and don't spend it straight away. To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.</p>	<p>Coins Need Notes Priority Want</p>

Year Group	Economic Wellbeing		Key Vocabulary
Year 3	<p>Skills</p> <ul style="list-style-type: none"> Considering pros and cons of payment methods. Contemplating budgeting benefits. Planning and calculating within a budget. Discussing attitudes and feelings about money. Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions. Assessing impact of spending choices. Reflecting on future job based on goals. Challenging and understanding workplace stereotypes. Ranking factors influencing job choices. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets. To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have available. To know that money can cause us to have positive and negative feelings. To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet. To know that different jobs contribute to our society in different ways. To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics. To know that it is important to consider what they are good at and enjoy doing when choosing future careers. To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations. 	<ul style="list-style-type: none"> Account Budget Career Feeling Stereotype
Year 4	<p>Skills</p> <ul style="list-style-type: none"> Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that getting value for money involves considering the cost, usefulness and quality of items. To know that purchases can be influenced by needs, wants, peer pressure, and advertising. To know that people often earn interest when they keep savings in a bank account. To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them. To know that people often change jobs or careers multiple times in their lives. To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies. 	<ul style="list-style-type: none"> Bank account Bank statement Influence Satisfaction Value for money

Year Group	Economic Wellbeing		Key Vocabulary
Year 5	<p>Skills</p> <ul style="list-style-type: none"> Discussing money risks and management. Making and prioritising budgets. Discussing money's role in career choices. Assessing loan and borrowing responsibilities and suitability. Implementing money safeguarding strategies. Navigating emotional implications in financial situations. Seeking guidance for financial dilemmas. Integrating factors to inform career decisions. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank. To know the difference between money earned (income) and money spent (expenditure). To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest. To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. To know that they should be cautious about sharing financial information. To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want. To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities. To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment. 	<ul style="list-style-type: none"> Allocate Expenditure Income Loan Repayment
Year 6	<p>Skills</p> <ul style="list-style-type: none"> Developing emotional intelligence related to financial matters. Applying coping strategies for managing financial emotions. Assessing risks in both physical and digital financial environments. Implementing safeguarding measures for money in real-world scenarios. Adapting to financial changes associated with transitioning to secondary school. Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks. Applying responsible gambling attitudes in real-world situations. Recognising various workplace environments and their characteristics. Identifying career options in multiple sectors. Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths. 	<p>Knowledge</p> <ul style="list-style-type: none"> To know that our emotions can be linked to money. To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information. To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others. To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities. To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money. To know that gambling can cause people to lose a lot of money and can be very addictive. To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way. 	<ul style="list-style-type: none"> Earnings Gambling Roles and responsibilities University Valuables

Year Group	Safety and the Changing Body				Key Vocabulary
	Being safe (including online)	Drugs, alcohol and tobacco	The changing adolescent body	Basic first aid	
EYFS	<p>Skills Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.</p> <p>Knowledge To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.</p>	N/A	N/A	N/A	Walk Hazard Safe Alert Crossing Sensible Pedestrian
Year 1	<p>Skills Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe.</p> <p>Knowledge To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.</p>	<p>Skills Learning what is and is not safe to put in or on our bodies.</p> <p>Knowledge 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>	N/A	<p>Skills Practising making an emergency phone call.</p> <p>Knowledge To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.</p>	Accident Drug Emergency Hazards Medicine Physical contact Polite Respect Role trust

Year Group	Safety and the Changing Body				Key Vocabulary
	Being safe (including online)	Drugs, alcohol and tobacco	The changing adolescent body	Basic first aid	
Year 2	<p>Skills Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road.</p> <p>Knowledge To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely.</p>	<p>Skills Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p> <p>Knowledge To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.</p>	<p>Knowledge To know the names of parts of my body including private parts.</p>		<p>Medicine Pedestrian Private Secret Surprise Penis Testicles / testes Vulva Vagina</p>
Year 3	<p>Skills Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content.</p> <p>Knowledge To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.</p>	<p>Skills Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.</p> <p>Knowledge To understand that other people can influence our choices.</p>		<p>Skills Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Knowledge To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Allergic Anaphylaxis Bullying Casualty Choice Cyberbullying Decision Distraction Fake Influence Injuries</p>

Year Group	Safety and the Changing Body				Key Vocabulary
	Being safe (including online)	Drugs, alcohol and tobacco	The changing adolescent body	Basic first aid	
Year 4	<p>Skills Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.</p> <p>Knowledge To understand that there are risks to sharing things online. To know the difference between private and public.</p>	<p>Skills Discussing the benefits of being a non-smoker.</p> <p>Knowledge To understand the risks associated with smoking tobacco.</p>	<p>Skills Discussing some physical and emotional changes during puberty.</p> <p>Knowledge To understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Skills Learning how to help someone who is having an asthma attack.</p> <p>Knowledge To know that asthma is a condition which causes the airways to narrow.</p>	<p>Age restriction Asthma Law Protect Puberty Public Tobacco Breasts Genitals</p>
Year 5	<p>Skills Developing an understanding of how to ensure relationships online are safe.</p> <p>Knowledge To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.</p>	<p>Skills Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Knowledge To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Skills Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.</p> <p>Knowledge To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.</p>	<p>Skills Learning about how to help someone who is bleeding.</p> <p>Knowledge To know how to assess a casualty's condition.</p>	<p>Attraction Decision Consent Influence Menstruation / period Bladder Cervix Clitoris Egg or ova Ejaculation Erection Fallopian tube Labia Nipples Ovary / ovaries Pubic hair Scrotum Sperm duct Urethra Uterus Vaginal opening Voice breaking Wet dreams Womb</p>

Year Group	Safety and the Changing Body				Key Vocabulary
	Being safe (including online)	Drugs, alcohol and tobacco	The changing adolescent body	Basic first aid	
Year 6	<p>Skills Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.</p> <p>Knowledge To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.</p>	<p>Skills Discussing the reasons why adults may or may not drink alcohol.</p> <p>Knowledge To understand the risks associated with drinking alcohol.</p>	<p>Skills Discussing problems which might be encountered during puberty and using knowledge to help.</p> <p>Knowledge To understand how a baby is conceived and develops.</p>	<p>Skills Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.</p> <p>Knowledge To know how to conduct a primary survey (using DRABC).</p>	<p>Alcohol Internet scrolling Pregnant</p> <p>Sex Education Conception Fertilisation Sexual intercourse Sperm</p>

Year Group	Identity		Key Vocabulary
Year 6	<p>Skills</p> <p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>Knowledge</p> <p>To know that identity is the way we see ourselves and also how other people see us.</p>	<p>Change</p> <p>Identity</p> <p>Images</p> <p>Manipulation</p> <p>Media</p>