



Porters Grange Primary School

PSHE Learning Sequence

	Early Years	Key Stage One		Key Stage Two			
Skill/ Conceptual understanding	Nursery/Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Health and Wellbeing: Healthy lifestyles (physical wellbeing)</p> <p>Aut 1</p>	<p>Knowing the importance for good health of physical exercise and healthy diet and talk about ways to be healthy and safe</p> <p>Manage their own hygiene and personal needs successfully.</p>	<p>What keeping good physical health means and exploring ways we can keep ourselves healthy – diet, exercise, dental hygiene</p> <p>Simple hygiene routines that stop germs spreading.</p>	<p>How choices can affect keeping good physical health. Recognising the importance of a balanced lifestyle-water, exercise, balanced diet, sleep</p> <p>How germs are spread and simple hygiene routines can prevent this.</p> <p>Sun safety (Sum 2)</p>	<p>Recognising the signs of good and bad physical health – illness, infection, dental hygiene, balanced diet (sugar)</p> <p>Bacteria and viruses can affect health. Every day hygiene routines can keep us clean and healthy and limit the spread of infection. Awareness of the wider importance of personal hygiene.</p>	<p>Planning a healthy lifestyle-balanced diet (habits, food swaps), dental hygiene, exercise and opportunities to be active, staying hydrated</p> <p>Recognise opportunities to limit the spread of infection and maintain personal hygiene</p> <p>Planning for Sun safety (Sum 2)</p>	<p>Planning a healthy lifestyle and recognising what might influence my choices-factors affecting food and exercise choices and habits. Importance of monitoring screen time.</p> <p>Recognise opportunities to limit the spread of infection and maintain personal hygiene. Aware that some diseases can be prevented by vaccination, immunisation and/or responsible use of medicines.</p> <p>Sun safety. heatstroke (summer 2)</p>	<p>Importance of healthy routines to support physical wellbeing- sleep, caffeinated drinks, impact of screens, immune system, weight, energy, growth and repair</p> <p>Recognise warning signs of ill or poor physical health.</p> <p>Recognise opportunities to limit the spread of infection and maintain personal hygiene. Aware how viruses are formed and are transmitted and vary in their virulence. Recognise warning signs.</p>
<p>Vocabulary</p>		<p><i>Healthy, unhealthy, germs, spread, clean, unclean, product, diet, exercise, heart, lungs, breathing, brain, teeth, decay, dentist, hygiene, sugary foods, brushing. Physical health</i></p>	<p><i>Healthy, unhealthy, germs, spread, clean, unclean, hygiene, sneeze, prevent, physical activity, healthy diet, balanced lifestyle, active, sleep, rest, routine, concentration, habits, screen time, physical wellbeing Sun Hot Burn Skin Eyes Pupil Safety Sun's rays Shade Hot Burn Skin Sun cream Hat Sunglasses T-shirt Protect safe unsafe hazard</i></p>	<p><i>Personal hygiene, germs, spread, virus, bacteria, routines, wider importance, solutions, habits, cleanliness, balance, enamel, dental plaque, cavities, fluoride, oral hygiene, sugar, head lice, nits, hair care</i></p>	<p><i>Personal hygiene, germs, bacteria, virus, exposed, infectious diseases, harmless, harmful, transmission, sugar, saturated, fat, salt, food smart, food labels, influence, dental hygiene, environment, habit, active, physical activity, organs, carbon dioxide, pulse, bones, muscles, water, hydrated, concentration, sweat, urine, breathing, bowel movements Invisible Light Protection</i></p>	<p><i>Bacteria, virus, infectious diseases, transmission, white blood cells, antibodies, vaccines, immune system, dietary habit, food choices, peer pressure, religion, culture, preferences, allergies, intolerance, beliefs, availability, heart rate, unfit, overweight, heart disease, obesity, recommended, self-conscious, motivate, weight bearing Retina UV rays Protection Heat stroke Dehydration</i></p>	<p><i>Virus, Coronaviruses, Disease, Covid19, highly contagious, colds lungs, infected droplets, transmit, closed spaces, UV exposure, immune, hosts, mutation, pandemic, vaccine winding down, teeth grinding, sleep terrors, sleep factors solutions, warning signs, brain function, memory, concentration, decision making, immune system, energised, action plan</i></p>

