



**Curriculum**

**Educational Programme**

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modeling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**ELG 3 – Self-Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG 4 – Managing Self**

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG 5 – Building Relationships**

- Work and play cooperatively and take turns with others;
- Form positive attachments and friendships with peers;
- Show sensitivities to their own and to others' needs.

**KS1**

Pupils should be taught to:

Knowledge, skills and understanding

**Developing confidence and responsibility and making the most of their abilities**

1. Pupils should be taught:

- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
- b. to share their opinions on things that matter to them and explain their views;
- c. to recognise, name and deal with their feelings in a positive way;
- d. to think about themselves, learn from their experiences and recognise what they are good at;
- e. how to set simple goals.

**Preparing to play an active role as citizens**

2. Pupils should be taught:

- a. to take part in discussions with one other person and the whole class;
- b. to take part in a simple debate about topical issues;
- c. to recognise choices they can make, and recognise the difference between right and wrong;
- d. to agree and follow rules for their group and classroom, and understand how rules help them;
- e. to realise that people and other living things have needs, and that they have responsibilities to meet them;
- f. that they belong to various groups and communities, such as family and school;
- g. what improves and harms their local, natural and built environments and about some of the ways people look after them;

**KS2**

Pupils should be taught:

Knowledge, skills and understanding

**Developing confidence and responsibility and making the most of their abilities**

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- a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong;
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**Developing a healthy, safer lifestyle**

3. Pupils should be taught:

- a. how to make simple choices that improve their health and wellbeing;
- b. to maintain personal hygiene;
- c. how some diseases spread and can be controlled;
- d. about the process of growing from young to old and how people's needs change;
- e. the names of the main parts of the body;
- f. that all household products, including medicines, can be harmful if not used properly;
- g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.

**Developing good relationships and respecting the differences between people**

4. Pupils should be taught:

- a. to recognise how their behaviour affects other people;
- b. to listen to other people, and play and work cooperatively;
- c. to identify and respect the differences and similarities between people;
- d. that family and friends should care for each other;
- e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.

**Breadth of opportunities**

5. During the key stage, pupils should be taught the knowledge, skills and understanding through opportunities to:

- a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well);
- b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves);
- c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from');
- d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);
- e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);
- f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);
- g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues);
- h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

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## Skill Progression in PSHE

	Pre-school	Nursery	Reception	Links to KS1
<b>Confidence</b>	<ul style="list-style-type: none"> <li>- Is becoming more able to separate from their main carers and explore new situations with support and encouragement from another familiar adult</li> <li>- Shows interest and will join in new and group activities</li> <li>- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person</li> </ul>	<ul style="list-style-type: none"> <li>- Separates from parent/carer, sometimes with adult support.</li> <li>- Selects resources for chosen activities (sometimes with adult support)</li> <li>- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul>	<ul style="list-style-type: none"> <li>- Comes into school happily and confidently</li> <li>- Shows preferences with activities and can say why</li> <li>- Can ask for help when needed</li> <li>- Offers help to others</li> <li>- Is confident to join in whole class discussions</li> <li>- Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group</li> <li>- Has a clear idea about what they want to do in their play and how they want to go about it</li> <li>- Shows confidence in choosing resources and perseverance in carrying out chosen activity</li> </ul>	<ul style="list-style-type: none"> <li>- Children are confident speaking to a class group.</li> <li>- Knows when and how to stand up for themselves appropriately.</li> </ul>
<b>Interactions with others</b>	<ul style="list-style-type: none"> <li>- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so that you can see it</li> <li>- Seeks out familiar people to share a play experience, sometimes with adult support</li> </ul>	<ul style="list-style-type: none"> <li>- Interacts and responds to other children</li> <li>- Interacts and responds to key worker and other adults</li> <li>- Enjoys playing alone, alongside and with others, inviting others to play attempting to join others' play</li> <li>- Form positive attachments to adults and friendships with peers (from rec)</li> <li>- Is able to share and turn take (sometimes with adult support)</li> <li>- Develop appropriate ways of being assertive (3-4)</li> </ul>	<ul style="list-style-type: none"> <li>- Is proactive in seeking adult support and able to articulate their wants and needs</li> <li>- Initiates conversations and play with other children</li> <li>- Work and play cooperatively and take turns with others</li> <li>- Develops particular friendships with other children, which help them understand different points of view and to challenge their own and others' thinking</li> <li>- Interacts and responds to school visitors, e.g. The parish Priest, the Nuns, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to listen to each other's suggestions and plan how to achieve an outcome without adult help.</li> <li>- Can play group games following the rules.</li> </ul>
<b>Conduct and behavior</b>	<ul style="list-style-type: none"> <li>- Begin to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front</li> </ul>	<ul style="list-style-type: none"> <li>- Developing understands we share common rules and expectations of behaviour and of how we treat others and our belongings and that this links to our school virtues.</li> </ul>	<ul style="list-style-type: none"> <li>- Follows the school rules and virtues independently or sometimes with adult prompting</li> <li>- Can talk about why rules are important and why we have them, knowing right from wrong</li> </ul>	<ul style="list-style-type: none"> <li>- Resourceful in finding support when they need help or information.</li> <li>- Can stop and think before acting and can wait for the things they want.</li> </ul>

