



PSHE/RSE Long Term Overview


Unit of Study		Year Groups													
		EYFS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Family & Relationships	Autumn 1	Self-regulation: My feelings		Setting ground rules for PSHE lessons		Setting ground rules for PSHE lessons		Setting ground rules and signposting		Setting ground rules and signposting		Setting ground rules and signposting		Setting ground rules for PSHE and RSE	
		Identifying my feelings Feelings jars Coping strategies Describing feelings Facial expressions Creating a calm corner		What is family? What are friendships? Recognising other people's emotions Working with others Friendship problems Healthy friendships Gender stereotypes		Families offer stability and love Families are all different Other people's feelings Unhappy friendships Introduction to manners and courtesy Change and loss Gender stereotypes: Careers and jobs		Healthy families Friendship conflicts Friendship: conflict Vs bullying Effective Communication Learning who to trust Respecting differences in others Stereotyping: gender Stereotyping: Age		Respect and manners Healthy friendships How my behaviour affects others Bullying Stereotypes: Gender Stereotypes: Disability Families in the wider world Change and loss		Build a friend Friendship skills Marriage Respecting myself Family life Bullying Stereotyping: Gender Stereotypes: Race and religion		Respect Respectful relationships Stereotypes: Attitudes Challenging stereotypes Resolving conflict Change and loss	
		Key Vocabulary: happy sad angry calm scared loved happy cheerful smiley unhappy upset miserable cross frustrated caring friendly quiet relaxed scared nervous worried excited surprised tired proud shy bored sorry		Key Vocabulary: behaviour care emotions family feelings friend friendly problem stereotype		Key Vocabulary: friendship love manners feelings emotions family stereotype respect		Key Vocabulary: bullying communicate empathy open questions similar solve stereotype sympathy trust		Key Vocabulary: act of kindness authority bereavement boundaries bystander permission		Key Vocabulary: attributes bullying bystander cyberbullying marriage secret wedding		Key Vocabulary: authority conflict earn expectation grief grieving resolve respect stereotype	
		Disciplinary (Skills)	Substantive (Knowledge)	Disciplinary (Skills)	Substantive (Knowledge)	Disciplinary (Skills)	Substantive (Knowledge)	Disciplinary (Skills)	Substantive (Knowledge)	Disciplinary (Skills)	Substantive (Knowledge)	Disciplinary (Skills)	Substantive (Knowledge)	Disciplinary (Skills)	
		Talking about people that hold a special place in my life. To identify and express different feelings and emotions. To explore coping strategies to help regulate emotions.	To understand that families look after us. To know some words to describe how people are related (e.g. aunty, cousin, etc.)	Exploring how families are different to each other. Exploring how friendship problems can be overcome.	To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships.	Understanding ways to show respect for different families. Understanding that families offer love, care and support.	To know that I can talk to trusted adults or services such as Childline if I experience family problems. To know that bullying can be physical or verbal.	Learning that problems can occur in families and that there is help available if needed. Exploring ways to resolve	To know that families are varied in the UK and across the world. To understand the different roles related to bullying including the	Using respectful language to discuss different families. Exploring physical and emotional boundaries in	To know that marriage is a legal commitment and a choice people can make. To know that, if I have a problem, I can	Identifying ways families might make children feel unhappy or unsafe. Exploring the impact that bullying might have.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.	Identifying ways to resolve conflict through negotiation and compromise. Discussing how and why	


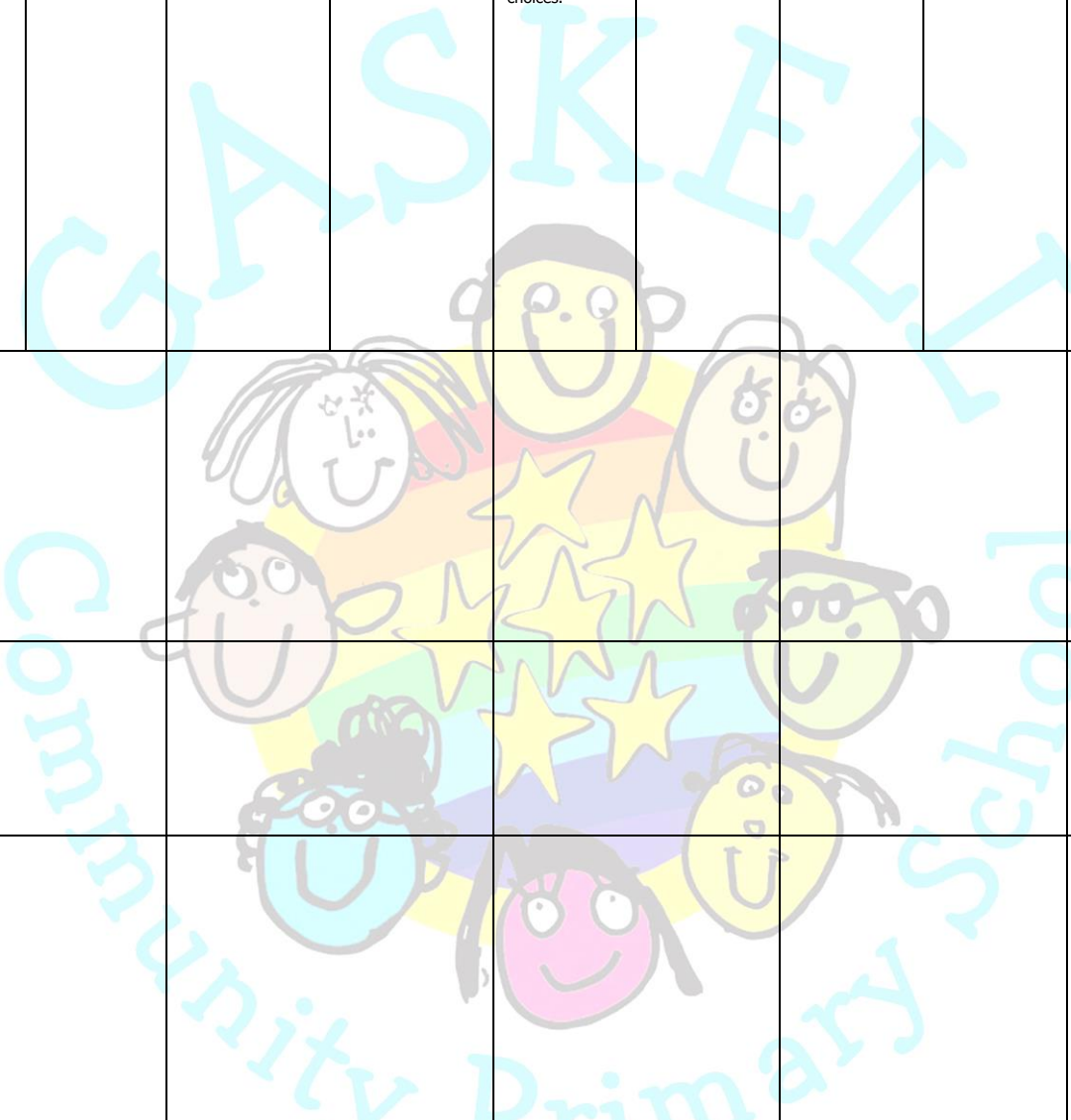