<p>Health and wellbeing: Mental health</p> <p>Aut 1</p>	<p>Aware of own feelings and seek comfort from familiar adults.</p> <p>Talk about how they and others show feelings.</p>	<p>Recognise and name different feelings and know what makes them feel good and how feelings can affect people's bodies and behaviour.</p> <p>Different things to manage big feelings to help calm themselves down or change their mood.</p> <p>Talk about unexpected changes and feelings associated with it. Moving home/losing toys</p>	<p>Recognise that not everyone feels the same at the same time or feels the same about the same things.</p> <p>Suggest ideas to help and support others and recognise when we might need help.</p> <p>Talk about unexpected changes, including loss and feelings associated with it.</p>	<p>Recognising that feelings can change over time and range in intensity.</p> <p>Every day things can affect how we feel and it is important to express our feelings using a varied vocabulary.</p>	<p>Recognising strategies and behaviours to help us cope with feelings in different situations.</p> <p>Expressing emotions using think/feel/do structure. Ordering synonyms of feelings on an emotions thermometer.</p>	<p>Recognise strategies to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>Resilience</p> <p>Explain the term mental health and how feelings, mood and emotions can change over time. Identify strategies people use to support their mental health and categorise them into: everyday, sometimes, if there's a problem, rarely and not at all.</p> <p>Understand about change and loss, including death and how this can affect feelings, ways of expressing and managing grief.</p>	<p>Recognise that anyone can be affected by mental ill health and that difficulties can be resolved with help and support.</p> <p>Recognise clues (warning signs) that someone is not feeling so good in their mind. Know that we might not always recognise this. Recognise that feelings can be conflicting. Apply problem solving strategies to deal with emotions, challenge and change.</p>
<p><i>Vocabulary:</i></p>		<p><i>Feelings, behaviour worried, surprised, calm, scared, fear, embarrassed, sad, sadness, unhappy, happy, confused, worry, lonely, annoyed, angry, anger, unexpected changes, managing, wellbeing, positive, deep breaths,</i></p>	<p><i>Feelings, support, physical wellbeing, worried, frightened, afraid, sad, sadness, upset, angry, anger, mad, losing control, strategies, calm, excited, happy, loving, loss, disappointment, brave, disguise, fear, pain, hurt, true feelings,</i></p>	<p><i>Strong feelings, thinking, emotions, moods, overwhelming, coping skills, mad, furious, annoyed, wound up, explosive, frustrated, cross, upset, fed up, proportionate, warning signs, worry, nervous, fear, scared, terrified, petrified, concerned, intensity, changes, guilt, guilty, uncomfortable, impact</i></p>	<p><i>cheerful, joyful, ecstatic, sad, upset, forlorn, heart-broken scared, anxious, frightened, petrified, angry, irritated, cross, furious, worried, concerned, troubled, distressed, pleased, satisfied, delighted, overjoyed, action, behaviour, situation, surprise, excitement, anger, fear, disappointment, sadness, nervous, embarrassed, relieved, unsure, relaxed, ashamed, humiliated</i></p>	<p><i>Mental health, physical health, strategies, definitions, expressing yourself, breathing exercises, panic, concern, confused, mindfulness, proportionately, situations, loss, grief, bereavement, sorrow, lifestyle, balance, resilience determination, persevere</i></p>	<p><i>overwhelming, stressed, warning signs, advice, clues, challenge, personal network, affirmation, conflicting feelings, unproductive thought, repeated thinking, useless worry, useless thought, sensible worry, anxiety, strategies, support, ill health</i></p>

<p>Health and wellbeing: Ourselves, growing and changing</p> <p>Sum 1</p>	<p>Know about similarities and differences and some of the things that make them unique, and can talk in relation to friends and family, communities and traditions.</p> <p>Remember and talk about past, present and significant events in their own experiences and the lives of family.</p> <p>Develop an understanding of growth, decay and changes over time.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Recognise what makes us special and what we like and dislike.</p> <p>How to manage when finding things difficult.</p> <p>Naming external body parts.</p> <p>Understand the idea of growing and changing from young to old.</p>	<p>Recognise the ways in which we are all unique. (and Spr 1)</p> <p>Name external genitalia.</p> <p>Recognise the process of growing from young to old and how our needs change.</p>	<p>Understand personal identity; what contributes to who we are (ethnicity, family, gender, faith, culture, hobbies, likes/dislikes etc.)</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth.</p> <p>Recognise how each new stage of life can bring positive changes.</p> <p>Managing setbacks</p>	<p>Identify external genitalia and internal reproductive organs in males and females.