



Stanton-in-Peak Church of England Primary

School PSHE – Progression

*“Life in all its fullness.” John
10:10*

PSHE – Two Year Cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Being Healthy Black History Month	Relationships Anti-bullying Week Kindness Day	Exploring Emotions Mental Health Awareness Internet Safety Week	Difference and Diversity	Being Responsible World Autism Day	Growing up Healthy Eating Week Pride Month
Year 2	Drug Education Black History Month	Bullying Matters Anti-bullying Week Kindness Day	Being Safe Internet safety week Safeguarding Collective Worship Mental Health Awareness	Being Me	Money Matters World Autism Day	Changes Healthy Eating Week Pride Month

Cycle 1	EYFS	KS1	Lower KS2	Upper KS2
Being Healthy	ELG: manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.	<p>H1- Identifying different ways to keep healthy. H2- Recognising foods that support good health; the risks of eating too much sugar. H3- Exploring how physical activity helps us to stay healthy. H4- Recognising why sleep is important and different ways to rest and relax. H5- Demonstrating simple hygiene routines that can stop germs from spreading. H7- Exploring what good dental care is; identifying food and drink that supports dental health. H8- Describing different ways of keeping safe in the sun to reduce skin damage. H9- Recognising the importance of knowing when to take a break online/offline.</p> <p>Vocab: Food, energy, move, breathe, think, grow, repairs, hungry, balanced diet, relax, breathing, relaxation, physical activity, sport, germs, handwashing, good hygiene, teeth, brushing, sleep, well-being</p>	<p>H1- Identifying what affects their physical/mental health. H2- Understanding what a balanced, healthy lifestyle means. H3- Understanding what might influence our choices. H4- Recognising that habits can have both positive/negative effects on a healthy lifestyle. H6- Explaining what constitutes a healthy diet. H7- Recognising opportunities to be physically active. H8- Understanding routines that support good quality sleep. H9- Identifying hygiene routines that can limit the spread of infection. H11- Talking about how to maintain good mouth hygiene. H12- Understanding the benefits/risks of sun exposure. H13- Identifying strategies for managing/balancing time online/offline. H16- Recognising behaviours that support good mental health.</p> <p>Vocab: Physical mental and emotional health, balanced, growth, energy, repair, influence, exercise, physical activity, brain break, mental health, thoughts, feelings, emotions, worries, coping strategies, wellbeing,</p>	<p>H1- Identifying what affects their physical/mental health. H2- Understanding what a balanced, healthy lifestyle means. H3- Identifying what influences our choices to have a balanced lifestyle. H4- Recognising that habits can have both positive/negative effects on a healthy lifestyle. H5- Recognising early signs of physical illness. H6- Exploring a balanced/unbalanced diet and the effects. H7- Recognising opportunities/risks associated with an active/inactive lifestyle. H8- Identifying routines that support good quality sleep; the effects the lack of sleep. H9- Understanding the importance of personal hygiene and how to maintain it. H11- Identifying good oral hygiene; the impact of lifestyle choices on dental care. H12- Identifying how to keep safe from sun damage and reduce the risk of skin cancer. H13- Identifying strategies for managing/balancing time online/offline. H14- Identifying how and when to seek support if they are worried about their health. H16- Identifying strategies and behaviours that support mental health.</p> <p>Vocab:</p>

				Well- being, learn, give, take notice, be active, connect, kindness, informed choices, habits, balanced diet, calming strategies, tooth decay, stress, bullying, obesity, asthma, diabetes, informed choice, risk, stigma, mental health
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Relationships	ELG: form positive attachments to adults and friendships with peers.	<p>R1- Recognising the roles different people play in their lives. R5- Understanding that it is important to tell someone if something about their family makes them unhappy or worried. R6- Understanding how people make friends and explain what makes a good friendship. R7- Recognising when they or someone else feels lonely and what to do that may help. R19- Explaining basic techniques for resisting pressure to do something they don't want to do. L7- Explaining how the internet and devices can be used safely to communicate with others. H14- Talking about how to recognise what others might be feeling. H15- Recognising that not everyone feels the same about the same things.</p> <p>Vocab: Fair/unfair, kind/unkind, right/wrong, cooperate, constructive support, good friend, behaviour, listening, advice, disagreements</p>	<p>R1- Recognising that there are different types of relationships. R6- Recognising the different ways people care for each other. R7- Recognising and respecting that there are different family structures. R8- Recognising the characteristics of healthy family life. R10- Identifying the strategies to build positive friendships and how friendship can support wellbeing. R11- Identifying what constitutes a positive healthy friendship. R14- Comparing the difference between healthy/unhealthy friendships. R16- Understanding the benefits of having different types of friends. R27- Recognising the risks associated with keeping a secret.