RSE & PSHE
Progression of knowledge and skills overview
EYFS - Y5/6 - Mixed-age

Introduction

An overview of the **skills** and **knowledge** covered in each year group and strand across the units of lessons.

KEY

For skills and knowledge statements in this document please note:

Y1: This statement will be covered when the child is in Year 1.

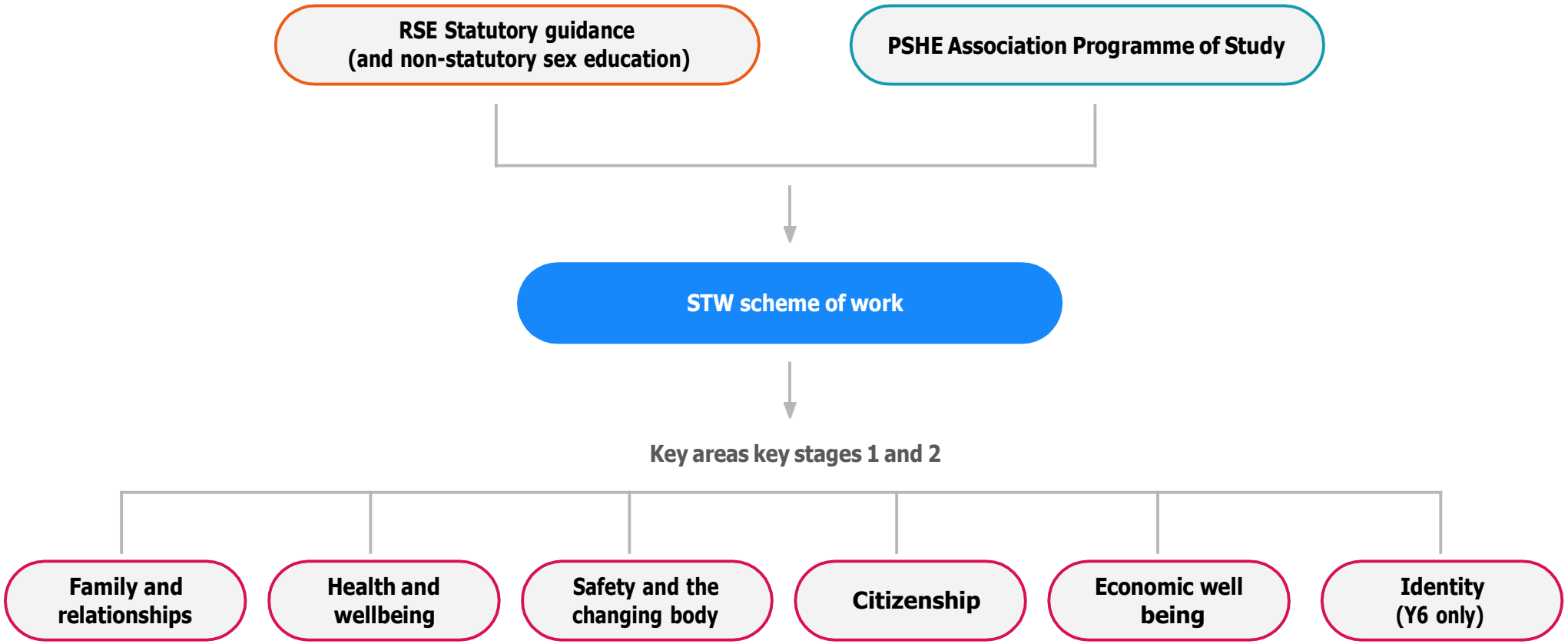
Y2: this statement will be covered when the child is in Year 2.

Y1/Y2 (Cycle A): This statement will be covered during Cycle A which could be when the child is in Year 1 OR when they are in Year 2.

Y1/Y2 (Cycle B): This statement will be covered during Cycle B which could be when the child is in Year 1 OR when they are in Year 2.

Y1 & Y2 (Cycle A & B): this statement will be covered in both cycles and therefore the child will learn about it in BOTH Year 1 and Year 2.

How is our Primary's RSE & PSHE scheme of work organised?



