



# Progression of PSHE in St Pius X 2020-2021

Updated: June 2020

## Curriculum Intent of PSHE in St Pius X

The intent of the PSHE curriculum at St Pius X is to provide children with the essential knowledge and skills they need to be a well-rounded and educated citizen. Lessons linked to the thematic curriculum where this is possible, but other topics are taught discretely. All lessons are taught at pitch appropriate to the experiences and maturity of the children. PSHE at St Pius seeks to provide the children with knowledge and understanding they can draw upon for the rest of their lives, particularly in relation to managing and understanding their emotions and those of others; ways of keeping safe and healthy; and understanding their role and responsibilities in the community and society as a whole.

### Big Ideas in PSHE



Humankind

Within the big idea of humankind, there are six main aspects, healthy lifestyles, setting goals, personal hygiene, staying safe, well-being, and unacceptable behaviour.

Nature



Within the big idea of nature, there is one aspect, rights of others,



Creativity

Within the big idea of creativity, there are two aspects, vocabulary, and speaking, listening and sharing.

Change



Within the big idea of change, there are two aspects, life changes and physical development.



Materials

Within the big idea of materials, the aspect is consumers.

Significance



Within the big idea of significance, there are two aspects, relationships and significant people.



Comparison

Within the big idea of comparison there is one aspect compare and contrast.

Place



Within the big idea of place, there are two aspects, diversity and place in the world.



Investigation

Within the big idea of investigation there are two aspects, issues, evidence and ideas, and media.

Processes



Within the big idea of processes there is one aspect, environment.

## Big Idea – Humankind

	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
Healthy Lifestyles	Year 1	State what constitutes a healthy lifestyle.	A healthy lifestyle includes eating a healthy, balanced diet with plenty of fresh fruit and vegetables, drinking water, doing plenty of exercise, keeping good hygiene and getting plenty of sleep.	Health & Wellbeing: Healthy Lifestyles (A)
	Year 2	Explain how to maintain a healthy lifestyle.	To maintain a healthy lifestyle, it is important to consistently eat a healthy, balanced diet with plenty of fresh fruit and vegetables, do plenty of exercise, drink enough water, get plenty of sleep and keep good hygiene.	Health & Wellbeing: Healthy Lifestyles (S)
	Year 3	Recognise opportunities to make choices about food and understand what might influence these choices.	Eating a balanced diet has many health benefits. Short-term benefits include maintaining a healthy weight and having more energy. Long-term benefits include living a longer life and reducing the risk of diseases (cancer, diabetes, cardiovascular disease and obesity).	Health & Wellbeing: Healthy Lifestyles (A)
	Year 4	Discuss the concept of a balanced lifestyle.	A balanced lifestyle involves regular exercise, a healthy diet, rest, good dental hygiene, fulfilling relationships and a variety of activities and experiences.	Burps, Bottoms and Bile (A2)
	Year 5	Explain how lifestyle choices can have a positive, neutral or negative impact on health.	Lifestyle choices, such as what diet to eat, whether to take regular exercise, and what activities and pastimes to engage in, can have a positive, neutral or negative impact on health. There can be short- or long-term effects on health. For example, smoking causes bad breath and stained fingers in the short term. Long-term problems include lung cancer and heart disease.	Health & Wellbeing: Healthy Lifestyles (Sp)
	Year 6	Investigate the role of voluntary, community and pressure groups, especially in relation to health and well-being.	There are voluntary, community and pressure groups that campaign and provide information to improve the health and well-being of members of society. A voluntary group is run by volunteers (unpaid people who work for an organisation). A community group works to benefit people living in a particular area. A pressure group tries to affect public policy in relation to a particular cause.	Health & Wellbeing: Healthy Lifestyles (A)
Setting Goals	Year 1	Identify strengths and set simple but challenging goals.	Strengths are things we are good at, such as football, art or dancing. Goals are things we are aiming to achieve, such as joining a football team, learning a new painting technique or performing in a show.	Moon Zoom! (A2)
	Year 2	Recognise that people can reflect upon, and learn from, their experiences.	Our experiences can teach us how to behave in the future.	Beat Band Boogie (A2) Coastline (S1)
	Year 3	Identify personal goals and define achievements.	A goal is an aim or a purpose that can be worked towards. An achievement is something that has been completed or gained through planning, hard work and challenges, which creates a sense of satisfaction.	Flow (Sp2) Urban Pioneers (S1)
	Year 4	Outline aspirations and ways to achieve them.	Aspirations are things that an individual hopes to achieve. These can involve education, jobs, personality, hobbies or lifestyle. For example, a person may aspire to become more confident or eat a healthier diet.	I Am Warrior! (A1) Misty Mountain Sierra (S1)
	Year 5	Demonstrate how people can work collaboratively to achieve shared goals.	People can work collaboratively by listening carefully to each other, sharing ideas and expertise, compromising, completing their roles effectively and making joint decisions.	Time Traveller (Sp1) Pharaohs (S1)
	Year 6	Understand the importance of facing new challenges to achieve a goal or an aspiration.	Facing new challenges is a positive choice and can help individuals achieve a goal or an aspiration. New challenges might include overcoming a fear of heights, spending time away from family members, asking for further help or taking part in a new activity.	A Child's War (S2)