	<p>To learn new words to talk about our feelings.</p> <p>To explore different facial expressions and what they mean.</p> <p>To identify different feelings and to moderate behaviour socially and emotionally.</p>	<p>To know that some information about me and my family is personal.</p> <p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls only'.</p>	<p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To understand that some problems in friendships might be more serious and need addressing.</p> <p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p> <p>To know that there are ways we can remember people or events</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p> <p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p> <p>Exploring how loss and change can affect us.</p>	<p>To know that bullying is repeated, not a one-off event.</p> <p>To know that violence is never the right way to solve a friendship problem.</p> <p>To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>To know the signs of a good listener.</p> <p>To understand that there are similarities and differences between people.</p> <p>To understand some stereotypes related to age.</p>	<p>friendship problems.</p> <p>Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Identifying who I can trust.</p> <p>Learning about the effects of non-verbal communication.</p> <p>Exploring the negative impact of stereotyping.</p>	<p>victim, bully and bystander.</p> <p>To understand that everyone has the right to decide what happens to their body.</p> <p>To understand the courtesy and manners which are expected in different scenarios.</p> <p>To understand some stereotypes related to disability.</p> <p>To know that bereavement describes the feeling someone might have after someone dies or following another big change in their lives.</p>	<p>friendships.</p> <p>Exploring how my actions and behaviour can affect other people.</p> <p>Discussing how to help someone who has experienced a bereavement</p>	<p>call Childline on 0800 1111.</p> <p>To know what attributes and skills make a good friend.</p> <p>To understand what might lead to someone bullying others.</p> <p>To know what action a bystander can take when they see bullying.</p> <p>To understand that positive attributes are the good qualities that someone has.</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>	<p>Exploring issues that might be encountered in friendships and how these might impact the friendship.</p> <p>Exploring and questioning the assumptions we make about people based on how they look.</p> <p>Exploring our positive attributes and being proud of these (self-respect).</p>	<p>To understand what respect is.</p> <p>To understand that everyone deserves respect but respect can be lost.</p> <p>To understand that stereotypes can lead to bullying and discrimination.</p> <p>To understand that loss and change can cause a range of emotions.</p> <p>To know that grief is the process people go through when someone close to them dies.</p>	<p>respect is an important part of relationships.</p> <p>Identifying ways to challenge stereotypes.</p> <p>Exploring the process of grief and understanding that it is different for different people.</p>
<div>Health and Wellbeing</div> <div>Autumn 2</div> <div><div><div>+</div><div>Health and Wellbeing</div></div></div>	<div>Building relationships</div> <div>Special relationships:</div> <div>My family Special people Sharing I am unique My interests Similarities and differences</div>	Understanding my emotions What am I like? Ready for bed Relaxation Handwashing and personal hygiene Sun safety Allergies People who help us keep healthy	Experiencing different emotions Being active Relaxation: Breathing exercises Steps to success Developing a growth mindset Healthy diet Looking after our teeth	My healthy diary Relaxation: stretches Wonderful me My super powers Resilience: breaking down barriers Communicating my feelings Diet and dental health	Looking after our teeth Relaxation: Visualisation Celebrating mistakes Meaning and purpose: My role My happiness Emotions Mental Health	Relaxation: Yoga The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy Meals Sun safety	What can I be? Relaxation: Mindfulness Taking responsibility for my health The impact of technology on health Resilience toolkit Immunisation Good and bad habits Physical Health concerns						