</p>	<p>Listen to and overcome conflicting emotions by reframing unhelpful thinking.</p> <p>Resilience (Aut 1)</p> <p>Physical/emotional changes when approaching and during puberty and where to get more help, and advice.</p> <p>How hygiene routines change during the time of puberty, the importance of keeping clean and personal hygiene.</p> <p>Some people's gender identity does not correspond with their biological sex.</p>	<p>Consider the factors which contribute to my sense of identity and how to allow different people to see different parts of my identity.</p> <p>Identify the skills and attributes of an effective learner.</p> <p>Understand the process of reproduction and birth; how babies are conceived and born and need to be cared for.</p> <p>Transition strategies new opportunities and responsibilities that increasing independence may bring. (in summer 2)</p>
<p><i>Vocabulary</i></p>		<p><i>Same, different, special, similar</i></p>	<p><i>similarities differences celebrate appearance beliefs some girls Some boys Gender Beliefs Choices Challenge respect Life cycle penis testicles vulva developing Growing Older Safe Rights Belonging Groups</i></p>	<p><i>Individual unique Individuality Strengths Future Strongly Government Individual unique Strength Quality Set back Individuality</i></p>	<p><i>nipples, anus, breasts and bottom touch consent safe touch unsafe touch choice boss of our body</i></p>	<p><i>Puberty menstruation menstrual cycle erections wet dreams semen pubic hair scrotum sac voice box growth spurt ovaries egg womb period tampon sanitary towel reproductive system menopause womb uterus masturbation sperm ejaculating erect erections sexual orientation prejudice equality discrimination gender identity religion bullying prejudice pre-judging racism, disablism, sexism homophobia, transphobia gay lesbian bisexual trans cisgender biphobia</i></p>	<p><i>Body image Social media Representation Body positivity</i></p> <p><i>implantation trimester pregnancy multiple births assisted fertility vaginal sex surrogacy same sex parents twins triplets identical non-identical ejaculation ejaculating sexual intercourse sex pregnancy birth consent trimester conceived</i></p>

<p>Health and wellbeing: keeping safe</p> <p>Online safety</p> <p>Sum 2</p>	<p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Practices some appropriate safety measures without direct supervision.</p> <p>Talk about ways to keep healthy and safe.</p>	<p>Recognise risks in simple everyday situations and what action to take to minimise harm.</p> <p>Keep safe at home and that household products (including medicines) can be harmful if not used correctly.</p> <p>People whose job it is to keep us safe.</p> <p>Know what to do if there is an accident -get help in an emergency (dial 999 and what to say).</p> <p>Explain basic rules to keep safe online.</p> <p>Give examples of when I should ask permission to do something online and explain why this is important.</p>	<p>Ways to keep safe in familiar and unfamiliar environments (beach, pool, shopping centre, on the street etc.)</p> <p>Give examples of how someone might use technology to communicate with others they don't know offline and explain why this might be risky (online gaming, email, pen-pal etc.) (Spr 2)</p> <p>About rules and age restrictions that keep us safe. What is meant by personal information and what should be kept private.</p> <p>Different ways to ask for, give, or deny my permission online and who can help me if I am not sure.</p> <p>Explain how people can look and act differently online and offline.</p>	<p>Identify risks and hazards that may cause harm, injury or risk in the home and local area and what they can do to reduce risks and keep safe.</p> <p>Water/beach/fire safety.</p> <p>How to cross a road safely using stop, look, listen and think</p> <p>Recognise dangerous or potentially unsafe situations online and make safe reliable choices (Spr2)</p> <p>Give example of what it means to 'know someone' online and why this might be different to knowing and someone offline. (Aut 2)</p>	<p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water/beach) and firework safety.</p> <p>How to respond and react in an emergency situation; how to identify situations that may require the emergency services, know how to contact them and what to say.</p> <p>Recognise healthy and unhealthy online behaviours and when and where to get help if needed (Aut 2)</p>	<p>That FGM is against British law, what to do and whom to tell if they think they or someone they might know is at risk. (Summer 1 within physical and emotional changes lesson)</p> <p>Road safety in our local area</p> <p>Basic first aid and techniques for dealing with common injuries.