Personal Hygiene	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Recognise the importance of personal hygiene and how to maintain it.	Personal hygiene is important to prevent germs from getting into the body and causing illness. Washing hands before eating and after going to the toilet is important in preventing the spread of germs. Good dental hygiene means brushing teeth twice a day using fluoride toothpaste, visiting the dentist regularly and limiting sugary drinks and snacks.	The Enchanted Woodland (A1)
	Year 2	Demonstrate how some diseases are spread and can be controlled.	Some diseases are caused by germs spreading from one person to another, such as colds and flu. Germs can spread to other people via surfaces, such as door handles and table tops. To prevent this spread, it is important that hands are always washed before eating and after going to the toilet.	Health & Wellbeing: Healthy Lifestyles (S)
	Year 3	Recognise that following simple routines can reduce the spread of bacteria and viruses.	Simple routines can contribute to good personal hygiene and reduce the spread of bacteria and viruses. These routines include regularly washing hands, covering your mouth and nose when you sneeze or cough and bathing or showering regularly.	Health & Wellbeing: Healthy Lifestyles (A)
	Year 4	Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.	Personal hygiene involves keeping yourself clean and healthy. This can include showering or bathing regularly, using deodorant, brushing teeth twice a day and changing clothes regularly. Neglecting personal hygiene can result in bad breath and unpleasant body odour.	Burps, Bottoms and Bile (A2)
	Year 5	Understand the increased importance of personal hygiene during puberty.	Puberty is the time when a person develops from a child into an adult because of changes in their body that make them able to have children. During puberty, skin can become oily, facial hair and pubic hair start to grow and sweating and body odour can increase. It is especially important to keep good personal hygiene during puberty.	Time Travellers (Spr1)
	Year 6	Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways.	Bacteria, viruses and fungi are types of microorganism (living things that are so small they can only be seen using a microscope). They can be helpful (such as bacteria used in cheese-making) or harmful (such as the influenza virus, which can make us unwell).	Health & Wellbeing: Healthy Lifestyles (A)
Staying Safe				
	Year 1	Identify that some aspects of life should be kept private.	Private things are things that you don't have to tell anyone else. They may only be known to one person or a small group. A person may have private thoughts or opinions or a private place they like to go. Everyone has the right to privacy, which should be respected by others.	Health & Wellbeing: Keeping Safe (A)
	Year 2	Recall rules for keeping physically and emotionally safe.	There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, road safety, cycle safety and safety in the environment (including rail, water and fire safety).	Coastline (S2)
	Year 3	Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment.	There are strategies people can use to keep themselves and others physically and emotionally safe. These strategies include dialling 999, blocking users who send unwanted messages online, using pedestrian crossings correctly and sharing worries with a trusted adult or organisation.	Urban Pioneers (S1)
	Year 4	Explain the importance of protecting personal information when online.	Personal information includes a person's full name, passwords, address, phone number and photograph. It is important not to share these online as it can make it easier for a hacker to steal someone's identity.	Health & Wellbeing: Keeping Safe (A)
	Year 5	Discuss the responsible use of mobile phones. information and appropriate distribution of images and messages.	Responsible use of a mobile phone includes keeping it safe and protected, using it sensibly by setting time limits, turning it off at night and protecting it with a passcode. Safe use involves not divulging personal	Health & Wellbeing: Keeping Safe (Sp)
Staying Safe	Year 6	Recognise and manage 'dares'.	A dare is a request from another person to carry out an act that feels uncomfortable, shameful or is against the law. Everyone has the right to refuse to carry out any act that can be harmful to physical, emotional and mental well-being.	Health & Wellbeing: Keeping Safe (A)