	<div>Key Vocabulary:</div> <div>valuable special different sharing take turns timer passion like dislike</div>	<div>Key Vocabulary:</div> <div>allergy emotions feelings germs ill (poorly) qualities relax</div>	<div>Key Vocabulary:</div> <div>diet exercise goal growth mindset healthy physical activity relaxation skill strengths</div>	<div>Key Vocabulary:</div> <div>alone balance barriers belonging identity lonely resilience</div>	<div>Key Vocabulary:</div> <div>fluoride healthy mental health negative emotions positive emotions relaxation resilience skill visualise</div>	<div>Key Vocabulary:</div> <div>fail goal protect relaxation responsibility steps</div>	<div>Key Vocabulary:</div> <div>antibodies growth mindset habit qualities responsibility skill vaccination</div>						

	enjoy special, individual same												
	<p>To talk about our families.</p> <p>To understand that all families are valuable and special.</p> <p>To talk about people who hold a special place in children's lives and think about what it means to be a valued person.</p> <p>To understand why it is important to share and cooperate with others.</p> <p>To develop strategies to help when trying to share with others.</p> <p>To see themselves as a valuable individual.</p> <p>To understand that it is ok to like different things.</p> <p>To share their interests with the group.</p> <p>To explore diversity through thinking about similarities and differences.</p>	<p>Substantive (Knowledge) To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p>Disciplinary (Skills) Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>Substantive (Knowledge) To know that food and drinks with lots of sugar are bad for our teeth.</p> <p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p> <p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Disciplinary (Skills) Exploring the effect that food and drink can have on my teeth.</p> <p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy, balanced diet.</p> <p>Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.</p> <p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self-respect.</p>	<p>Substantive (Knowledge) To understand ways to prevent tooth decay.</p> <p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Disciplinary (Skills) To understand ways to prevent tooth decay.</p> <p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p> <p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Substantive (Knowledge) To know key facts about dental health.</p> <p>To know that visualisation means creating an image in our heads.</p> <p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To 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>	<p>Disciplinary (Skills) Developing independence in looking after my teeth.</p> <p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p> <p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>Substantive (Knowledge) To understand the risks of sun exposure.</p> <p>To know that relaxation stretches can help us to relax and de-stress.</p> <p>To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>To know that what we do before bed can affect our sleep quality.</p> <p>To understand what can cause stress.</p> <p>To understand that failure is an important part of success.</p>	<p>Disciplinary (Skills) Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing greater responsibility for ensuring good quality sleep.</p> <p>Taking responsibility for my own feelings.</p>	<p>Substantive (Knowledge) To understand that vaccinations can give us protection against disease.</p> <p>To know that changes in the body could be possible signs of illness.</p> <p>To understand that a number of factors contribute to my physical health (diet, 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> <p>To understand that a number of factors contribute to my mental health (diet, exercise, rest/relaxation).</p> <p>To know the effects technology can have on mental health.</p>	<p>Disciplinary (Skills) Considering ways to prevent illness.</p> <p>Identifying some actions to take if I am worried about my health or my friends' health.</p> <p>Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Exploring ways to maintain good habits.</p> <p>Setting achievable goals for a healthy lifestyle.</p> <p>Exploring my personal qualities and how to build on them.</p> <p>Developing strategies for being resilient in challenging situations.</p>
