

PSHE Progression of Knowledge and Skills

Living in the wider world Term 3 and term 4 (spring terms)

Key to understanding this document: Black = National Curriculum objectives Red = Knowledge/Skills to be taught Green = Resources to be used

At The Discovery School we understand the importance of our children knowing more, remembering more and doing more. With this in mind, we teach the children the knowledge they require, ensuring they have opportunities for the retrieval of knowledge and the chance to apply new skills during their learning.

<u>Area of Learning</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Living in the wider world Belonging to a community	See EYFS Curriculum – Personal, Social, Emotional Development (ELG 06 – 08) and Understanding of the world (ELG 13-14)	What rules are; caring for others’ needs; looking after the environment <i>(Shared responsibilities)</i> L1: I know what rules are, why they are needed and why different rules are needed for different situations. Class rules, rules at home and outside. L2: I understand how people and other living things have different needs; about the	Belonging to a group; roles and responsibilities; being the same and different in the community <i>(Shared responsibilities)</i> L2: I understand how people and other living things have different needs; about the responsibilities of caring for them. -science life cycles <i>(Communities)</i> L4: I know about the different groups you can belong to.	The value of rules and laws; rights, freedoms and responsibilities. <i>(Shared responsibilities)</i> L1: I can recognise reasons for rules and laws; consequences of not adhering to rules and laws. L2: I know there are human rights that are there to protect everyone. L3: I understand there is a relationship between rights and responsibilities.	What makes a community; shared responsibilities <i>(Shared responsibilities)</i> L4: I understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. Discuss this as relevant to your class. Link to eco issues <i>(Communities)</i>	Protecting the environment; compassion towards others <i>(Shared responsibilities)</i> L4: I can show and talk about the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L 4 Circle time L5: I know ways to carry out shared responsibilities for	Valuing diversity; challenging discrimination and stereotypes. <i>(Communities)</i> L8: I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L9: I know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.

		<p>responsibilities of caring for them. How we care for people, animals and other living things (Food, water, air, basic needs) L3: I know about things you can do to help look after the environment. Recycling</p>	<p>Rainbows, brownies, beavers and cubs faith groups, classes and teams etc. L5: I know about the different roles and responsibilities people have in their community. L6: I can recognise the ways they are the same as and different to other people. L5 & L6 How being part of a community can help to feel included. We are all equal as part of a community.</p>	<p>L1, L2 & L3 link to safety week to understand that there are consequences for illegal actions.</p>	<p>L6: I know about the different groups that make up their community; what living in a community means. L7: I know how to value the different contributions that people and groups make to the community. L7 & L7 Discuss good and bad behaviour within your community.</p>	<p>protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) L5- geography links/topic <i>(Economic wellbeing: Money)</i> L19: I know that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics or giving money to charity). Link to topic of Fairtrade (rainforest)</p>	<p>L10: I know about prejudice; how to recognise behaviours actions which discriminate against others; ways of responding to it if witnessed or experienced. L8, L9 & L10 Discuss using to 'Windrush' generation WW2 topic <i>(managing hurtful behaviour and bullying)</i> R21: I know about discrimination; what it means and how to challenge it. Link this to the above statements.</p>
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Key Vocabulary		Rules, environment, different rules, different situations, responsibility, recycling	Life cycles, community, rainbows, brownies, beavers and cubs faith groups	Laws, consequences, human rights,	Compassion, eco issues,	Reduce, reuse and recycle, single use plastics, charities	Diversity, stereotypes, prejudice and discrimination.
Media literacy and digital resilience Need to marry up with online Computing curriculum.		<p>Using the internet and digital devices: communicating online.</p> <p><i>(Media literacy and digital resilience)</i> L7: I know about the internet and digital devices can be used safely to find things out and to communicate with others. How people find things out using the internet and digital devices. L8: I know about the role of the internet in everyday life. How and why people use the internet.</p>	<p>The internet in everyday life; online content and information.</p> <p><i>(Media literacy and digital resilience)</i> L8: I know about the role of the internet in everyday life. Phones, tablets computers L9: I know that not all information seen online is true. Understand that some content on the internet is factual & some is for entertainment e.g. news, games, videos.</p>	<p>How the internet is used: assessing information online</p> <p><i>(Media literacy and digital resilience)</i> L11: I can recognise ways in which the internet and social media can be used both positively and negatively. L12: I know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p>How data is shared and used</p> <p><i>(Media literacy and digital resilience)</i> L13: I know about some of the different ways information and data is shared and used online, including for commercial purposes. L14: I have an understanding of how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	<p>How information online is targeted; different media types, their role and impact.</p> <p><i>(Media literacy and digital resilience)</i> L12: I know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L14: I have an understanding of how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>	<p>Evaluation media sources; sharing things online.</p> <p><i>(Keeping safe)</i> H37: I know that reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p><i>(Media literacy and digital resilience)</i> L11: I can recognise ways in which the internet and social media can be used both positively and negatively. L13: I know about some of the different ways information and data is shared and used online, including</p>