Wellbeing	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life.	People's bodies can be hurt in some everyday activities. It is important to follow safety procedures and have adult supervision where there may be dangers, such as crossing a road or near water. People's feelings can be hurt by others saying unkind things. It is important to talk to a trusted adult if they have been hurt, either physically or emotionally.	Health & Wellbeing: Keeping Safe (A)
	Year 2	Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond.	Some types of physical contact are acceptable and comfortable, such as holding a hand to cross a road or a cuddle from a parent or grandparent. Some types of physical contact are unacceptable and can make someone feel uncomfortable. If this happens, it is important to talk about it with a trusted adult.	Health & Wellbeing: Keeping Safe (S)
	Year 3	Relate appropriately to a wide range of positive and negative feelings in others.	People may experience positive and negative feelings and it is important to relate appropriately to others' feelings. For example, offering encouragement and advice can be a helpful response if someone is feeling worried. If someone is behaving aggressively because they feel frustrated, offering criticism in an angry tone of voice could cause an argument.	Gods and Mortals (Sp1)
	Year 4	Identify which behaviours positively and negatively affect their physical, mental and emotional health, including what kind of physical contact is acceptable.	Some behaviours can affect a person's health in a negative way. These include eating an unbalanced diet, doing little or no exercise, suffering from stress and having poor personal hygiene. It is important to say no to any physical contact that feels uncomfortable or unsafe and talk to a trusted adult about it.	Burps, Bottoms and Bile (A2)
	Year 5	Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources.	Pressure to behave in unacceptable, unhealthy or risky ways can come from friends, family members, school, online contacts or the media. This behaviour may lead to life choices that damage short- and long-term physical, mental and emotional health.	Health & Wellbeing: Keeping Safe (Sp)
	Year 6	Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes.	Unwanted contact and some actions, such as female genital mutilation, are forms of abuse and criminal offences. They can have lasting consequences on victims, who may require support from outside agencies, such as Childline.	Health & Wellbeing: Keeping Safe (A)
Unacceptable Behaviour				
	Year 1	Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.	Teasing is laughing at someone or saying unkind things about them. This can be either as a joke or deliberately to upset them. Bullying is hurting or frightening someone over a period of time and perhaps forcing them to do something they do not want to do. Teasing and bullying are unacceptable ways to behave as they upset other people.	Relationships: Healthy Relationships (Sp)
	Year 2	Recall strategies that can be used to resist teasing or bullying and how to get help.	Teasing and bullying are wrong. Strategies can be taught to deal with teasing and bullying without resorting to violence, such as assertively asking the perpetrators to stop and walking away. If the problems cannot be solved, it is important to speak to a trusted adult.	Relationships: Healthy Relationships (A)
	Year 3	Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.	People may feel a mixture of emotions about an event or thing and find these opposite emotions hard to manage. For example, they may feel very worried and excited at the same time about trying something new. Finding the reasons behind these conflicting emotions, refraining from acting on impulse and seeking help from friends, family or professionals can help people make good decisions.	Relationships: Healthy Relationships (Sp)
	Year 4	Describe how teasing and bullying can lead to trust issues, low self-esteem and self-worth, and that these feelings may persist over long periods of time.	The effects of teasing and bullying can include anxiety, mistrust, anger, fear, loneliness, low self-esteem and worry. These feelings can affect people for a long period of time, even after the teasing and bullying have ended.	Relationships: Healthy Relationships (Sp)
	Year 5	Discuss bullying and abuse in all their forms and ways to ask for help.	There are different types of bullying and abuse. These include verbal, prejudice based, physical, sexual, emotional and online. These are behaviours that are intended to hurt victims physically or emotionally. It is important to ask for help if bullying or abuse is experienced or witnessed. Help is available from teachers, trusted adults and agencies, such as the NSPCC and Childline.	Relationships: Healthy Relationships (A)
	Year 6	Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.	Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and 'trolling'. People who carry out these acts	A Child's War (S)

often have low self-esteem and self-worth. Victims can suffer long-term consequences, such as damage to their physical, mental and emotional health and reputation.

## Big Idea – Nature

Rights of Others	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Recognise that people and other living things have rights.	Rights are things to which all people are entitled. These include the right to life, food, water, housing, protection and sharing our opinions. We are all responsible for protecting these rights.	Moon Zoom! (A2)
	Year 2	Identify that behaviour can have positive and negative consequences and that behaviour choices should aim to create positive consequences.	Behaviour can affect other people in both positive and negative ways.	Towers, Tunnels and Turrets (A1) Movers and Shakers (Sp1)
		Recognise that a person's behaviour can directly affect the rights of others.	People's behaviour can affect the rights of others. It is important to always consider the effect of behaviour on others. For example, shouting out in class prevents others from learning.	Movers and Shakers (Sp1)
	Year 3	Identify human rights and understand that they belong to everybody.	Human rights are entitlements that belong to everybody. They include the right to have and express an opinion, to an education, to a private and family life, to vote and not to be mistreated or wrongly punished.	Living in the Wider World: Rights and Responsibilities (S)
	Year 4	Discuss the consequences of breaching human rights.	Human rights can be breached in a variety of ways, such as unfair treatment and the inability to express an opinion or vote. This can have a negative effect on people's everyday lives and their physical, emotional and mental health.	Living in the Wider World: Rights and Responsibilities (S)
	Year 5	Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances.	Absolute human rights can never be interfered with, such as the right not to be hurt or tortured. Limited human rights come with exceptions, such as the right to liberty, which can be lawfully restricted. Qualified human rights can be interfered with by a government under special circumstances and when it is necessary in a democratic society, such as the right to peaceful assembly can be overridden when necessary to calm a riot.	Living in the Wider World: Rights and Responsibilities (S)
	Year 6	Explain where human rights came from and that there are laws to protect human rights in the UK.	Human rights were set out in 1948 by the member countries of the United Nations to ensure the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by Parliament to put the European Convention on Human Rights into British law.	A Child's War (S2)