</p> <p>Vocab: Healthy/unhealthy friendship/relationship, jealousy, insults, power, fairness, respect, support, love, honesty, kind, problem solving, compromise, secrets, privacy</p>	<p>R1- Recognising that there are different types of relationships. R3- Understanding what marriage and civil partnership means. R4- Understanding that forced marriage is a crime. R5- Recognising different types of loving, caring and committed relationships. R6- Identifying the difference between healthy/unhealthy relationships. R7- Recognising and respecting that there are different family structures. R8- Recognising the characteristics of healthy family life. R9- Recognising how to seek advice if family relationships make them unhappy. R10- Identifying the strategies to build positive friendships and how friendships can support wellbeing. R11- Identifying what constitutes a positive healthy friendship. R14- Comparing the difference between healthy/unhealthy friendships. R16- Exploring how friendships can change and the benefits of having different types of friends.</p> <p>Vocab: Healthy/unhealthy relationships, passive, aggressive, assertive, body language, confidential, trust, trusted adult, marriage, civil partnership, arranged marriage, adopted, foster carer, single parent, same-sex parents, commitment, actions, actions speak louder than words</p>
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Exploring Emotions	ELG: show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.	<p>H11- Naming different feelings. H12- Explaining how to recognise different feelings. H13- Recognising that feelings can affect the way we think, feel and behave. H14- Talking about how to recognise what others might be feeling. H15- Recognising that not everyone feels the same about the same things. H16- Naming a range of words to describe feelings. H17- Talking about things that help people's mental/physical health. H18- Identifying ways to manage big feelings. H19- Recognising when they need help and understand how to ask for help.</p> <p>Vocab: Happy, scared, lonely, excited, frustrated, anger, angry, anxious, upset, feeling, uncomfortable, calm down, Chill skills, good decision, sorry, impulsive, thoughtful, love, care, caring, behaviour, feelings, kind, kindness, mood</p>	<p>H15- Recognising the importance of taking care of mental health. H16- Identifying strategies and behaviours that support mental health. H17- Recognising feelings can change over time and range in intensity. H18- Identifying the everyday things that affect feelings and the importance of expressing how we feel. H19- Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. H20- Identifying strategies that they could use to respond to feelings. H21- Identifying how to seek support for themselves and others. H24- Identifying strategies for dealing with emotions.</p> <p>Vocab: Disputes, kind, feel good, comfortable/uncomfortable, feeling, positive/negative thoughts, mixed emotions, intense, terrified, anxious, afraid, nervous, shy, scared, worried, frightened, fearful, resolve, reluctant</p>	<p>H18- Identifying the everyday things that affect feelings and the importance of expressing how we feel. H19- Using a varied vocabulary when talking about feelings and how we can express feelings in different ways. H20- Identifying strategies that they could use to respond to feelings. H21- Recognising when someone may be struggling with their mental health and understand how to seek support for themselves and others. H22- Recognising that anyone can experience mental ill health. H24- Identifying strategies for dealing with emotions, challenges and change. H29- Identifying how to reframe unhelpful thinking.</p> <p>Vocab: Embarrassment, fight, flight, freeze, fear, worry, conflicting emotions, emotional consequences, arguments/ conflict,</p>
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<p>Difference and Diversity</p>	<p>ELG: show sensitivity to their own and to others' needs. UTW ELG: explain some similarities and differences between life in their country and life in other countries, drawing on knowledge from stories, non-fiction text and- when appropriate- maps.</p>	<p>L6- Recognising ways they are the same as, and different to, other people. L14- Identifying that everyone has different strengths. L17- Discussing the strengths/interests someone might need to do different jobs. R2- Identifying that there are different types of families. R4- Identifying common features of family life. R22- Recognising how to treat themselves and others with respect. R23- Recognising the ways in which they are the same/different to others. H21- Recognising what makes them special. H22- Celebrating the ways in which we are all unique.</p> <p>Vocab: Same/ similar, different, equal, differences, similarities, diversity, celebrate, contrast, male, female, role models, qualities, inclusive, welcoming</p>	<p>R31- Recognising the importance of self-respect and how to respect others. R32- Respecting and recognising the differences and similarities between people. R34- Debating topical issues, respecting other people's points of view/constructively challenging those they disagree with. L9- Understanding and challenging stereotypes. L10- Recognising behaviours/actions which discriminate against others. H25- Identifying what contributes to who we are. H27- Recognising their individuality and personal qualities.