</p> <p>Recognise that there are some people I communicate with online who may want to do me or my friends harm.</p> <p>Recognise that is not my/our fault.</p> <p>Reasons for complying with regulations and restrictions-how they promote safety and well-being with reference to social med, tv, film, games</p>	<p>Differentiate between risk, danger and hazard. Recognise, predict, assess and manage risks. Water safety.</p> <p>Transition to secondary school travel plans. Safe use of digital devices when out and about.</p> <p>Taking and sharing inappropriate images of others, even if they say its okay, may have an impact for the sharer and others. (Aut 2) Who can help. Describe issues online that could feel sad, worried, uncomfortable or frightened and know how to get help, both on and offline. Identify support networks</p>
<p>Vocabulary</p>		<p><i>safe, unsafe, danger, rules, hurt, help, trusted adult special person special people care medicine care skin household cleaning product</i></p>	<p><i>hazard, emergency, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, road, traffic, fire, water, rail, stranger</i></p>	<p><i>Stop look listen think responsibilities dangerous situations risk danger, Canal, river, lake, reservoir, waterways, lock, quayside, edge, bank, path, warning, safety, emergency, incident, distress, sink, float, swim, currents, flow Flags Tidal Tide times Estuary Fire safe aware Potential unwanted fire Smoke alarm Electronic items Cigarettes Matches Lighter Candles</i></p>	<p><i>RNLI lifeguard offshore winds rip current coast guard coastal emergency tombstoning Rail safety rules Level crossing Electrified Railway track Platform Barrier</i></p>	<p><i>recovery position monitor resuscitate conduct airway breathing circulation compressions rescue Unintended consequences casualty Screen grabs Privacy Age restriction Legal Digital age of consent Debate Road safety skills Incident Casualty rural urban coastal suburban Pedestrian underpass footbridge road skills island crossing</i></p>	<p><i>Social norms risk avert early warning signs behaviour safety continuum safety network transition worth, outcome continuum higher risk lower risk</i></p>

<p>Health and wellbeing: Drugs, alcohol and tobacco Sum 2</p>	<p>Practices some appropriate safety measures without direct supervision. Talk about ways to keep healthy and safe.</p>	<p>About things that people can put in their body or on their skin; how these can affect how people feel.</p>	<p>Recognise that some medicines, such as vaccinations can help prevent illness and disease and that some people need to take medicines every day to help them stay healthy. Safety rules for use of medicines.</p>	<p>Develop skills in assessing and managing risk</p>	<p>About the risks of common legal drugs (cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health and why people choose to use them or not. Recognise there are laws surrounding the use of legal drugs. The importance of taking medicines correctly and using household products safely.</p>	<p>Understand that age restrictions are designed to protect us</p>	<p>Recognise that some drugs are illegal to use, own and give to others and that there are risks associated with the use of these drugs. Learn about the organisations that can support people concerning alcohol, tobacco and nicotine and other drug use; people they can talk to if they have concerns. About the mixed messages in the media about drugs, including alcohol, smoking and vaping</p>
<p><i>Vocabulary</i></p>		<p><i>medicines safe, unsafe, danger, rules, hurt, help, trusted adult special person special people care skin household cleaning product</i></p>	<p><i>pills, tablets, liquids, syringe packet bottle label symbol helpful harmful chemicals, poisonous, , protect, hazards</i></p>	<p><i>responsibilities dangerous situations risk</i></p>	<p><i>Household, product, safety, risk, instructions, warning, side effects, dose, dosage, prescribed, pharmacy, vaccination Cigarette, e-cigarette, smoking, vaping, drinking alcohol, caffeine, laws guidelines, habit, quit, cessation</i></p>	<p><i>Age restriction Legal illegal Digital age of consent</i></p>	<p><i>Drug, substance, effects, risks, habit, advice, support marketing, influences mixed messages</i></p>

<p>Relationships Family and friendships Aut 2</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Different families; Felling cared for.</p> <p>Our own special people and their roles</p>	<p>Making friends and what makes a good friend</p> <p>Feeling lonely and getting help. Problem solving when things go wrong.</p>	<p>What makes a family: features of family life. Recognising different types of family and how we all care for each other.</p>	<p>Identify the qualities of a good friend and how to build positive relationships.</p> <p>Consider how to solve conflict in friendship</p>	<p>Managing friendships: negotiation, persuasion and compromise. Managing pressure in friendships</p>	<p>What constitutes a positive, healthy relationship?</p> <p>Relationships and why it is good to talk</p> <p>Attraction to others; romantic relationships; civil partnerships and marriage.</p>
