



Progression Grid - Implementation

PSHE

Our narrative...

Personal, Social, Health and Economic (PSHE) education is a subject through which pupils are able to develop the knowledge, skills and attributes they need to take control of their lives, now and as they grow. These skills and attributes help pupils to know how to stay safe and healthy, as well as preparing them for life and work in modern Britain as we know it. We aim for PSHE to help children to achieve their academic potential and leave school equipped with skills they will need throughout their lives."

	EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
Knowledge 1. Gospel Values /British Values 2. School Kitchen Garden 3. Pupil Leaders	<u>Shared Responsibilities</u> About why we have rules and how to follow them. Learning how to care for our environment.	<u>Shared Responsibilities</u> About what rules are and why they are needed, and why different rules are needed for different situations. How people and other living things have different needs; about the responsibilities of caring for them. About things they can do to help look after the environment.	<u>Shared Responsibilities</u> To recognise reasons for rules and laws; consequences of not adhering to rules and laws. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choice can affect the environment (e.g. reducing, reusing, recycling; food choices)	<u>Shared Responsibilities</u> To recognise that there are human rights, that are there to protect everyone. About the relationship between rights and responsibilities.
4. Aspiration Day 5. Reading spine - diversity	<u>Communities</u> About the people in our community who help us.	<u>Communities</u> About the different roles and responsibilities people have in their communities.	<u>Communities</u> To value the contributions that people and groups make to the community. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	<u>Communities</u> About diversity: what it means; the benefits of living in a diverse community; about valuing diversity with communities. About prejudice; how to recognise behaviours/actions which discriminate against others; ways



Progression Grid - Implementation

				of responding to it if witnessed or experienced.
<p>6. E-safety day / Computing Curriculum</p> <p>7. RSE Curriculum</p>	<p><u>Media Literacy and Digital Resilience</u></p> <p>About how we can use the internet.</p>	<p><u>Media Literacy and Digital Resilience</u></p> <p>About the role of the internet in everyday life.</p> <p>That not all information seen online is true.</p>	<p><u>Media Literacy and Digital Resilience</u></p> <p>How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p>	<p><u>Media Literacy and Digital Resilience</u></p> <p>About some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>
<p>8. Maths Curriculum</p> <p>3. Pupil Leaders</p>	<p><u>Economic Wellbeing: Money</u></p> <p>What is money and how do we use it.</p> <p>How we look after money.</p>	<p><u>Economic Wellbeing: Money</u></p> <p>What money is: forms that money comes in; that money comes from different sources.</p> <p>That people make different choices about how to save and spend money.</p> <p>About the difference between needs and wants; that sometimes people may not always be able to have the</p>	<p><u>Economic Wellbeing: Money</u></p> <p>About the different ways to pay for things and the choices people have about this</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics or giving to charity)</p> <p>To recognise that people make</p>	<p><u>Economic Wellbeing: Money</u></p> <p>To recognise that people have different attitudes towards saving and spending money; what influences people's decisions, what makes something 'good value for money'</p> <p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p>



Progression Grid - Implementation

		<p>things they want.</p> <p>That money needs to be looked after; different ways of doing this.</p>	<p>spending decisions based on priorities, needs and wants.</p> <p>Different ways to keep track of money.</p>	<p>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.</p> <p>To identify the ways money can impact on people's feelings and emotions.</p>
<p>4. Aspiration Day – Aut. term</p>	<p><u>Economic wellbeing: Aspirations, work and career</u></p> <p>About different jobs people can have.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u></p> <p>That jobs help people earn money to pay for things.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u></p> <p>To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>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.</p> <p>About some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation.</p> <p>To identify the kind of job that they might like to do when they are older.</p>	<p><u>Economic wellbeing: Aspirations, work and career</u></p> <p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>About 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)</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p>



Progression Grid - Implementation

				To recognise a variety of routes into careers (e.g. college, apprenticeship, university).
--	--	--	--	---

Key Concepts highlighted in bold

Links to our school and community:

1. **Gospel Values / British Values – reflected on through daily prayer, whole school / class Liturgical Prayer.**
2. **School Kitchen Garden – caring for our environment, recycling paper, etc.**
3. **Pupil Leaders – children making decisions and carrying responsibilities for others.**
4. **Aspiration Day – careers shared and speakers, workshops, etc.**
5. **Reading spine – diversity, equality, etc represented in reading spines in all phases.**
6. **E-Safety Day / Computing Curriculum – online safety agreements, workshops, etc.**
7. **RSE Curriculum – 'Life to the Full' RSE curriculum taught.**
8. **Maths Curriculum – learning to use and count money.**