## Big Idea – Creativity

	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
Vocabulary	Year 1	Select vocabulary to describe feelings.	Good feelings can be described as happy, glad, joyful, loved, cheerful and content. Not so good feelings may be sad, upset, miserable, scared, frightened, worried, tired and angry. It is important to be able to express feelings to others, understand that feelings are normal and work out strategies for managing them.	Moon Zoom! (A2) Rio de Vida (S2)
	Year 2	Discuss good and not so good feelings and develop simple strategies for managing feelings.	Having different feelings is a normal part of life and people react to their feelings in different ways. There are strategies for managing feelings, such as recognising anger as a feeling, taking a deep breath, moving away from the situation and calming down before trying to discuss the cause of feeling angry.	Best Band Boogie! (A2) Bounce (S1)
	Year 3	Explain the term 'habit' and recognise why habits are hard to change.	A habit is something helpful or harmful that a person does regularly. Habits can be difficult to break because they may have advantages, rewards or enjoyable consequences. For example, exercising regularly is helpful and becomes a habit because people enjoy the health benefits. Smoking is a harmful habit that is addictive because cigarettes contain nicotine.	Health & Wellbeing: Keeping Safe (A)
	Year 4	Describe the difference between the terms 'risk', 'danger' and 'hazard'.	A risk is the possibility that something bad or unpleasant might happen. A danger is the possibility that something or someone might be harmed. A hazard is something that is dangerous and likely to cause damage.	Misty Mountain Sierra (S1)
	Year 5	Recognise the difference between the concepts of 'interest', 'loan', 'debt' and 'tax'.	Interest is added to an amount of money that has been borrowed. A loan is money that has been borrowed and must be paid back. A debt is a sum of money that is owed to someone else. Tax is a direct payment to the government, usually taken out of a monthly salary.	Living in the Wider World: Money Matters (S)
	Year 6	Recognise the difference between, and the terms associated with sex, gender identity and sexual orientation.	The sex of a person is whether they are male or female based on their reproductive system. Gender identity is a personal sense of gender, irrespective of the sex of the person. Sexual orientation refers to the gender to which a person is attracted. It includes being heterosexual (attracted to people of the opposite gender), homosexual (attracted to people of the same gender) or bisexual (attracted to people of both genders).	Health & Wellbeing: Growing and Changing (A)
Speaking, Listening and Sharing				
	Year 1	Listen to other people and play and work cooperatively.	It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively.	The Enchanted Woodland (A2) School Days (Sp2) Bright Lights, Big City (S1) Rio de Vida (S2)
	Year 2	Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.	People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships.	Towers, Tunnels and Turrets (A1) Bounce (S1)
	Year 3	Extend their vocabulary to explain the range and intensity of their feelings to others.	Using specific vocabulary (slightly frustrated, completely let down or very isolated) can describe the range and intensity of feelings to others.	Gods and Mortals (Sp1) Urban Pioneers (S1)
	Year 4	Interpret other people's feelings and try to understand, respect and constructively challenge others' points of view.	People's thoughts, feelings and responses to a circumstance or event may be different. It is sometimes important to challenge others' points of view in a calm, fair and constructive way.	Road Trip USA! (S2)
	Year 5	Choose appropriate strategies to resolve disputes and conflict.	Disputes and conflicts are disagreements between people with opposing views. Strategies to resolve disputes can include identifying the problem, choosing and implementing a course of action and evaluating the outcome.	Relationships: Healthy Relationships (A)
	Year 6	Explain the benefits of giving and receiving constructive feedback and support.	Constructive feedback is supportive guidance that is given to help people strengthen their areas for development. Strategies for providing constructive feedback include giving a 'feedback sandwich' (positive comment, area for improvement and positive comment), using the passive voice and giving specific areas for improvement.	Revolution (A2) A Child's War (S2)