<p><i>Vocabulary</i></p>		<p><i>Special Person special people Friend Family Important Help Care love Caring thanks trust Family Hug Different difference Similar similarities Same Celebrate Strong special</i></p>	<p><i>Friend Friendship Good listening Playing well Taking turns Thinking of others Helpful Unkind kind kindness Sad Understands Feelings Honesty lonely</i></p>	<p><i>Diversity Family Families Different same Adopted into a family Was adopted Separation Divorce Same sex Family members Encouraging Supporting Caring Kindness Love Arguing Solutions</i></p>	<p><i>Qualities Positive Relationships Healthy Unhealthy expect Respect trust truthfulness loyalty shared interests included excluded Argument Falling out Furious Jealous Embarrassed Teasing Hurtful behaviour Conflict</i></p>	<p><i>Negotiation Persuasion Compromise Conflict Included Excluded Influence</i></p>	<p><i>Qualities Values Expectations Responsibility Responsibilities Same sex relationship Couple Marriage Commitment Civil partnership Healthy relationship Unhealthy relationship</i></p>

<p>Relationships Safe relationships Aut 2</p>		<p>Recognising privacy;</p> <p>Recognising ways people's bodies and feelings might get hurt</p> <p>Seeking permission. staying safe and how to get help if I need it.</p>	<p>Managing secrets and recognising privacy; resisting pressure and getting help;</p> <p>Recognising hurtful behaviour, bullying and what causes arguments .</p> <p>Know what to do and who to tell when hurtful behaviour or bullying occurs. Staying safe online Know when it is safe to keep a secret and when I should tell someone.</p>	<p>Personal boundaries and privacy awareness; safely responding to others</p> <p>Recognising the impact of bullying and hurtful behaviour and its consequences. Dealing with bullying and hurtful behaviour.</p> <p>Awareness of online safety and people who can help us</p>	<p>Recognising risks of playful dares and those which put people under pressure.</p> <p>Consider the impact of bullying and how to respond when witnessing hurtful behaviour or bullying British Values individual liberty and our rights</p> <p>Recognising risks online and how to report concerns and get help.</p>	<p>Physical contact and feeling safe. Managing peer influence</p> <p>Recognising cyberbullying and strategies to support others.</p> <p>Managing friendships and secrets on and offline.</p>	<p>Recognising pressure and strategies to manage this; consent in different situations.</p> <p>Understanding risks of sharing online and what consent means with regards to sharing. Learning about who can help us on and offline, including external services.</p>
<p>Vocabulary</p>		<p><i>Head Arm Leg Foot body Hand Private Personal Underwear Good touch Bad touch Hugs Kisses Trust PANTS Help Support Doctor Teacher Parent Fire brigade School crossing patrol officer Police officer kind special person special people</i></p>	<p><i>Unkind kind Teasing Sad Clumsy Sneered Weird Fool Useless Alone different Wonderful hurtful Online Argue Argument Upset Making up Falling out Strategies Bossy Selfish Sorry Lonely Bullying several times on purpose ignore eye contact calm confident talk report Similarities Differences Bodies Personal Private parts neck shoulders chest spine bottom vulva ankles nostrils penis and testicles shin knees toes lips elbows fingers eyebrows thighs Personal space Privacy Respect surprise Secret Uncomfortable Worried Unsafe Pressure Tell report privacy</i></p>	<p><i>Bullying Hurtful behaviour Online Consequences Unacceptable Feelings brave Pressure Warning signs Closed group Public Privacy settings Sharing Appropriate Inappropriate Permission Personal information Offline Support circle Flattery Bribery Threats Report Trusted adult Block</i></p>	<p><i>Playful teasing Hurtful behaviour Bullying Witness Bystander Problem Dilemma solution Power Playful teasing Hurtful behaviour Bullying Witness Bystander Guilty Audience Dare Truth Dangerous Embarrassing Uncomfortable Wrong CEOP Risks Online Offline support Strangers Advice Consent Permission Trusted adult Secrets</i></p>	<p><i>Trust Safe secret Unsafe secret Confidential Forgiveness honesty Peer influence Peer pressure Caring Support Encouragement pressurising exit strategies Assertive communication Online friendships Offline friendships Social media Face to face Cyberbullying Harassment Trolling Cyberbullying Intentional Unintentional Embarrassing Permission Consent Uncomfortable contact Safe touch Unsafe touch Consent Safe secrets Unsafe secret</i></p>	<p><i>Challenge Dare Risk Assess Responsibility Pressure Concern Advice Images Sharing Consent Confidentiality Anonymous</i></p>