	<ul style="list-style-type: none"> <li>- Beginning to be aware of and follow our shared rules, for example, sit on the carpet for registration</li> <li>- Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> </ul>	<ul style="list-style-type: none"> <li>- Increasingly follow rules, understanding why they are important (3-4)</li> <li>- Can find personal ways to cope and manage emotions in new situations and with new experiences</li> </ul>	<ul style="list-style-type: none"> <li>- Can regulate behaviour in various situations</li> <li>- Talks about their own and others' feelings and behaviour and its consequences</li> <li>- Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</li> </ul>	
<b>Personal choices and expressions</b>	<ul style="list-style-type: none"> <li>- Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>- Will seek out their key worker for support and reassurance</li> <li>- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</li> <li>- Are talking about their feelings in more elaborate ways: "I'm sad because..." or "I love it when...."</li> <li>- Will make preferential choices of where and what to play with</li> </ul>	<ul style="list-style-type: none"> <li>- Knows who to go to for help and support</li> <li>- Can talk about feelings and have some understanding why/what has made that feeling happen.</li> <li>- Know what makes them feel better</li> <li>- Show appropriate emotions that reflects experiences.</li> <li>- Make the correct choices in play and with peers and know when something isn't right.</li> <li>- Express a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> </ul>	<ul style="list-style-type: none"> <li>- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</li> <li>- Can regulate behaviour in response to different emotions</li> <li>- Can have and show empathy for others</li> <li>- Can show resilience and perseverance in the face of challenge</li> <li>- Can show emotion through Art and Performing</li> </ul>	-Children begin to know some ways to manage their feelings and are beginning to use these to maintain control.
<b>Understanding the feelings of others</b>	<ul style="list-style-type: none"> <li>- Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>- Responds to the feelings of others, showing concern and offering comfort</li> </ul>	<ul style="list-style-type: none"> <li>- Can recognise when someone is upset or happy and respond appropriately</li> <li>- Know that their actions and words may affect other people.</li> <li>- Talks about how others might be feeling and responds accordingly to their understanding of the other person's needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>- Can recognise when someone is upset or happy and respond appropriately with actions/responses</li> <li>- Is increasingly flexible and cooperative as they are more able to understand other peoples needs, wants and behaviours</li> <li>- Understands their own and other people's feelings, offering empathy and comfort</li> </ul>	-Beginning to understand what bullying is and that this is unacceptable behaviour.  -Understand that someone else's point of view can be different to theirs.
<b>Self-care and independence</b>  (B-5 PD/H&SC)	<ul style="list-style-type: none"> <li>- Can tell an adult when they need support with their toileting and/or personal hygiene</li> <li>- Gains more bowel and bladder control and can tend to their toileting needs more often and sometimes with adult support</li> </ul>	<ul style="list-style-type: none"> <li>- Knows simple ways to look after themselves, e.g. washing, brushing teeth, balanced diet, exercise, being kind.</li> <li>- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</li> </ul>	<ul style="list-style-type: none"> <li>- Understands the importance and practices self-care daily routines such as, hand washing/sanitizing and teeth brushing.</li> <li>- Shows some understanding that good practices with regard to exercise, eating, drinking water,</li> </ul>	<ul style="list-style-type: none"> <li>- Can make healthy choices in relation to healthy eating.</li> <li>- Can dress and undress independently, successfully managing fastening buttons or laces.</li> </ul>