	Spring 1: Managing self My wellbeing:	Adults in school Adults outside school Getting Lost		Introduction to the internet Communicating online Secrets and surprises		First Aid: emergencies and calling for help First aid: Bites and stings Be kind online		Internet safety: Age restrictions Share aware First Aid: Asthma		Online Friendships Staying safe online Puberty Menstruation		Alcohol Critical digital consumers Social Media	

<div>Safety and the changing body</div> <div>Spring</div> <div><div></div><div>Safety and the changing body</div></div>	<div>What is exercise Yoga and relaxation Looking after ourselves Being a safe pedestrian Eating healthily Eating a rainbow of food Spring 2: Taking on challenges Why do we have rules Building towers Team den building Grounding Team races Circus skills</div>	Making an emergency phone call Appropriate contact Safety with substances Safety at home People who help to keep us safe		Appropriate contact: My private parts Appropriate contact: My private parts are private Respecting personal boundaries Road Safety Crossing roads safely Staying safe with medicine		Cyberbullying Fake emails Making choices Influences Keeping safe out and about		Privacy and secrecy Consuming information online Introducing puberty Tobacco		Emotional changes in puberty First Aid: Bleeding and head injuries Alcohol, drugs and tobacco: Making decisions		Physical and emotional changes of puberty Conception Pregnancy and birth First Aid: Choking First Aid: Basic Life support	
	<div>Key Vocabulary: movement healthy heart lungs brain bones muscle yoga meditate pose care wellbeing routine balanced diet energy superfood hazard crossing sensible aware</div>	Key Vocabulary: accident drug emergency hazards medicine physical contact polite respect role trust		Key Vocabulary: medicine pedestrian private secret surprise penis testicles/testes vulva vagina		Key Vocabulary: allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries		Key Vocabulary: age restriction asthma breasts genitals law penis private protect puberty pubic testicles/testes tobacco		Key Vocabulary: attraction bladder breasts cervix clitoris decision egg or ova ejaculation erection fallopian tube friend influence labia menstruation/period nipples ovary/ovaries private puberty pubic hair scrotum testicles/testes vagina vulva		Key Vocabulary: alcohol bladder breasts cervix clitoris conception cyberbullying egg or ova ejaculation erection fallopian tube fertilisation genitals internet trolling labia menstruation/period nipples ovary/ovaries penis pregnant puberty pubic hair scrotum sexual intercourse sperm sperm duct testicles/testes	
	<div>Rule persistence challenge problem solving mistake cope teamwork grounding technique trial and error</div>	<div>Substantive (Knowledge) To know that some types of physical contact are never appropriate.</div>	<div>Disciplinary (Skills) Practising what to do if I get lost.</div>	<div>Substantive (Knowledge) To know the PANTS rule.</div>	<div>Disciplinary (Skills) Discussing the concept of privacy.</div>	<div>Substantive (Knowledge) To understand that cyberbullying is bullying which takes place online.</div>	<div>Disciplinary (Skills) Exploring ways to respond to cyberbullying or unkind behaviour online.</div>	<div>Substantive (Knowledge) To understand that there are risks to sharing things online.</div>	<div>Disciplinary (Skills) Discussing how to seek help if I need to.</div>	<div>Substantive (Knowledge) To know the steps to take before sending a message online (using the THINK mnemonic).</div>	<div>Disciplinary (Skills) Developing an understanding of how to ensure relationships online are safe.</div>	<div>Substantive (Knowledge) To understand that online relationships should be treated in the same way as face to face relationships.</div>	<div>Disciplinary (Skills) Exploring an understanding about the reliability of online information.</div>