							for commercial purposes. L15: I can recognise things that are appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. L16: I know that texts and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
Key Vocabulary		Internet, digital devices					
Money and work.		Strengths and interests; jobs in the community <i>(Economic wellbeing: Aspirations, work and career)</i> L14: I know that everyone has different strengths. L16: I understand that there are different jobs that people I	What money is; needs and wants; looking after money. <i>(Economic wellbeing: Money)</i> L10: I know what money is; forms that money comes in; that money comes for different sources.	Different jobs and skills; job stereotypes; setting personal goals <i>(Economic wellbeing: Aspirations, work and career)</i> L25: I know how to recognise positive things about myself and my achievements; set goals to help achieve personal outcomes.	Making decisions about money; using and keeping money safe <i>(Economic wellbeing: Money)</i> L17: I know about the different ways to pay for things and the choices people have about this. Recap cash, debit cards, electronic payments etc.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes <i>(Economic wellbeing: Aspirations, work and career)</i> L27: I can discuss stereotypes in the workplace and that a person's career aspirations should not be limited by them.	Influences and attitudes to money; money and financial risks <i>(Economic wellbeing: Money)</i> L18: I am able to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes

		<p>know or people who work in the community do. L17: I know about some of the strengths and interests someone might need to do different jobs. H14, H16 & H17 Understanding we all have different strengths and how these help us to do certain jobs within our community.</p>	<p>Cash, debit cards, electronic payments etc. L11: I know that people make different choices about how to save and spend money. What is important and necessary for 1 person is not for another. L12: I know about the differences between needs and wants; that sometimes people may not always be able to have the things they want. Essentials and luxuries. L13: I know that money needs to be looked after; different ways of doing this. Piggy bank, bank account. Twinkl <i>(Economic wellbeing: Aspirations, work and career)</i> L15: I know that jobs help people to earn money to pay for things. Discussion about the more important the job the more money you get paid.</p>	<p>(link with H27, H28 & H29) Growth mind set personal skills and strengths in preparation for transition for new year group. L26: I know that there is a broad range of different jobs; careers that people can have; that people often have more than one career/type of job during their life. L27: I know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. L30: I know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. L27. L27 & L30 Discuss parent's jobs, if they have had the same job, change of careers working their way up the career path.</p>	<p>L19: I know that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics or giving to charity) Discussion link to eco and school charities L20: I can recognise that people make spending decisions based on priorities, needs and wants. Budgeting and understanding needs and wants. L21: I know different ways to keep track of money. Discuss savings accounts</p>	<p>L28: I know what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29: I know that some jobs are paid more than other and money is one factor which may influence a person job or career choice; that people may choose to do voluntary work which is unpaid. L31: I can identify the kind of job that I might like to do when I am older. L32: I can recognise a variety of routes into careers (e.g. college, apprenticeship, university). L27, L28, L29, L31 & L32 2 lessons Lesson 1 circle time to discuss their aspirations and goals</p>	<p>something 'good value for money' Link this to enterprise week project. L22: I know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. L23: I know about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. L24: I can identify the ways that money can impact on people's feelings and emotions. L22, L23 & L24 Discuss the negative and positive effects of gambling and other ways of coming into money.</p>
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Key Vocabulary		Work, jobs, interest, strengths, community,	Credit, debit cards, essentials, luxuries, piggy bank, money box,	Career, teamwork, communication, negotiation.	Charities, budgeting, savings accounts, fair trade,	Aspirations, career route, voluntary work	Gambling, inheritance, wages, financial, enterprise