	<ul style="list-style-type: none"> <li>- Will cooperate with adult support and try to dress/undress independently, e.g. put on/take off own apron</li> </ul>	<ul style="list-style-type: none"> <li>- Observes and can describe in words or actions the effects of physical activity on their bodies</li> <li>- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</li> <li>- Dresses with help, e.g. put arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>	<ul style="list-style-type: none"> <li>- sleeping and hygiene can contribute to good health.</li> <li>- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</li> <li>- Usually dry and clean during the day</li> <li>- Eats a healthy range of foodstuffs and understands need for variety in food</li> </ul>	<p><i>-Beginning to talk about the things they enjoy, and are good at, and about the things they do not find easy.</i></p> <p><i>-Begin to talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</i></p>
<b>People and society</b>	<ul style="list-style-type: none"> <li>- Enjoys paying with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul>	<ul style="list-style-type: none"> <li>- Shows an interest in different occupations and ways of life indoors and outdoors</li> <li>- Talks about a wider range of occupations (electrician, plumber etc)</li> <li>- Comments on fictional characters in stories</li> </ul>	<ul style="list-style-type: none"> <li>- Can identify emergency situations and knows who to call</li> <li>- Can identify similarities and differences between jobs</li> <li>- Shares some similarities between characters, figures or objects</li> </ul>	

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Heathy Lifestyles</b>	<ul style="list-style-type: none"> <li>• Children will explore and discuss different foods to eat that will contribute to keeping them healthy – discuss the meaning of ‘healthy’.</li> <li>• Why do we go to the dentist? Discuss the importance of brushing your teeth every day – what do we use our teeth for?</li> <li>• Discuss the meaning of germs – explain why it is important to wash our hands especially before eating food.</li> </ul>	<ul style="list-style-type: none"> <li>• Children reflect on their previous knowledge of healthy foods that contribute to keeping them healthy – building on this knowledge with exploring additional ways to lead a healthy lifestyle – physical exercise and fresh air.</li> <li>• Continue to explore the importance of keeping active – links to PE learning.</li> <li>• Recap the meaning of germs – discuss the importance of preventing the spread of germs and infection</li> </ul>	<ul style="list-style-type: none"> <li>• Build on previous learning of how to lead a healthy lifestyle – explore features of a healthy diet.</li> <li>• Discuss the effects of the sun and how exposure can be damaging to the skin and overall health.</li> <li>• Reflect on germs and how to prevent the spread – build upon this with the importance of personal hygiene and keeping clean – dental hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>• Outline how the importance of sleep can impact a healthy lifestyle. Discuss the amount of sleep recommended for certain age groups.</li> <li>• Investigate and discuss the definition of ‘fuel’ for the body – explore how the provide the body with the best fuel and diet.</li> <li>• Explore and discuss the effect of germs and infection and the feelings of illness this can lead to. Discuss ways to feel better.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the definition of infection and ways in which to avoid and stop the spread of infection – what is the meaning of ‘vaccination’?</li> <li>• Explore the meaning of nutrition (links to previous Science learning) – where can we find the nutritional content in food and why this is important to be aware of.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what is meant by ‘mental and physical well-being’ and explore how these are linked and impact one another.</li> <li>• Discuss the impact and importance of keeping physically healthy and the effect this can have on overall well-being.</li> <li>• Reflect of previous learning of a healthy diet – explore what to consider when planning and preparing a healthy meal.</li> </ul>