</p> <p>Vocab: Same, different, equal, cultural, family, religious, interests, influence, qualities, human rights, preconceptions, stereotyping, discrimination, gender, diverse, hate/love</p>	<p>R20- Identifying strategies to respond to hurtful behaviours. R21- Describing what discrimination means can affect other people. R30- Recognising that our own behaviour can affect other people. R31- Describing how to respect others. R32- Resecting/recognising the differences/similarities between people</p> <p>Vocab: Equal, blend in, stand out, celebrate difference, similarities, differences, stereotype, inclusive, transitioning, sexual orientation, gender identity, gender dysphoria, lesbian, gay, heterosexual, trans, respect, respectful language, inappropriate, refuge, refugee</p>
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Being Responsible	<p>ELG: explain the reason for rules, know right from wrong and try to behave accordingly. UTW ELG: explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>L1- Understanding what rules are and why different rules are needed for different situations. L2- Recognising that people and other living things have different needs and understanding the responsibilities of caring for them. L3- Explaining things they can do to help look after their environment. L5- Exploring the different roles/responsibilities people have. R25- Sharing opinions on things that matter to them.</p> <p>Vocab: Rules, fair/unfair, right/wrong, kind/unkind, consequences, decide, responsibilities, parliament, listening carefully, campaign, support, speech, slogan, recycle, reduce, reuse</p>	<p>L1- Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2- Recognising there are human rights, that are there to protect everyone. L3- Understanding the relationships between rights and responsibilities. L4- Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5- Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.</p> <p>Vocab: Rights and responsibilities, express opinions, respect, sensible, mature, charter, needs and wants, rules, affect, decision, vote, jobs/roles, School Council, chairperson, debate</p>	<p>L1- Recognising reasons for rules and laws; consequences of not adhering to rules and laws. L2- Recognising there are human rights, that are there to protect everyone. L3- Understanding the relationships between rights and responsibilities. L4- Identifying the importance of having compassion towards others. Explaining how to show care/concern. L5- Identifying ways of protecting the environment in school and at home. Understanding how everyday choices can affect the environment.</p> <p>Vocab: Human rights, United Nations, UN, Universal declaration of human rights, UDHR, responsibilities, rules, law, parliament, debate, democracy, opinions, votes, secret ballots, argument, community, speech, diversity,</p>
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<p>Growing up</p>	<p>ELG: be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p>	<p>H5- Identifying simple hygiene routines that can stop germs from spreading. H20- Identifying feelings associated with change/loss. H21- Recognising what makes them special. H22- Talking about the ways in which we are all unique. H25- Naming the main parts of the body including external genitalia. H26- Explaining how people's needs change as they grown from young to old. R13- Recognising and understanding the importance of respecting privacy. R16- Identifying how to respond if physical contact makes them feel uncomfortable/unsafe. R17- Understanding that there are situations when they should ask for permission. R18- Recognising the importance of not keeping adults' secrets. R20- Identifying what to do if they feel unsafe/worried for themselves or others. R23- Recognising the ways in which they are the same/different to others.</p> <p>Vocab: Young, old, male, female, babies, body names including penis and vulva/vagina good touches, secrets, uncomfortable, advice,</p>	<p>H9- Understanding that everyday hygiene routines can limit the spread of infection. H25- Identifying what contributes to who we are. H27- Recognising their individuality and personal qualities. H28- Identifying personal strengths, skills, achievements and interests. H30- Identifying the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. H31- Identifying the physical and emotional changes that happen when approaching/during puberty. H32- Identifying the importance of keeping clean and how to maintain personal hygiene. H33- Understanding the human life cycle. R22- Understanding privacy and personal boundaries. R26- Recognising what seeking and giving permission (consent) means. R29- Explaining where to get advice or report concerns if worried. L9- Learning about stereotypes.