## Big Idea – Change

	Year Group	Learning Intention	Knowledge	Coverage
Life Changes	Year 1	Recognise that time moves forward, and changes happen over time.	Change is a natural part of life. Changes include family changes, such as moving house or a new baby arriving. People suffer losses, such as friends leaving, toys going missing and pets dying.	Childhood (Sp1)
	Year 2	Describe the effects of loss and change.	Loss can result in some negative emotions, including anger, sorrow and guilt. Change can cause mixed emotions, such as excitement, anticipation, anxiety and fear. It is important to recognise that these are normal feelings and talking with friends and family can help.	Health & Wellbeing: Growing and Changing (S)
	Year 3	Discuss how life changes can positively or negatively affect mental, emotional and physical health.	Life changes may be positive or negative and can affect mental, emotional and physical health in different ways. For example, moving house may cause feelings of anxiety and sleeplessness.	Health & Wellbeing: Growing and Changing (A)
	Year 4	Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health.	Separation is an arrangement when two married people stop living together as a couple. Divorce is an official, legal process that ends a marriage. These can create a variety of life changes, including loss of family life, change of home, exposure to negative emotions in others and feelings of sadness or anger.	Health & Wellbeing: Growing and Changing (A)
	Year 5	Outline how the death of a person can affect all aspects of life and create acute feelings of grief.	It is normal that the death of a person, who is a close family member or friend, can affect all aspects of life. Grief is an emotion of great sadness. It can be long-lasting but can ease with time and support.	Time Traveller (Sp1)
	Year 6	Analyse and develop strategies to manage feelings during transition to secondary school.	Transition to secondary school can create positive and negative feelings that can be managed using different strategies. These include finding out information about transition; visiting the school; building up self-esteem and resilience and talking to friends, family and teachers.	Health & Wellbeing: Growing and Changing (A)
Physical Development				
	Year 1	Identify the stages people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.	People grow from being babies to toddlers, then children, adolescents, adults and elderly people. As people grow older, they have more responsibilities, such as having a job, buying a house, looking after children and elderly parents.	Childhood (Sp1)
	Year 2	Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls.	The human body is made up of many different parts. Some of these are the same in boys and girls: head, eyes, ears, nose, mouth, neck, shoulders, arms, hands, chest, tummy, legs, ankles and feet. Some of these are different in boys and girls: boys have testicles and a penis, and girls have a vagina.	Health & Wellbeing: Growing and Changing (S)
	Year 3	Describe how growing up provides life experiences that can teach valuable lessons.	Positive and negative experiences can help people learn and improve. For example, falling out with friends over the choice of game might teach someone to listen to others and take it in turns in future.	Health & Wellbeing: Growing and Changing (A)
	Year 4	Recognise that growing up brings increasing independence and responsibility.	Independence means the ability to live your life without being helped or influenced by other people. Responsibility means that something is your job or duty. Independence and responsibility include decision-making, resisting peer pressure, keeping focussed and keeping safe.	Health & Wellbeing: Growing and Changing (A)
	Year 5	Describe the physical and emotional changes associated with puberty.	The physical changes associated with puberty include growth, spots, pubic hair growth, facial hair growth in boys and menstruation in girls. The emotional changes associated with puberty include mood swings and extreme emotional reactions.	Time Traveller (Sp1)
	Year 6	Describe the changes that happen during reproduction and pregnancy.	A female egg is fertilised by a male sperm cell and the fertilised egg then divides many times and forms into a baby over nine months.	Health & Wellbeing: Growing and Changing (A)



## Big Idea – Materials

Consumers	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Recognise that household products, including medicines, can be harmful if not used properly.	Some everyday products in our homes can be harmful if not used properly. These include medicines, cleaning products, such as bleach and washing powder, insecticides and pesticides. It is important not to touch these products and only use them under adult supervision when necessary.	Health & Wellbeing: Keeping Safe (A)
	Year 2	Describe the role that money plays in people's lives, including how to keep it safe, choices about spending or saving money and what influences those choices.	Money plays an important role in people's lives. People earn money by working and spend money on housing, food and entertainment. Most people have a bank account where their money is kept safe.	Living in the Wider World: Money Matters (Sp)
	Year 3	Demonstrate the skills needed to succeed in enterprise education.	Enterprise education is giving children the opportunity to practise using the skills and qualities that are needed when running a business. These skills and qualities include creativity, decision-making, initiative, managing risk, problem-solving, positive attitude, independence, communication and cooperation.	Living in the Wider World: Money Matters (S)
	Year 4	Examine the role money plays in the lives of children and adults today.	People have access to different amounts of money depending on their age, employment and family circumstances. Money is important as it pays for housing, food, clothing and entertainment.	Living in the Wider World: Money Matters (S)
	Year 5	Explain how to manage money and the importance of being a critical consumer.	Managing money involves budgeting so that there is enough money to buy essentials, spending wisely and avoiding debt. A critical consumer researches goods, ensures the price is fair, reads reviews and questions claims made in advertising.	Living in the Wider World: Money Matters (S)
	Year 6	Identify which commonly available substances and drugs (alcohol, tobacco and energy drinks) can damage their immediate and future health and safety.	Some substances and drugs are restricted or illegal to possess and use (tobacco, alcohol and cannabis) because they cause short- and long-term damage to people's physical, emotional and mental health. For example, in the short term, alcohol can make people feel drunk, fall over and lose their inhibitions. In the long term, it can cause liver disease, heart attacks and strokes.	Living in the Wider World: Money Matters (S)