<p>Relationships Respecting ourselves and others Sum 1</p>		<p>How behaviour affects others; being polite and respectful.</p> <p>British Values – mutual respect and tolerance</p>	<p>Recognising things in common and differences; playing and working cooperatively; sharing opinions.</p>	<p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</p>	<p>Respecting differences and similarities; discussing difference sensitively. Visible differences</p> <p>Identify and challenge stereotypes</p> <p>British Values – mutual respect and tolerance</p>	<p>Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p>Expressing opinions and respecting other points of view, including topical issues.</p> <p>Value diversity and to challenge discrimination and stereotypes.</p> <p>British Values democracy</p>
<p>Vocabulary</p>		<p><i>Same, different, special, similar angry On purpose Scare By accident Sorry sad lonely sharing kind unkind apologise happy annoyed care love safe</i></p>	<p><i>Team work Problem solving Skills challenges Calm similarities differences celebrate appearance beliefs some girls Some boys Gender Beliefs Choices Challenge Responsibilities Cooperation Respect Behaviour Bossy Independent Responsible y</i></p>	<p><i>Fairness Tolerance Beliefs Communities Polite Equal mutual respect loyal self respect Behave Rules Consequences Responsibly Sanction property damage vandalism Rights Consequences calm polite Future Strongly Government Individual unique Strength Quality Set back Individuality</i></p>	<p><i>, unusual, , identity, personality, alike. Skills, situations stereotype debate aspirations diversity diverse visible difference Diversity respect tolerance celebrate community</i></p>	<p><i>sexual orientation prejudice equality discrimination gender identity religion bullying prejudice pre-judging racism, disablism, sexism homophobia, transphobia gay lesbian bisexual trans person cisgender person biphobia</i></p>	<p><i>Body image Social media Representation Body positivity LGBTQ+ questioning asexual democracy</i></p>

<p>Living in the wider world: Belonging to a community/Shared responsibilities</p> <p>Spring</p>	<p>Work as part of a group or class, and understand and follow the rules.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about past and present events in their own lives and the lives of family members.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Discuss features of their immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and places and explain why some things occur and talk about changes.</p>	<p>Understand that people have different needs and that we can care for people, animals and other living things in different ways. Learn how we can look after the environment e.g. recycling</p> <p>Know what rules are and to recognise that we have rules for different situations e.g. class rules, rules at home, rules outside. British values rules of law</p>	<p>Learn about belonging to different types of groups and the role they play in these groups e.g. class, teams, faith group.</p> <p>Understand that they have different rights and responsibilities in school and the wider community.</p>	<p>Recognise that we are all equal and how a community and help people from different groups to feel included.</p> <p>Volunteering and helping in the community</p> <p>Recognise the value of rules and laws and the consequences if rules and laws are broken. Understand what human rights are and how they protect people's freedom but come with responsibilities. British Values Individual liberty</p>	<p>Know what makes a community and to recognise that they belong to different communities as well as the school community.</p> <p>Recognise how to show compassion towards others in need and that communities have shared responsibilities.</p>	<p>Appreciate how resources are allocated and the effect this has on individuals, communities and the environment. Learn how to show compassion for the environment and other living things.</p> <p>Express their opinions about their responsibilities towards the environment-how everyday actions and how money affect it.</p> <p>Identify and challenge stereotypes relating to education and work</p>	<p>Value diversity and to challenge discrimination and stereotypes.</p> <p>Recognise the difference between prejudice and discrimination and recognise how stereotypes are perpetuated, the influence they have on attitudes and understanding and how to challenge this.</p>