</p> <p>Vocab: Babies, foetus, womb, breast, umbilical cord, ovaries, male, female, puberty, period, sanitary towels, jobs/ aspirations, skills, life cycle, changes, personal hygiene, sweat, personal space, affection, uncomfortable,</p>	<p>H27- Recognising their individuality and personal qualities. H28- Identifying personal strengths, skills, achievements and interests. H30- Identifying the external genitalia and the internal reproductive organs and how the process of puberty relates to human reproduction. H31- Identifying the physical and emotional changes that happen when approaching/during puberty. H32- Identifying the importance of keeping clean and how they maintain personal hygiene. H33- Understanding the human life cycle. H34- Identifying when to get advice. H35- Recognising the responsibilities growing up brings. R2- Recognising that people may be attracted to someone emotionally, romantically and sexually. R26- Recognising what seeking and giving permission (consent) means. R29- Explaining where to get advice or report concerns if worried. L11- Recognising ways in which social media can be used positively and negatively. L16- Identifying how images on social media can be manipulated. Please note links with statutory requirements in Science - the Year 1 and 2 National Science Curriculum Programme of Study states that children should be taught to: • Describe the life process of reproduction in some plants and animals. • Describe the changes as humans develop to old age.</p> <p>Vocab:</p>
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Cycle 2	EYFS	KS1	Lower KS2	Upper KS2
Drug Education	ELG: explain the reason for rules, know right from wrong and try to behave accordingly.	<p>H1- Identifying different way to keep healthy. H5- Demonstrating simple hygiene routines that can stop germs from spreading. H6- Understanding how medicines can help people to stay healthy. H11- Naming different feelings. H28- Talking about rules and age restrictions that keep us safe. H31- Understanding that household products (including medicines) can be harmful if not used correctly. H33- Talking about the people whose job it is to help keep us safe. H37- Understanding that things that people put into their body or on their skin can affect how people feel.</p> <p>Vocab: Sick, tired, tummy ache, headache, lonely, scared, symptoms, well, unwell, medicine, rest, sleep, vaccinations, paracetamol, antibiotics, insulin, asthma, safe, head-lice shampoo, asthma inhaler, swallow, injection, responsible, dangerous</p>	<p>H4- Recognising that habits can have both positive/negative effects on a healthy lifestyle. H10- Understanding how medicines, when used responsibly, contribute to health. H38- Identifying how to predict, assess and manage risk. H39- Understanding what hazards may cause harm or risk and what they can do to reduce risks/keep safe. H40- Understanding the importance of taking medicines correctly and using household products safely. H41- Identifying strategies for keeping safe. H44- How to respond and react in an emergency situation. H46- Learning about the risks and effects of legal drugs common to everyday life.</p> <p>Vocab: Risk, allergies, diabetes, insulin, asthma, inhaler, e-cigarette, medicine bottle, cleaning agents, energy drink, vitamins, alcohol, choice, dangers, consequence, manage risk, syringe, responsibility</p>	<p>H4- Recognising that habits can have both positive and negative side effects on a healthy lifestyle. H44- How to respond in an emergency situation. H46- Exploring the risks/effects of legal drugs common to everyday life. H47- Recognising that there are laws surrounding the use of legal drugs. H49- Recognising the mixed messages in the media. H50- Identifying the people they can talk to if they have concerns. R15- Identifying strategies to manage peer influence and the desire for peer approval.</p> <p>Vocab: Alcohol, energy drinks, caffeine, advertisers, influence, health risks, addictive, cigarette, nicotine, habit, legal, harmful, decision-making, pressure, choice</p>

Bullying Matters	<p>ELG: work and play cooperatively and take turns with others.</p>	<p>R8- Recognising simple strategies to resolve arguments between friends positively. R9- Recognising how to ask for help if a friendship is making them feel unhappy. R10- Recognising that bodies/feelings can be hurt by words and actions. Identifying how people may feel if they experience hurtful behaviour or bullying. R12- Understanding that hurtful behaviour is not acceptable. R20- Identifying what to do if they feel worried. R21- Identifying what is kind and unkind behaviour. R22- Recognising how to treat themselves and others with respect. R24- Playing, listening and working cooperatively.</p> <p>Vocab: Bullying, cyberbullying, excluded, left-out, included, kindness, unkind, kind, STOP (several times on purpose) START (start telling and reporting trouble) help, safe, unsafe</p>	<p>R13- Recognising the importance of seeking support if feeling lonely or exhausted. R17- Identifying positive strategies that may help to resolve disputes in friendships. R18- Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. R19- Recognising the impact of bullying and the consequences of hurtful behaviour. R20- Suggesting strategies to respond to hurtful behaviour. R21- Discussing what discrimination means and how to challenge it. R30- Recognising that our own behaviour can affect other people.</p> <p>Vocab: Argument, consequence chain, bystander, bully, victim, cyberbullying, kind/supportive/friendly, celebrate difference, I am special</p>	<p>R13- Recognising the importance of seeking support if feeling lonely or excluded. R17- Identifying positive strategies that may help to resolve disputes in friendships. R18- Recognising if a friendship (online or offline) is making them feel unsafe or uncomfortable. R19- Recognising the impact of bullying and the consequences of hurtful behaviour. R20- Suggesting strategies to respond to hurtful behaviour. R21- Discussing what discrimination means and how to challenge it. R25- Identifying strategies to respond to unwanted touch. R30- Recognising that our own behaviour can affect other people.</p> <p>Vocab: Anti- bullying/ anti-cyberbullying, STOP (several times on purpose) START (Start telling and reporting trouble), policy, direct, indirect, power relationships, banter, name-calling, crossing the line, homophobic,</p>
