



## St Uny CE Academy - PSHE Curriculum Overview & Progression 'Rights & Respect' EYFS & KS1

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• Looking after others.</li> <li>• Looking after possessions (.e.g. money).</li> <li>• Being helpful.</li> <li>• Caring for our world.</li> <li>• Saving and spending money.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognise the importance of</b></li> <li>• Recognise the importance of regular hygiene routines;</li> <li>• Sequence personal hygiene routines into a logical order.</li> <li>• Identify what they like about the school environment;</li> <li>• Recognise who cares for and looks after the school environment.</li> <li>• Demonstrate responsibility in looking after something (e.g. a class pet or plant);</li> <li>• Explain the importance of looking after things that belong to themselves or to others.</li> <li>• Explain where people get money from;</li> <li>• List some of the things that money may be spent on in a family home.</li> <li>• Recognise that different notes and coins have different monetary value;</li> <li>• Explain the importance of keeping money safe;</li> <li>• Identify safe places to keep money;</li> <li>• Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and record strategies for getting on with others in the classroom.</li> <li>• Explain, and be able to use, strategies for dealing with impulsive behaviour.</li> <li>• Identify special people in the school and community who can help to keep them safe;</li> <li>• Know how to ask for help.</li> <li>• Identify what they like about the school environment;</li> <li>• Identify any problems with the school environment (e.g. things needing repair);</li> <li>• Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.</li> <li>• Understand that people have choices about what they do with their money;</li> <li>• Know that money can be saved for a use at a future time;</li> <li>• Explain how they might feel when they spend money on different things.</li> <li>• Recognise that money can be spent on items which are essential or non-essential;</li> <li>• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.</li> </ul>



## St Uny CE Academy - PSHE Curriculum Overview & Progression 'Rights & Respect' KS2

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>● Define what a volunteer is;</li> <li>● Identify people who are volunteers in the school community;</li> <li>● Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> <li>● Identify key people who are responsible for them to stay safe and healthy;</li> <li>● Suggest ways they can help these people.</li> <li>● Understand the difference between 'fact' and 'opinion';</li> <li>● Understand how an event can be perceived from different viewpoints;</li> <li>● Plan, draft and publish a recount using the appropriate language.</li> <li>● Define what is meant by the environment;</li> <li>● Evaluate and explain different methods of looking after the school environment;</li> <li>● Devise methods of promoting their priority method.</li> <li>● Understand the terms 'income', 'saving' and 'spending';</li> <li>● Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>● Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how different people in the school and local community help them stay healthy and safe;</li> <li>● Define what is meant by 'being responsible';</li> <li>● Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>● Suggest ways they can help the people who keep them healthy and safe.</li> <li>● Understand that humans have rights and also responsibilities;</li> <li>● Identify some rights and also responsibilities that come with these. Understand the reason we have rules;</li> <li>● Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>● Recognise that everyone can make a difference within a democratic process.</li> <li>● Define the word influence;</li> <li>● Recognise that reports in the media can influence the way they think about a topic;</li> <li>● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> <li>● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, write and discuss issues currently in the media concerning health and wellbeing;</li> <li>● Express their opinions on an issue concerning health and wellbeing;</li> <li>● Make recommendations on an issue concerning health and wellbeing.</li> <li>● Understand the difference between a fact and an opinion;</li> <li>● Understand what biased reporting is and the need to think critically about things we read.</li> <li>● Define the differences between responsibilities, rights and duties;</li> <li>● Discuss what can make them difficult to follow;</li> <li>● Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>● Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>● Give examples of voluntary groups, the kind of work they do and its value.</li> <li>● State the costs involved in producing and selling an item;</li> <li>● Suggest questions a consumer should ask before buying a product.</li> <li>● Define the terms loan, credit, debt and interest;</li> <li>● Suggest advice for a range of situations involving personal finance.</li> </ul>	<ul style="list-style-type: none"> <li>● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</li> <li>● Describe the language and techniques that make up a biased report;</li> <li>● Analyse a report also extract the facts from it.</li> <li>● Know the legal age (and reason behind these) for having a social media account;</li> <li>● Understand why people don't tell the truth and often post only the good bits about themselves, online;</li> <li>● Recognise that people's lives are much more balanced in real life, with positives and negatives.</li> <li>● Explain some benefits of saving money;</li> <li>● Describe the different ways money can be saved, outlining the pros and cons of each method;</li> <li>● Describe the costs that go into producing an item;</li> <li>● Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest.</li> <li>● Recognise and explain that different jobs have different levels of pay and the factors that influence this;</li> <li>● Explain the different types of tax (income tax and VAT) which help to fund public services;</li> </ul>



<ul style="list-style-type: none"><li>● Explain that people earn their income through their jobs;</li><li>● Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</li></ul>	<ul style="list-style-type: none"><li>● Recognise that they can play a role in influencing outcomes of situations by their actions.</li><li>● Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</li><li>● Understand and explain the value of this work.</li><li>● Define the terms 'income' and 'expenditure';</li><li>● List some of the items and services of expenditure in the school and in the home.</li><li>● Prioritise items of expenditure in the home from most essential to least essential.</li><li>● Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'.</li><li>● Understand how a payslip is laid out showing both pay and deductions.</li><li>● Prioritise public services from most essential to least essential.</li></ul>	<ul style="list-style-type: none"><li>● Explain some of the areas that local councils have responsibility for;</li><li>● Understand that local councillors are elected to represent their local community.</li></ul>	<ul style="list-style-type: none"><li>● Evaluate the different public services and compare their value.</li><li>● Explain what we mean by the terms voluntary, community and pressure (action) group;</li><li>● Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.</li><li>● Explain what is meant by living in an environmentally sustainable way;</li><li>● Suggest actions that could be taken to live in a more environmentally sustainable way.</li></ul>
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