## Big Idea – Significance

	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
Relationships	Year 1	Identify ways that they can help the people who look after them to protect them more easily.	Trusted adults look after children and keep them safe. To help them do this, it is important for children to listen to advice and do as they are told. Children also need to tell trusted adults if they feel worried or scared about anything so that help can be given.	Health & Wellbeing: Keeping Safe (A)
	Year 2	Recognise that they share responsibility for keeping themselves and others safe.	In different situations, it is important to know the appropriate response. For example, following road safety rules and listening to a trusted adult helps to keep people safe. Secrets do not need to be kept, even if they have promised.	Coastline (S2)
	Year 3	Demonstrate how they can help the people who are responsible for them to keep them healthy and safe.	Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour.	Health & Wellbeing: Keeping Safe (A)
	Year 4	Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support.	A relationship can be unhealthy if it makes an individual feel anxious, confused, uncertain or unsafe. Support is available from a variety of sources, including parents, trusted relatives, teachers and agencies, such as the NSPCC and Childline.	Health & Wellbeing: Keeping Safe (A)
	Year 5	Recognise ways to manage requests for personal images or images of others.	Some images are not appropriate to request or share. If a request makes them feel uncomfortable or concerned, they should seek help from a trusted adult.	Health & Wellbeing: Keeping Safe (Sp)
	Year 6	Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure.	Pressure to behave in unacceptable, unhealthy or risky ways can come from various sources, such as friends, family and social media. There are strategies to resist pressure, such as saying no, keeping eye contact, using mobile phones responsibly and walking away.	Health & Wellbeing: Keeping Safe (A)
Significant People				
	Year 1	Identify special people, what makes them special and how they should be treated.	Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special and have a special place in someone's life for many different reasons. Special people should be treated with love and respect.	Scholl Days (Sp2)
	Year 2	Recognise that there are special people who work in the community, who are responsible for helping or protecting people and can be contacted if help is needed.	Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.	Coastline (S2)
	Year 3	Define different types of relationship.	There are many types of relationship. An acquaintance is someone a person has met but does not know well. A friend is a person that someone knows well and likes but is not usually part of their family. A relative is a person who is a member of someone's family. A family is a group of people who are related to each other, such as a mother, grandfather and child.	Relationships: Valuing Difference (Sp)
	Year 4	Demonstrate what constitutes a positive, healthy relationship.	A positive, healthy relationship is one that is honest, fun, equal, supportive and caring. To promote a positive, healthy relationship, it is important to have a positive attitude, offer support, share interests and ideas and use humour.	Relationships: Valuing Difference (Sp)
	Year 5	Recognise that all people have personal boundaries and the right to privacy.	Personal boundaries may relate to the physical, intellectual, emotional, social or spiritual aspects of life. Each person can set and keep these boundaries.	Relationships: Valuing Difference (A)
	Year 6	Identify what individuals are willing to share with people including friends, family, classmates and others.	The amount and type of information shared can be different depending on the relationship individuals have with each other. Information that should not be shared includes personal details and inappropriate images. Everyone has the right to privacy.	Relationships: Valuing Difference (Sp)

## Big Idea – Comparison

Compare and Contrast	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
	Year 1	Identify the differences between surprises and secrets and recognise that some secrets shouldn't be kept.	A surprise is something unexpected. This might be a nice surprise, like a birthday party or a present, or not a nice surprise, like falling over in the playground. A secret is something private to the individual. However, if the secret makes them feel sad or scared, they should share it with a trusted adult.	Relationships: Feelings and Emotions (Sp)
	Year 2	Recognise what is fair and unfair, kind and unkind, right and wrong.	Some things appear to be unfair, unkind or wrong. It is important to recognise these situations and know how to act in a compassionate way.	Beat Band Boogie (A2)
	Year 3	Discuss the concept of keeping something confidential or secret, when a secret should be kept and when it is right to 'break a confidence' or 'share a secret'.	Some information must be kept confidential or secret. For example, it is important not to share personal information online. Some secrets need to be shared with a trusted adult if they make the person feel uncomfortable, anxious or afraid. For example, children should tell a trusted adult if they are being bullied.	Relationships: Feelings and Emotions (Sp)
	Year 4	Recognise that similarities and differences between people arise from several factors.	Some of the factors that result in similarities and differences between people include family background, culture, ethnicity, race, religious belief, age, gender and disability.	Road Trip USA! (S2)
	Year 5	Describe how our differences make us unique.	Every person is unique, which means there is only one of them. This is because each individual has their own culture, ethnicity, set of experiences, values, beliefs and talents.	Relationships: Valuing Difference (A)
	Year 6	Recognise how a town or city is enriched by the diversity of the people that live there.	Diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills.	Relationships: Valuing Difference (Sp)