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<p>Being Safe</p>	<p>ELG: give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involved several ideas or actions. ELG: manage their own basic hygiene and person needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p>	<p>H28- Talking about rules and age restrictions that keep us safe. H29- Recognising risk and what action to take to minimise harm. H30- Describing how to keep safe at home. H32- Describing ways to keep safe in familiar/unfamiliar environments. H33- Talking about the people whose job it is to keep us safe. H34- Explaining basic rules to keep safe online. H35- Understanding what to do if there is an accident and someone is hurt. H36- Demonstrating how to get help in an emergency. L8- Talking about the role of the internet in everyday life. L9- Identifying that not all information online is true. R14/R15- Responding safely to people online/offline</p> <p>Vocab: Safe, hazards, duties, unsafe, stop look and listen, online safety, personal information, privacy, phone number, password, body parts</p>	<p>H13- Identifying strategies for balancing time online/offline. H37- Identifying reasons for following age regulations and restrictions. R12/H38- Identifying how to predict, assess and manage risk in different situations. H39- Understanding what they can do to reduce risks and keep safe. H41- Identifying strategies for keeping safe in the local environment. H42- Identifying strategies for keeping safe online. H43- Demonstrating basic techniques for dealing with common injuries. H44- Understanding how to respond in an emergency situation. R22- Understanding privacy and personal boundaries. R23/R24- Recognising online risks. R25- Recognising acceptable/unacceptable physical contact. R26- Understanding about seeking and giving permission. R28- Recognising pressure from others. L11-L16- Recognising ways in which the internet and social media can be used both positively/negatively.</p> <p>Vocab: Green Cross Code, hazards, independent, underwear, touching, consent, rights to say no, negotiate, listen, technology, risk, consequence chain, safe</p>	<p>H13- Identifying strategies for balancing time online/offline. H37- Identifying reasons for following age regulations and restrictions. R12/H38- Identifying how to predict, assess and manage risk in different situations. H39- Understanding what hazards may cause harm, injury or risk they can do to reduce risks and keep safe. H41- Identifying strategies for keeping safe in the local environment or unfamiliar places. H42/R29- Identifying strategies for keeping safe online. H43- Demonstrating basic techniques for dealing with common injuries. H44- Demonstrating how to respond/act in an emergency situation. R23- Recognising online risks, harmful content/behaviours and how to report concerns. R25- Recognising acceptable/unacceptable physical contact. R28- Can recognise pressure from others. L11-L16- Recognising ways in which the internet and social media can be used positively and negatively and identifying ways to stay safe.</p> <p>Vocab: Independence, hazards, danger, risk, habit, addictive, social media, self esteem, counter-extremism, live-streaming, online gaming</p>
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<p>Being Me</p>	<p>ELG: show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	<p>L4- Recognising the different groups they belong to. L14- Identifying that everyone has different strengths. R23- Recognising the ways in which they are the same and different to others. H21- Recognising what makes them special. H22- Identifying the ways in which we are all unique. H23- Identifying what they are good at, what they like and dislike.</p> <p>Vocab: Change over time, identity, special, happiness, support, love, guidance, safety, fun, kindness, unique, proud,</p>	<p>L6- Identifying the different groups that make up their community. L7- Identifying the different contributions that people/groups make to the community. L8- Explore diversity: what it means; the benefits of living in a diverse community. L10- Recognising behaviours/actions which discriminate against others. L25- Recognising positive things about themselves/achievements. H25- Identifying what contributes to who we are. R30- Recognising that our own behaviour can affect other people. R32- Recognising the differences and similarities between people. R33- Listening to and responding respectfully to a wide range of people.</p> <p>Vocab: Interests, personality, attitudes, interests, cultural identity, ground rules, race, gender, beliefs, aspirations, roles and responsibilities, community, councillor, symbol, symbolise</p>	<p>L6- Identifying the different groups that make up their community. L7- Describing the different contributions that people/groups make to the community. L8- Discussing diversity: what it means; the benefits of living in a diverse community. L10- Recognising behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. L25- Recognising positive things about themselves/achievements and can set goals. H25- Identifying what contributes to who we are. R30- Recognising that our own behaviour can affect other people. R32- Respecting and recognising the differences and similarities between people. R33- Listening to and responding respectfully to a wide range of people</p> <p>Vocab: Skills, talents, abilities, similarities, differences, uniqueness, personality traits, strengths/weaknesses, interests, hobbies, likes/dislikes, attitude, aspirations, beliefs, quirks, discrimination, proud, community</p>
