

Lindow Community Primary School



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Community
Primary School

Relationships and Sex Education Policy

Introduction:

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential. PSHE and RSE sits within our umbrella of SMSC (Spiritual, Moral, Social & Cultural) curriculum which encompasses personal development across the whole school.

Statutory Requirements and Purpose:

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity

Relationships education is a statutory requirement from September 2020. The focus of Relationships education is upon: ***‘teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.’*** (DFE statutory guidance – Relationships Education 2019).

This policy has been written in consultation with parents/carers and the views of teachers and pupils have also been considered.

Classroom practice and pedagogy will take into account pupils’ ability, age, readiness and cultural backgrounds, and will be adjusted to enable all pupils to access the learning. At Lindow Community Primary School, our PSHE education provision is accessible to every pupil, although parents have a right to withdraw their child from those parts of RSE not within the National Curriculum science programmes of study.

From an early age, pupils will be taught about a range of relationships including friendships and family. Through the relationships scheme of work, exploration of the meaning of ‘friendships’ and ‘family’ will be a focus. There will be a particular emphasis on values such as kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

The intended outcomes of our programme are that pupils will:

- Know and understand families and people who care for me;
- Understand they have a right to caring friendships;
- Understand they have a responsibility to develop respectful relationships;
- Develop the skills of safe online relationships;
- Develop the attributes of being safe.

Safeguarding:

At Lindow Community Primary School, we are aware that effective PSHE and RSE education, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. Teachers will consult with the designated safeguarding lead. **Please see safeguarding policy for further information.**

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education. The parental right to withdraw pupils from RSE remains in primary education, for aspects of sex education which are not part of the Science curriculum.

Curriculum Design

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by taking into account the age, ability, readiness, and cultural backgrounds of our pupils and those with English as a second language to ensure that all can fully access PSHE education provision. With our promotion of SMSC across the whole school, we believe our curriculum should be rich in opportunities to support our pupils to have a broader awareness of the wider world. We will use PSHE education as a way to address diversity issues and to ensure equality for all by planning and teaching of the varying objectives which will require flexibility of approach, ensuring sensitivity at all times.

The Kapow Primary scheme is a whole school approach that consists of three areas of learning in EYFS: Reception (to match the EYFS Personal, social and emotional development prime area) and five areas of learning across Key stages 1 and 2.

EYFS:

- Self-regulation
- Building relationships
- Managing self

Key stage 1 and 2:

- Families and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where the lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. The scheme supports the requirements of the Equality Act through direct teaching, for example learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons. No Outsiders continues to support quality teaching and learning in this area through using books and stories to further explore identities and focus on diversity as a whole.

Even though much of 'Living in the wider world' is not included in statutory requirements, at Lindow Community Primary School, we feel the theme as a whole remains vitally important for pupils' personal development and economic wellbeing.

We will share all curriculum materials with parents and carers upon request.

Some topics may be better taught as a whole class, although there may be times when small group or one to one work is more suitable depending on the needs and situations of the pupils in each class. For pupils with SEND, activities may need to be further adapted to ensure full inclusion during lessons. Teacher responses to pupils' enquiries and questions should be informative, yet sensitive, providing appropriate resources and material to support learning and understanding.

Strong links with Emotional Wellbeing also thread throughout. Pupils will be taught about positive emotional and mental wellbeing, and how positive relationships can support mental wellbeing.

In line with our Safeguarding policies, the subject of safe boundaries will also be explored. This will include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including staying safe online. The reporting of concerns and the seeking of advice will further support our safeguarding practices through sensitive and age/stage appropriate teaching content.

Sex Education

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in our policy guidance focuses on Relationships Education.

The content set out in this policy covers everything that as a primary school, we should teach about relationships and health, including puberty. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

At Lindow Community Primary School, we choose to cover additional content on sex education, in Year 6, as we believe it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The content of sex education in Year 6 includes preparing boys and girls for the changes that adolescence brings, as well as how our body develops through puberty and why these changes are needed. These are delivered as stand-alone sessions by the class teacher.

Legislation states that parents have the right to withdraw their children from aspect of RSE which do not form part of the science national curriculum. Guidance on this duty is available in the new RSE guidance document: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>. Therefore, the parental right to withdraw pupils from Sex Education remains in primary education, for aspects of sex education which are not part of the Science curriculum. Details of this are shared with parents in Year 6.

Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

- Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing and addressed to the headteacher.
- Alternative schoolwork will be given to pupils who are withdrawn from sex education.

Monitoring and Evaluation

Monitoring of the subject will be led by the PSHE Subject Leader. As part of the monitoring for this subject area, the Headteacher, Deputy Headteacher and other members of the Senior Leadership team will undertake lesson observations as part of the whole school monitoring schedule. Governors will be integral in ensuring that the policy is evaluated and reviewed in line with Government guidelines. This will take place through Curriculum committee meetings.