## Big Idea – Place

	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
Diversity	Year 1	Recognise that each person is unique and that there never has been and never will be another 'them'.	Unique means being the only one existing of its type. Every person in the world is unique as there is only one of them. There are some things that many people have, such as two legs, two arms, two eyes, a nose and a mouth. There are also many differences between people, such as appearance, thoughts, feelings, family and friends. It is these things that make us unique.	Childhood (Sp1)
	Year 2	Identify the similarities and differences between people.	People have many similarities and differences. These can include family background, school, appearance, community, religious beliefs and life experiences. All people should be treated with kindness, compassion and respect, regardless of differences between them.	Relationships: Valuing Difference (A)
	Year 3	Identify the range of national, regional, religious and ethnic identities in the United Kingdom.	An identity is who a person is or their qualities. A national identity means belonging to a nation or country, such as being English or Indian. A regional identity means belonging to a part of a country, such as being from South Yorkshire in England or being from Kenya in Eastern Africa. A religious identity means belonging to a religion, such as Buddhism or Islam. An ethnic identity is a sense of belonging based on a person's cultural heritage, traditions, language and ancestry, such as indigenous peoples (people who were the original settlers of a place).	Living in the Wider World: Rights and Responsibilities (S)
	Year 4	Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment.	Marriage is a commitment freely entered into by two people. Each person makes promises that are legally binding. A civil partnership is a legal relationship between two people that gives them the same rights as people who are married. It is also important to remember that people can have committed relationships without going through a legal marriage or civil partnership ceremony.	Living in the Wider World: Rights and Responsibilities (S)
	Year 5	Recognise that forcing anyone to marry is a crime and that support is available to prevent forced marriage.	No one should marry if they are not making the decision freely or if they do not want to marry. Forcing anyone to marry is a crime. Support is available from charities and helplines.	Living in the Wider World: Rights and Responsibilities (S)
	Year 6	Recognise there are some cultural practices that are against British law and universal human rights, such as female genital mutilation (FGM).	Some cultural practices are not against British law, such as the food, clothing and language associated with a culture. Some cultural practices are against British law, such as female genital mutilation (FGM). There are support services available to anyone who may be at risk from some cultural practices, such as the FGM National Clinical Group.	Living in the Wider World: Rights and Responsibilities (S)
Place in the World	Year 1	Describe how they can contribute to the life of the class and school.	Contributing to the life of the class and school could include joining a club or school team, taking part in a concert or play, volunteering as a playtime buddy or classroom helper and following the class and school rules.	School Days (Sp2)
	Year 2	Recognise that they belong to different communities.	Children belong to several different communities, including class, school, family, sports teams and faith groups.	Living in the Wider World: Rights and Responsibilities (Sp)
	Year 3	Recognise that they have different rights and responsibilities at home, at school, in the community and towards the environment, and develop skills to exercise these responsibilities.	A person has responsibilities (jobs or duties) and rights (entitlements that everyone has) at home, at school, in the community and towards the environment. For example, children have a responsibility to follow the school rules and a right to be treated fairly by teachers and other children.	Living in the Wider World: Rights and Responsibilities (S)
	Year 4	Predict and assess risks in different situations and decide how to manage risk.	Most activities have some element of risk. It is important to assess the risks involved and manage them appropriately. For example, this may include wearing a cycling helmet and high-visibility jacket when cycling.	Living in the Wider World: Rights and Responsibilities (S)
	Year 5	Recognise how and why rules and laws that protect them and others are made and enforced.	Rules and laws are made to protect members of society. Different rules and laws are needed in different situations. People can take part in democratic activities, such as voting in elections. There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws.	Living in the Wider World: Rights and Responsibilities (S)
	Year 6	Outline the universal human rights shared by all peoples and societies and recognise that children have special	There are 30 universal human rights and freedoms. There are also additional rights for children that have primacy over national law and family and community practices, such as the right to education and an adequate standard of living.	A Child's War (S2)

		rights set out in the United Nations Convention on the Rights of the Child.		
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## Big Idea – Investigation