		that can impact leading a healthy lifestyle.				
<b>Keeping Safe</b>	<ul style="list-style-type: none"> <li>Discuss the meaning of rules and why it is important to follow them. Explain why there are rules to follow in and out of school – holding an adults hand when crossing the road.</li> <li>Explore what it means to be safe and why this is important – discuss how to keep safe at home.</li> <li>Explore the meaning of an ‘emergency’ and what I might need to do if there was an emergency at home or in school – examples.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how different things can affect people in different ways – investigate how some things can make people feel unwell and how to avoid this – following rules for keeping safe.</li> <li>Why is it important to be careful around fire? What are the risks of a fire? How can fires start and what can be done to prevent and avoid them at home.</li> <li>Define ‘emergency’. Discuss the definition of responsibility and what we can do in an emergency.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the definition of ‘risk’ and different risks within our environment.</li> <li>Build on knowledge of recognising risk and children reflect on risks within their own lives – discuss ways to manage risk.</li> <li>Define ‘emergency’ and provide examples. What are the emergency services and how can we use them? When is an appropriate time to contact emergency services? How can we appropriately respond during an emergency?</li> </ul>	<ul style="list-style-type: none"> <li>Define ‘risk’, recognise risk within my life and explore ways to manage risks.</li> <li>Explore different feelings and discuss strategies when responding to particular feelings. How can we respond when we feel upset, angry or excited?</li> <li>What is a ‘drug’? What is the difference between legal and illegal drugs? What are the risks and effects of legal drugs and medicines? Side effects.</li> </ul>	<ul style="list-style-type: none"> <li>Explore examples of peer situations which may involve risk. Discuss how to manage this risk.</li> <li>What is a ‘habit’? Discuss and investigate how habits can have positive and negative effects on daily life and leading a healthy lifestyle.</li> <li>What is the meaning of ‘influence’? How can the influence of peers become positive or negative? Strategies to manage these influences.</li> <li>I can explore strategies to manage peer influence.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the definition of ‘drugs’ and discuss choices made around drugs.</li> <li>Build upon knowledge of ‘peer pressure’ and ‘peer influence’ and ways to deal with this.</li> <li>Build upon the meaning of ‘emergency’ and the importance of an appropriate reaction and action taken – explore basic first aid skills.</li> </ul>
<b>Living in the Wider world</b>	<ul style="list-style-type: none"> <li>Define ‘feelings’ and discuss what can influence our feelings. What makes you feel happy?</li> <li>Discuss the definition of a ‘secret’ and examples of when the children have told or had a secret to keep. Explore the effect of keeping secrets and</li> </ul>	<ul style="list-style-type: none"> <li>Children reflect on their own feelings and think about the biggest feelings they have – are the positive or negative? What is the difference between big and small feelings and how can these have an impact on us?</li> </ul>	<ul style="list-style-type: none"> <li>Build upon previous learning about different types of feelings and how we can react in different situations. Discuss how my feelings can affect and influence my reactions and ways I can manage this – what makes me feel calm and happy?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the meaning of ‘resilience’ and reflect on examples of when children have been resilient in their actions.</li> <li>Build upon previous learning of ‘responsibility’ and how we have a choice over our own actions – thinking about the</li> </ul>	<ul style="list-style-type: none"> <li>Explain the definition of ‘mental health’ and address misconceptions that mental health is negative – people can refer to good mental health.</li> <li>Discuss the definition of ‘negotiate and compromise’. Explore the importance of</li> </ul>	<ul style="list-style-type: none"> <li>Build on previous learning about big and small feelings – discuss the impact of negative thoughts and feelings and ways to challenge and manage these.</li> <li>Explain the definition of ‘stereotyping’ and discuss examples.</li> </ul>