	<div>Learning about the importance of exercise and exploring how exercise affects different parts of the body.</div> <div>Exploring yoga, guided meditation and relaxation.</div> <div>Understanding why it is important to take care of oneself.</div> <div>Exploring what it means to be a safe pedestrian.</div> <div>Exploring what it means to eat healthily.</div> <div>Understanding the importance of healthy food choices and what a balanced diet is.</div> <div>To understand why we have rules.</div>	<div>To know what to do if I get lost.</div> <div>To know that a hazard is something which could cause an accident or injury.</div> <div>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</div> <div>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</div> <div>To know that emergency services are the police, fire service and the</div>	<div>Identifying hazards that may be found at home.</div> <div>Understanding people's roles within the local community that help keep us safe.</div> <div>Learning what is and is not safe to put in or on our bodies.</div> <div>Practising making an emergency phone call.</div>	<div>To know that I should tell an adult if I see something that makes me uncomfortable online.</div> <div>To understand the difference between secrets and surprises.</div> <div>To know the rules for crossing the road safely.</div> <div>To know that medicine can help us when we are ill.</div> <div>To understand that we should only take medicines when a trusted adult says we can.</div> <div>To know the names of parts of my body, including private parts.</div>	<div>Exploring ways to stay safe online.</div> <div>Learning how to behave safely near the road and when crossing the road.</div> <div>Exploring what people can do to feel better when they are ill.</div> <div>Learning how to be safe around medicines.</div>	<div>To know the signs that an email might be fake.</div> <div>To know the rules for being safe near roads.</div>	<div>Identifying unsafe things people might do near roads unsafe.</div> <div>Beginning to recognise unsafe digital content.</div>	<div>To understand the risks associated with smoking tobacco.</div> <div>To understand the physical changes to both male and female bodies as people grow from children to adults.</div> <div>To know that asthma is a condition that causes the airways to narrow.</div>	<div>Exploring what to do if an adult makes me feel uncomfortable.</div> <div>Learning about the benefits and risks of sharing information online.</div> <div>Discussing the benefits of being a non-smoker.</div> <div>Discussing some physical and emotional changes during puberty.</div> <div>Learning how to help someone who is having an asthma attack.</div>	<div>To know some of the possible risks online.</div> <div>To know some strategies I can use to overcome pressure from others and make my own decisions.</div> <div>To understand the process of the menstrual cycle.</div> <div>To know the names of the external sexual parts of the body and the internal reproductive organs.</div> <div>To know that puberty</div>	<div>Learning to make 'for' and 'against' arguments to help with decision making.</div> <div>Learning about the emotional changes during puberty.</div> <div>Identifying reliable sources of help with puberty.</div> <div>Learning about how to help someone who is bleeding.</div>	<div>To know where to get help with online problems.</div> <div>To understand the risks associated with drinking alcohol.</div> <div>To understand how a baby is conceived and develops.</div> <div>To know how to conduct a primary survey (using DRSABC).</div>	<div>Exploring online relationships including dealing with problems.</div> <div>Discussing the reasons why adults may or may not drink alcohol.</div> <div>Discussing problems which might be encountered during puberty and using knowledge to help.</div> <div>Placing an unresponsive patient into</div>

	To understand the importance of persistence in the face of challenge and developing confidence in their own ability to solve problems. To learn and practise 'grounding' coping strategies.	ambulance service.								happens at different ages for different people. To know how to assess a casualty's condition.		the recovery position.	