Policy Date: February 2025

Review Date: February 2026

Ratified by Governors: February 2025

Appendix 1 - Programme of Study

Progression of skills and knowledge

Families and relationships

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Family	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Exploring how families are different to each other.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
Friendships	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</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>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</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 know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</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>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>
Change and loss	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Family	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
Friendships	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Identifying who I can trust. Learning about the effects of non verbal communication. Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability.
Change and loss	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Family	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
Friendships	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination.
Change and loss	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly. Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Identifying personal strengths and qualities. Identifying different ways to manage feelings.	To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
Physical health and wellbeing	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</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>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p>	To know that visualisation means creating an image in our heads.
Mental wellbeing	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</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>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>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>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Health and prevention	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Taking responsibility for my own feelings.	To understand what can cause stress. To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
Basic first aid	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
Drugs, alcohol and tobacco	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
Being safe (including online)	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
The changing adolescent body	Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
Basic first aid	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different and that this is a good thing.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

Progression of skills and knowledge

Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring how money is used by people.	To know that people use money to buy things, including things they need and things they want.	Explaining adult money sources.	To know that many adults earn money by having a job.	Considering pros and cons of payment methods.	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.
Discussing how to keep money safe.	To know that coins and notes are types of money and have different values.	Identifying whether something is a want or need.	To know some basic needs for survival, such as food, water and shelter.	Contemplating budgeting benefits.	To know that spending should be based on necessity, importance, and available budget.
Discussing what to do if we find money.	To know that notes are higher in value than coins.	Comparing and contrasting 'wants' and 'needs'.	To know that a bank account is like a special place in a bank that keeps money safe until it is needed.	Planning and calculating within a budget.	To know that budgeting is planning how to spend and save the money that you have available.
Exploring choices people make about money.	To know that it is wrong to steal money.	Identifying the main features of bank account cards.	To know that a bank account card is like a special key that unlocks a bank account to access the money inside.	Discussing attitudes and feelings about money.	To know that budgeting is planning how to spend and save the money that you have available.
Developing an understanding of how banks work.	To know that money is valuable and needs to be looked after.	Exploring personal skills and talents.	To know that saving money is when we keep some money and don't spend it straight away.	Developing empathy in financial situations.	To know that money can cause us to have positive and negative feelings.
Listening to descriptions of professions.	To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.	Exploring the reasons why people choose certain jobs.	To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.	Handling negative financial emotions.	To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.
Thinking about questions they would like to ask others about their job.	To know that they should not show or give money to strangers.	Identifying some ways to make an environment inclusive and fair.		Making ethical spending decisions.	To know that different jobs contribute to our society in different ways.
Describing what different people do in their jobs.	To know that they can ask adults they know and trust about money and where to store it safely.	Reflecting on the importance of individuality and diversity.		Assessing impact of spending choices.	To know that different jobs contribute to our society in different ways.
	To know that banks are places where we can store our money.			Reflecting on future job based on goals.	To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.
	To know adults have jobs to help others and to earn money.			Challenging and understanding workplace stereotypes.	To know that it is important to consider what they are good at and enjoy doing when choosing future careers.
	To know that skills are things that we can do well and that everyone has different skills.			Ranking factors influencing job choices.	To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.
	To know that different jobs need different skills.				

Progression of skills and knowledge

Economic wellbeing

Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Recognising how to track money spent and saved.</p> <p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p> <p>Identifying influences on job choices.</p> <p>Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>	<p>To know that getting value for money involves considering the cost, usefulness and quality of items.</p> <p>To know that purchases can be influenced by needs, wants, peer pressure, and advertising.</p> <p>To know that people often earn interest when they keep savings in a bank account.</p> <p>To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.</p> <p>To know that people often change jobs or careers multiple times in their lives.</p> <p>To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.</p>	<p>Discussing money risks and management.</p> <p>Making and prioritising budgets.</p> <p>Discussing money's role in career choices.</p> <p>Assessing loan and borrowing responsibilities and suitability.</p> <p>Implementing money safeguarding strategies.</p> <p>Navigating emotional implications in financial situations.</p> <p>Seeking guidance for financial dilemmas.</p> <p>Integrating factors to inform career decisions.</p>	<p>To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank.</p> <p>To know the difference between money earned (income) and money spent (expenditure).</p> <p>To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.</p> <p>To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.</p> <p>To know that they should be cautious about sharing financial information.</p> <p>To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.</p> <p>To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.</p> <p>To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.</p>	<p>Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p> <p>Assessing risks in both physical and digital financial environments.</p> <p>Implementing safeguarding measures for money in real-world scenarios.</p> <p>Adapting to financial changes associated with transitioning to secondary school.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Identifying career options in multiple sectors.</p> <p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths.</p>	<p>To know that our emotions can be linked to money.</p> <p>To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.</p> <p>To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.</p> <p>To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.</p> <p>To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.</p> <p>To know that gambling can cause people to lose a lot of money and can be very addictive.</p> <p>To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>

Year 6 only

Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>