<p><i>Vocabulary</i></p>	<p><i>Similar, different, rules, people, animals.</i></p>	<p><i>Rules, needs, care, environment Protect trust Safe special people Right special person feelings love Wrong Fair unfair consequences Environment recycle Surroundings reduce Earth Animals re-use Care Love Planet</i></p>	<p><i>Groups, roles, rights, responsibilities, equal community Safe Rights Belonging Similarities included Differences team responsibilities</i></p>	<p><i>laws, human rights, freedom, responsibilities Morally Legally United Nations unique voluntarily volunteering</i></p>	<p><i>Community, compassion, rules, laws, valued, democracy Groups Club Member Belong Voluntary</i></p>	<p><i>opportunities, obstacles, Compassion Resources sustainability Natural resources Fuel Energy Global warming eliminate waste reclaimed deforestation Sewage Sewage treatment Overflow ocean currents Storm drains Flushable Non-flushable Career Stereotypes Workplace Equality Human Rights</i></p>	<p><i>stereotypes, gender, assumption, transgender Prejudice Extremism Discrimination Negative influences Positive influences Migration immigrant inclusive</i></p>

<p>Living in the wider world: Media literacy and digital resilience Spring</p>	<p>Recognise that a range of technology is used in places such as homes and school.</p> <p>Select and use technology for particular purposes.</p>	<p>Understand how and why people use the internet.</p> <p>Understand the benefits of using the internet and digital devices.</p> <p>Know how people use the internet to find things out and communicate safely online.</p>	<p>Recognise the purpose and value of the internet in everyday life.</p> <p>Understand that information on the internet might not always be true.</p> <p>Recognise that some content on the internet is factual and some is for entertainment e.g. games, videos.</p>	<p>Understand how the internet can be used positively to access information online.</p> <p>Recognise that images and information can be altered or adapted and to learn how to develop strategies to recognise whether something is true or accurate online.</p> <p>Evaluate whether something is suitable for their age-group and how to make safe/reliable choices.</p> <p>Know how to report something seen or experiences online that concerns them.</p>	<p>Know that everything shared online has a digital footprint.</p> <p>Know that search results are based on the popularity of the website and therefore this can affect what information is accessed. Fake news</p> <p>Recognise how data is shared and used and that organisations can use personal information to encourage people to buy things.</p>	<p>Identify how information online is targeted through different types of media and their different purposes e.g. to entertain, persuade, advertise or inform.</p> <p>Learn strategies to assess whether content online is based on fact, opinion or is biased.</p> <p>Understand that some media and online content promote stereotypes.</p> <p>Recognise unsafe or suspicious content and to understand how devices store and share information (Sum 2)</p> <p>Understand why some media and online content is not suitable for children and that social media sites have age restrictions and regulations. (Sum 2)</p>	<p>Learn about the benefits of safe internet use and why people communicate online. Dealing with conflict online.</p> <p>Understand how and why images might be manipulated or altered online and to recognise when this might have occurred. (Aut 2)</p> <p>Recognise what is appropriate to share online, that there are rules and laws relating to this and how to report inappropriate online content or contact. (Aut 2)</p> <p>Understand that online content can be designed to manipulate people's emotions and encourage them to read or share things. (Aut 2)</p>
<p><i>Vocabulary</i></p>	<p><i>Internet, home, school, tablet, ipad, computer, laptop</i></p>	<p><i>Internet, home, school, tablet, ipad, computer, laptop, communicate, safely trusted adult</i></p>	<p><i>Internet, purpose, factual, entertainment personal information Apps websites online games personal information real no real true untrue trust</i></p>	<p><i>Internet, purpose, accurate, altered, adapted, manipulated, report virus Collaboration Protection Administrator Attachment surfing online video platform game chat online game fake inaccurate Wikipedia safety line</i></p>	<p><i>Digital imprint Digital footprint Online presence Access URL Web address Search engine Index Web crawler Algorithms Rank Popularity Fake news</i></p>	<p><i>purpose, value, accurate, fact, opinion, biased, stereotypes, suspicious Age restriction Legal Digital age of consent Debate Marketing Propaganda Public relations influence values Bias Exaggeration Opinion Balanced</i></p>	<p><i>manipulated, altered, rules and regulations, appropriate, inappropriate, marketing, influences mixed messages</i></p>