Citizenship Summer 1  Citizenship	Self-regulation: Listening and following instructions Simon says Listening to a story Pass the whisper Obstacle races Blindfold walk Treasure hunt	Rules Caring for others: Animals The needs of others Similar, yet different Belonging Democratic decisions	Rules beyond school Our school environment Our local environment Job roles in our local community Similar yet different – my local community School council Giving my opinion	Rights of the child Rights and Responsibilities Recycling Local community groups Charity Local democracy Rules	What are human rights? Caring for the environment Community Contributing Diverse communities Local councillors	Breaking the law Rights and responsibilities Protecting the planet Contributing to the community Pressure groups Parliament	Human rights Food choices and the environment Caring for others Prejudice and discrimination Valuing diversity National democracy						
	Key Vocabulary: explain instruction odd different clue friends truth feelings honest listening persevere team festival celebration turn-taking support	Key Vocabulary: care democracy different fair pet responsibility rule similar unique vote	Key Vocabulary: election environment identity job opinion rule school council volunteer vote	Key Vocabulary: charity community consequence council councillor law recycling rights United Nations (UN)	Key Vocabulary: authority cabinet community council council officer diversity environment human rights local government protect reuse United Nations/UN volunteer	Key Vocabulary: defendant environment freedom of expression government House of Commons human rights judge jury Member of Parliament (MP) parliament pressure group Prime Minister trial	Key Vocabulary: authority conflict earn expectation grief grieving protected characteristics resolve respect stereotype						
	Learning the importance of listening carefully by playing recall games. Understanding the importance of listening carefully, telling the truth and thinking of others' feelings. Following instructions or actions and persevering when things get difficult. Learning to follow instructions involving several ideas or actions and giving simple instructions. Learning to listen and respond to phrases and instructions.	Substantive (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.	Disciplinary (Skills) Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.	Substantive (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 everyone has similarities and differences.	Disciplinary (Skills) Explaining why rules are in place. 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	Substantive (Knowledge) To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area. To know that elections are held where adults can vote for local councillors. To understand some of the	Disciplinary (Skills) Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	Substantive (Knowledge) To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking after local residents and the needs of the council.	Disciplinary (Skills) Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	Substantive (Knowledge) To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the	Disciplinary (Skills) Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding	Substantive (Knowledge) 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	Disciplinary (Skills) Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes that are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination.

					the local community.	consequences of breaking rules. To understand the role of charities in the community.		To know that there are a number of groups that make up the local community.		government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	of how parliament and Government work. Identifying ways people can bring about change in society.	someone based on certain information. To know that discrimination is treating someone differently because of certain factors.	Identifying appropriate ways to share views and ideas with others.