Issues, evidence and Ideas	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Identify times when people are unkind and understand how to respond.	People can be unkind sometimes. It is important not to be unkind in return. Try to keep calm and consider other people's points of view. Respond by discussing the problems and seek help from a trusted adult if unable to solve them.	Relationships: Valuing Difference (Sp)
	Year 2	Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community.	Rules are needed to help people live and work together safely and effectively. They should be decided on and agreed to as a group. They involve how people should behave, treat other people, treat other people's possessions and keep themselves and their environment safe and clean.	Living in the Wider World: Rights and Responsibilities (Sp)
	Year 3	Demonstrate ways to resolve differences.	There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	(A1) Gods and Mortals (Sp1)
	Year 4	Discuss the interdependence of members of the school community.	Interdependence means depending on each other. Members of the school community need to listen and respond to each other constructively and positively, treating each other with kindness and respect.	Living in the Wider World: Rights and Responsibilities (S)
	Year 5	Debate topical issues, problems and events that are of concern to them as individuals and to society.	A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn.	Sow, Grow and Farm (A1) Time Traveller (Sp1) Pharaohs (Sp1)
	Year 6	Recognise and challenge stereotypes.	A stereotype is a prejudged belief about a particular person or group of people that is made without knowing them. Forming stereotypes of people can be hurtful and may lead to bullying and hate crimes.	Relationships: Valuing Difference (Sp)
Media				
	Year 1	Identify different types of media. Media is any way of getting news.	It can include newspapers, the internet, magazines, television or radio.	Media Week (A)
	Year 2	Recognise that the media can influence personal views, feelings and behaviour.	The media can influence how people feel and behave. For example, a news report about the effect of littering might encourage people to put litter in the bin or recycle.	Media Week (A)
	Year 3	Discuss how advertising can influence personal views, feelings and behaviour.	Adverts attempt to make people buy products by influencing their views, feelings and behaviour. Words, images, music, design, slogans and promises are devices that are used in advertising to influence people.	Media Week (A)
	Year 4	Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves.	Images in the media can be manipulated and selected to give a false reality, such as having smoother skin or a different body shape. This can affect how some people feel about themselves and they may aspire to look that way in real life.	Media Week (A)
	Year 5	Critique how the media presents information.	The media can inform the public about important issues but may present an unbalanced view. This can influence people's views, feelings and behaviour.	Media Week (A)
	Year 6	Explain how information contained in social media can misrepresent or mislead.	Information presented on social media may be untrue, exaggerated or written to create a response. For example, 'flaming' is writing deliberately offensive comments to provoke reactions in others. It is used by some people on social media to create arguments and controversy.	Media Week (A)

## Big Idea – Processes

Environment	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Recognise how people can improve or harm their local, natural and built environments.	The local environment can be improved by people looking after it. This might include picking up litter, planting wildflowers and trees to encourage wildlife and walking rather than travelling by car. The local area can be harmed by air pollution from car emissions and smoke, litter, graffiti and dog fouling.	The Enchanted Woodland (A1)
	Year 2	Demonstrate the strategies and skills needed to care for their local, natural and built environments, including conserving energy.	It is important to care for the local, natural and built environment. Some strategies that can be used to care for the environment include recycling, avoiding using disposable products, growing fruit and vegetables, reusing materials, walking or cycling instead of travelling by car, turning off lights when they are not needed and conserving water.	Living in the Wider World: Taking Care of the Environment (Sp)
	Year 3	Explain why people in different countries do not have access to the same resources, and how people with few resources are helped.	There are many factors that can affect people's access to resources (wealth, age, disabilities, education, ethnicity, gender and geographic location). There are services available to help people that struggle to access resources. For example, WaterAid provides clean water to poor communities and the British Red Cross provides healthcare services to those in need.	Living in the Wider World: Taking Care of the Environment (S)
	Year 4	Describe how interrupted access to resources can affect individuals or communities.	Resources, such as clean water, food, housing and medical services, can be interrupted due to wars or natural disasters. Lack of access to these resources can cause starvation, the spread of disease, poverty and homelessness.	Living in the Wider World: Taking Care of the Environment (S)
	Year 5	Recognise that resources can be allocated in different ways and that this can affect individuals and communities.	There is an uneven allocation and distribution of resources across the world. Trade agreements can help with resource allocation but do not always benefit all countries.	Living in the Wider World: Taking Care of the Environment (S)
	Year 6	Debate the advantages and disadvantages of globalisation.	Globalisation is the increase of trade around the world. There are some advantages, such as increased employment and fair trade. For example, the Fairtrade Foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain a stronger position in the global market and invest in local communities. There are also some disadvantages of globalisation, such as pollution and the loss of indigenous peoples' culture and land.	Living in the Wider World: Taking Care of the Environment (S)