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Money Matters	<p>ELG: set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ULW ELG: talk about the lives of the people around them and their roles in society.</p>	<p>L10- Understanding what money is. L11- Recognising that people make different choices how to save/spend money. L12- Recognising the difference between needs and wants. L13- Understanding how money can be looked after. L14- Identifying that everyone has different strengths. L15- Understanding that jobs help people to earn money to pay for things. L16- Identifying different jobs that people do. L17- Identifying the strengths/interests someone might need to do different jobs</p> <p>Vocab: Coins, notes, amount, ATM debit/credit cards, spend, save, want/need, bank, purse, pocket money, money box, raise money, earn money</p>	<p>L17- Understanding the different ways to pay for things. L18- Identifying that people's attitudes towards saving/spending is different. L19- Recognising that people's spending decisions can affect others and the environment. L20- Recognising that people make spending decisions based on needs and wants. L21- Recognising different ways of keeping track of money. L24- Identifying the ways that money can impact on people's feelings. L30- Identifying some of the skills that may help them in their future careers</p> <p>Vocab: Needs/wants, earn, spend, save, share, interest, loan, debt, tax, enterprise, value, charity</p>	<p>L21- Understanding different ways to keep track of money. L22- Understanding the risks associated with money and ways of keeping money safe. L23- Identifying the risks involved in gambling activities. L24- Identifying the ways that money can impact on people's emotions. L25- Recognising positive things about themselves and can set goals. L26- Identifying there is a broad range of different jobs/careers. L27- Exploring what is meant by stereotypes. L28/L29- Recognising that there are many factors which may influence a person's job or career choice. L30- Recognising some of the skills that will help them in their future careers. L31- Identifying the kind of job that they might like to do when they are older. L32- Recognising a variety of routes into careers.</p> <p>Vocab: Advertising, product, critical consumer, mislead, save, borrow, steal, debt, tax, council tax, Fairtrade, employability skills, entrepreneur, business, well-being, charity, community, dare</p>
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<p>Changes</p>	<p>ELG: be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. UTW ELG: understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>H13- Recognising that feelings can affect the way we think, feel and behave. H16- Recognising ways of sharing feelings. H18- Identifying ways to manage big feelings. H19- Recognising when we need help and understand how to ask for help. H20- Identifying feelings associated with change/loss. H24- Exploring how to manage when we find things difficult. H26- Explaining how people's needs change as they grown from young to old. H27- Explaining positive ways of preparing to move to a new class/year group.</p> <p>Vocab: Short term, permanent, positive, negative, sad, worried, feeling, emotion, support</p>	<p>H17- Recognising that feelings can change over time, and range in intensity. H18- Identifying the everyday things that affect feelings, and the importance of expressing how we feel. H19- Using a varied vocabulary when talking about feelings. H21- Recognising the signs when someone may be struggling and understand how to seek support. H23- Discussing change and loss, and how these can affect feelings, thoughts and behaviours. H24- Identifying strategies for dealing with emotions, challenges and change. H36- Identifying strategies to manage transitions between classes and key stages.</p> <p>Vocab: Comfortable/uncomfortable, conflicting emotions, manage change, angry, brave, courageous, disappointed, loss, divorce, beginning and end,</p>	<p>H17- Recognising that feelings can change over time, and range in intensity. H18- Identifying the everyday things that affect feelings, and the importance of expressing how we feel. H19- Using a varied vocabulary when talking about feelings. H21- Recognising the signs when someone may be struggling and how to seek support. H23- Discussing change and loss, and how these can affect feelings, thoughts and behaviours. H24- Identifying strategies for dealing with emotions, challenges and change. H36- Identifying strategies to manage transitions between classes and key stages.</p> <p>Vocab: Conflicting emotions, memories, future, independence</p>
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