Economic Wellbeing Summer 2 	Building relationships: My family and friends Festivals Sharing What makes a good friend Being a good friend Teamwork Celebrating friendships	Introduction to money Looking after money Banks and Building societies Saving and spending Jobs in schools	Where money comes from Needs and wants Wants and needs Looking after money Jobs	Ways of paying Budgeting How spending affects others Impact of spending Jobs and careers Gender and careers	Spending choices Keeping track of money Looking after money Influences on career choices Changing job	Borrowing Income and expenditure Risks with money Prioritising spending Stereotypes in the workplace	Attitudes to money Keeping money safe Gambling What jobs are available? Career routes						
	Key Vocabulary: behaviour care emotions family feelings friend friendly problem stereotype permission	Key Vocabulary: bank bank account building society cash choice coins earn interest job money money box notes pocket money purse safe save skill spend value wallet	Key Vocabulary: coins need notes priority want	Key Vocabulary: budget expense feeling qualification stereotype	Key Vocabulary: bank balance bank statement career debit card	Key Vocabulary: discrimination expenditure giving back Income interest repayment	Key Vocabulary: gambling growth mindset PIN qualities responsibility skill						
	Thinking about the perspectives of others in the class and learning about how different beliefs celebrate special times. Understanding why sharing is important. Understanding the characteristics that make a good friend. Learning the importance of supporting others by being kind. Understanding the importance of	Substantive (Knowledge) To know that coins and notes have different values. To know some of the ways children may receive money. To know that it is wrong to steal money. To know that banks are places where we can store our money.	Disciplinary (Skills) 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.	Substantive (Knowledge) To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the features to look at when selecting a bank account.	Disciplinary (Skills) Identifying whether something is a want or need. Recognising that people make choices about how to spend money. Exploring the reasons why people choose certain jobs.	Substantive (Knowledge) To understand that there are different ways to pay for things. To know that budgeting money is important. To understand that there are a range of jobs available. To understand that some stereotypes can exist around	Disciplinary (Skills) Discussing the range of feelings which money can cause. Discussing the different attitudes people have to money. Exploring the impact our spending can have on other people. Considering the advantages and disadvantages	Substantive (Knowledge) To know that money can be lost in a variety of ways. To understand the importance of tracking money. To know that many people will have more than one job or career in their lifetimes. Exploring ways to overcome	Disciplinary (Skills) Exploring the factors which affect whether something is value for money. Discuss some impacts of losing money. Identifying negative and positive influences that can affect our career choices.	Substantive (Knowledge) To know that when money is borrowed it needs to be paid back, usually with interest. To know that it is important to prioritise spending. To know that income	Disciplinary (Skills) Discussing risks associated with money. Making a budget based on priorities. Discussing the role of money in selecting a job.	Substantive (Knowledge) To understand that there are certain rules to follow to keep money safe in bank accounts. To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.	Disciplinary (Skills) Recognising differences in how people deal with money and the role of emotions in this. Discussing some risks associated with gambling. Identifying jobs that might be suitable for them.

	<p>perseverance in the face of challenge.</p> <p>Planning a party to celebrate the special friendships within the class.</p>	<p>To know some jobs in school.</p> <p>To know that different jobs need different skills.</p>			<p>jobs but these should not affect people's choices.</p>	<p>of different payment methods.</p>	<p>stereotypes in the workplace.</p>		<p>is the amount of money received and expenditure is the amount of money spent.</p> <p>To know some ways that people lose money.</p>	<p>Discussing how income can change and the feelings associated with this.</p>	<p>To understand that different jobs have different routes into them.</p> <p>To understand that people change jobs for a number of reasons.</p> <p>To know that banks and organisations such as Citizens' Advice can help with money-related problems.</p>	
<p>Identity</p> <p>Summer 2</p> <p>Year 6 only</p> <div><p>Identity</p></div>										<p>What is identity?</p> <p>Identity and Body Image</p>		
											<p>Key Vocabulary:</p> <p>change</p> <p>identity</p> <p>images</p> <p>manipulation</p> <p>media</p>	
											<p>Substantive (Knowledge)</p> <p>To know that identity is the way we see ourselves and also how other people see us.</p> <p>To know that people may see us differently as to how we</p>	<p>Disciplinary (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>

							see ourselves. To know that images can be manipulated and are not realistic.	Exploring how the media might influence our identity.
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