	<p>how it is importance to sometimes tell others.</p> <ul style="list-style-type: none"> <li>Children to investigate how their behaviour can have an impact on other people and their feelings. Explore times when someone has acted in a certain way or said something that has affected them.</li> </ul>	<ul style="list-style-type: none"> <li>What are the benefits of being able go online and use the internet? Why do we need to keep safe online? Children to explore and be able to explain what to do if they don't feel safe online.</li> <li>Explore the definition of 'bullying' and the difference between bullying, teasing and joking – discuss examples and behaviour scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>What is online safety? Why is it important to be safe online? How can people communicate and talk to each other online? Are there any risks involved with this?</li> <li>What is 'mental health'? Reflect on what I am good at. Children acknowledge that understanding themselves and using their talents and what they're good at can aid positive mental health.</li> </ul>	<p>impact this has on others.</p> <ul style="list-style-type: none"> <li>Explain the definition of 'discrimination' and explore ways to ensure people are equal regardless of their difference – everyone is different.</li> </ul>	<p>compromising and why this is necessary.</p> <ul style="list-style-type: none"> <li>Recap the importance of being safe online. Discuss how often children use their mobile or tablet – what do they use it for? What do they do something pops up that is no appropriate?</li> <li>Discuss and share individual strengths and strengths of others. Explore ways to use these strengths and how to be happy being themselves and being different – individuals.</li> </ul>	<p>Explore the impact of stereotyping.</p> <ul style="list-style-type: none"> <li>Discuss positive and negative effects of online and internet usage – explore the impact this can have on our mental health in both positive and negative ways – with examples.</li> </ul>
<b>Mental and Emotional Health</b>	<ul style="list-style-type: none"> <li>Recap the meaning of 'rules' and why they are important. Reflect on our class rules and why we need to try and stick to these.</li> <li>What do children already know about money? Where does money come from? What experience do they have of buying something or watching a</li> </ul>	<ul style="list-style-type: none"> <li>What is a 'community'? Explore examples of communities children are part of and the feelings they have towards these – sense of belonging and loyalty.</li> <li>Build upon previous discussion and learning about money. What choices need to be made with regards to money? What</li> </ul>	<ul style="list-style-type: none"> <li>What are 'rules'? What is the difference between 'rules' and 'laws'? Children think about how rules and laws can protect them.</li> <li>Children discuss the British community and what defines them. Make links and compare their British community to global communities thinking</li> </ul>	<ul style="list-style-type: none"> <li>Explain what a 'Human Right' is. Discuss the Rights of a Child and children begin to think about if everyone around the world has their rights met – Who does not meet the Rights of a child and why? Is this fair?</li> <li>Build on previous knowledge of where our money comes from. What do people</li> </ul>	<ul style="list-style-type: none"> <li>Build on previous knowledge of the definition of rules and laws and how they are in place to protect everyone. Investigate how rules and laws are made and how they are enforced.</li> <li>Explain the definition of 'Fair Trade' and the impact it has globally.</li> <li>Explain the definition of 'enterprise' and</li> </ul>	<ul style="list-style-type: none"> <li>Build on previous knowledge of positive and negative impact of the internet – specific build on social media and how not everything we read and see is true – dramatized for effect – be mindful of the importance of being critical of the media.</li> <li>Build on previous knowledge of where money comes from</li> </ul>

	<p>parent/carer use money?</p> <ul style="list-style-type: none"> <li>• Explore the definition of 'environment' and provide examples.</li> </ul>	<p>would children want to spend their money on? What do people need to spend money on?</p> <ul style="list-style-type: none"> <li>• Recap the meaning of 'environment' and explore ways in which we can look after environment and why this is important.</li> </ul>	<p>about culture, food and religion.</p> <ul style="list-style-type: none"> <li>• Build on knowledge of where money comes from? Make links between working and getting paid/receiving money – the cycle this builds in to.</li> </ul>	<p>use money for and why is it important to look after it?</p> <ul style="list-style-type: none"> <li>• Explain the definition of 'sustainability'. Children explore sustainability they have seen (wind turbines/solar panels) – discuss the impact these aim to have on our environment.</li> </ul>	<p>explore children's thoughts and ideas about skills they can use in order to build an enterprise or project.</p> <p>Communication and teamwork skills.</p>	<p>and why managing money is important.</p> <ul style="list-style-type: none"> <li>• Discuss aspirations and what children want to be in the future – reflect on strengths to use and new skills to learn. Celebration of individual interests and talents/qualities.</li> </ul>