<p>Living in the wider world: Economic wellbeing. Money/Aspirations, work and career Spring</p>	<p>Use everyday language to talk about money and to compare quantities and objects and to solve problems.</p> <p>Show interest in different occupations and ways of life.</p> <p>Know about similarities and differences between themselves and others.</p>	<p>How to record pounds and pence. Buying something from a shop</p> <p>Understand that everyone has different strengths and how different strengths and interests are needed to do different jobs.</p> <p>Know about different jobs and the jobs of those who help us in the community such as the police, fire brigade, paramedics etc.</p>	<p>Know what money is and its different forms e.g. coins, notes, debit cards as ways of paying for items.</p> <p>Understand that people are paid for the job they do and how to keep and look after money.</p> <p>Recognise the difference between needs and wants and how people make choices about spending money taking these needs and wants into consideration.</p>	<p>Recognise that people have jobs in different sectors e.g. teaching, business, charity work.</p> <p>Know that people can have more than one job in their lifetime and that skills are needed to do a job such as teamwork and decision-making.</p> <p>Understand how they can set personal goals for themselves and to recognise how their interests, skills and achievements might link to future jobs.</p>	<p>Understand that people make different spending decisions based on their budget, values and needs.</p> <p>Learn how to keep track of money and to understand why it is important to know how much is being spent.</p> <p>Understand the importance of keeping money safe and how to do so.</p> <p>Know that there are different ways to pay for things and that their spending choices can have positive and negative effects on other e.g. charities, single-use plastic items.</p>	<p>Identify jobs they might like to do in the future and to acknowledge the role ambition has in achieving a future career.</p> <p>Understand what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family and values.</p> <p>Recognise the importance of diversity and inclusion to promote people's career opportunities and to recognise the impact of stereotyping in the workplace and how to challenge it.</p> <p>Know that there are different routes into work e.g. college, apprenticeships, university, training/</p>	<p>Recognise the role that money plays in people's lives, their attitudes towards it and what influences decisions about money.</p> <p>Appreciate how having and not having money can impact a person's emotions, health and wellbeing.</p> <p>Learn about common risks associated with money including debt, fraud and gambling.</p> <p>Know how to get help if they are concerned about gambling or other financial risks.</p> <p>Understand about value for money and how to judge if something is value for money and to know how companies encourage consumers to buy things and the importance of being a critical consumer.</p>
<p><i>Vocabulary</i></p>		<p><i>Money, pounds, pence, buy, jobs, similarities and differences, strengths, interests, community, help Jobs Doctor Nurse Firefighter Bus Driver Lollipop person Refuse collector</i></p>	<p><i>coins, notes, debit card, bank card, salary, needs, wants, choices save earn online payment payment contactless purse wallet piggy bank building society bank receipts purchases</i></p>	<p><i>sectors, skills, interests, achievements, teamwork, decision-making, personal goals, Proud Accomplished Practise Hard work Progress Effort Improve Perseverance Determination Qualities Education Healthcare Retail Financial Veterinary Construction</i></p>	<p><i>budget, positive, negative, Spending plan Calendar Pay Purchase Goods Single-use plastic Re-usable Ethical spending Fair trade Fair price Fair wage Pollution Sustainable Services Contactless Bank Account Smartphone Monetary Value</i></p>	<p><i>Ambitions, career, interests, strengths, skills, qualities, diversity, inclusion, stereotypes, college, apprenticeships, university. Workplace Equality Human Rights Career Vocational Training Academic Voluntary Work experience Aspiration</i></p>	<p><i>decision-making, value, critical consumers, advertising, debt, fraud, gambling, Betting Habit Addicted Critical consumer Deal Bargain Influence borrowing Influencer Advertising techniques Hidden costs Financial risk</i></p>