Mixed-age progression of knowledge and skills

Families and relationships

Sub-strand	EYFS: Reception		Year 1/2	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Family	Learning how to talk about our families and discussing why we love them. Talking about people that hold a special place in my life.	To name and describe the different members of our families. To understand that all families are valuable and special.	Y2: Understanding that families offer love, care and support. Y1/Y2 (Cycle A): Exploring how families are different to each other. Y1/Y2 (Cycle A): Discussing ways to show respect for different families.	Y1: To understand that families look after us. Y1: To know some words to describe how people are related (eg. aunty, cousin) Y1: To know that some information about me and my family is personal. Y1/Y2 (Cycle A): To know that families can be made up of different people. Y1/Y2 (Cycle A): To know that families may be different to my family.
Friendships	Developing strategies to help when sharing with others. Exploring what makes a good friend.	To know that we share toys so that everyone feels involved and no one feels left out or upset.	Y1: Exploring how friendship problems can be overcome. Y1: Exploring friendly behaviours. Y2: Understanding difficulties in friendships and discussing action that can be taken.	Y1: To understand some characteristics of a positive friendship. Y1: To understand that friendships can have problems but that these can be overcome. Y2: To know some problems which might happen in friendships. Y2: To understand that some problems in friendships might be more serious and need addressing.
Respectful relation-ships	Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team. Developing listening skills.	To understand that different people like different things. To understand that all people are valuable. To know that it is important to help, listen and support others when working as a team. To know that it is important to tell the truth.	Y1: Recognising how other people show their feelings. Y1: Identifying ways we can care for others when they are sad. Y1: Exploring the ability to successfully work with different people. Y2: Learning how other people show their feelings and how to respond to them. Y2: Exploring the conventions of manners in different situations.	Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Y2: To understand some ways people show their feelings. Y2: To understand what good manners are. Y2: To understand some gender stereotypes related to jobs.
Change and loss			Y1/Y2 (Cycle B): Exploring how loss and change can affect us.	Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.

Sub-strand	Year 3/4	
	Skills	**Knowledge**
Family	Y4: Using respectful language to discuss different families. Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.	Y 4: To know that families are varied in the UK and across the world. Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.
Friendships	Y3: Exploring ways to resolve friendship problems. Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs. Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.	Y3: To know that violence is never the right way to solve a friendship problem. Y4: To know that bullying can be physical or verbal. Y4: To know that bullying is repeated, not a one off event. Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander. Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.
Respectful relationships	Y3: Exploring the negative impact of stereotyping. Y3/Y4 (Cycle A): Identifying who I can trust. Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people. Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.	Y3: To understand that there are similarities and differences between people. Y3: To understand some stereotypes related to age. Y4: To understand some stereotypes related to disability. Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships. Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios. Y3/Y4 (Cycle B): To know the signs of a good listening.
Change and loss	Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.	Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5/6	
	Skills	**Knowledge**
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful relationships	Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).	Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.

Sub-strand	EYFS (Reception)		Year 1/2	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Health and prevention	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Y1/Y2 (Cycle A): Learning how to wash hands properly. Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction. Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.	Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene. Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people. Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.
Physical health and wellbeing	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important. To know that yoga can help our bodies and minds relax,	Y1/Y2 (Cycle A): Exploring positive sleep habits. Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health. Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind. Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet. Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal. Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.	Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy. Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy. Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy. Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.	To name some different feelings and emotions. To know that I am a valuable individual. To know that facial expressions can give us clues as to how a person is feeling. To know that I can learn from my mistakes. To know some strategies to calm down.	Y1: Identifying different ways to manage feelings. Y2: Exploring strategies to manage different emotions. Y2: Developing empathy. Y1/Y2 (Cycle A): Identifying personal strengths and qualities. Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them. Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.	Y1: To know the words to describe some positive and negative emotions. Y2: To know that we can feel more than one emotion at a time. Y1/Y2 (Cycle A): To know that strengths are things we are good at. Y1/Y2 (Cycle A): To know that qualities describe what we are like. Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.

Sub-strand	Year 3/4	
	Skills	**Knowledge**
Health and prevention	Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth. Y3/Y4 (Cycle B): Developing independence in looking after my teeth.	Y3/Y4 (Cycle A): To understand ways to prevent tooth decay. Y3/Y4 (Cycle B): To know key facts about dental health.
Physical health and wellbeing	Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation. Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed. Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation. Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.	Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body. Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads. Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.
Mental wellbeing	Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier. Y3/Y4 (Cycle A): Developing a growth mindset. Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to. Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others. Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs. Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations. Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others. Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.	Y3/Y4 (Cycle A): To understand that mistakes can help us to learn. Y3/Y4 (Cycle A): To understand the importance of belonging. Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone. Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others. Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions. Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical. Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health. Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.

Sub-strand	Year 5/6	
	Skills	**Knowledge**
Health and prevention	Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun. Y5/Y6 (Cycle B): Discussing ways to prevent illness. Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.	Y5/Y6 (Cycle A): To understand the risks of sun exposure. Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease. Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.
Physical health and wellbeing	Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals. Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep. Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful. Y5/Y6 (Cycle B): Exploring ways to maintain good habits. Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle. Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.	Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress. Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us. Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
Mental wellbeing	Y5/Y6 (Cycle A): Taking responsibility for my own feelings. Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them. Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.	Y5/Y6 (Cycle A): To understand what can cause stress. Y5/Y6 (Cycle A): To understand that failure is an important part of success. Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). Y5/Y6 (Cycle B):To know the effects technology can have on mental health.

Sub-strand	EYFS (Reception)		Year 1/2	
	Skills	**Knowledge**	**Skills**	**Knowledge**
Being safe (including online)	Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.	To know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	Y1: Discussing the concept of privacy. Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe. Y1/Y2 (Cycle B): Practising what to do if I get lost. Y1/Y2 (Cycle B): Identifying hazards that may be found at home. Y1/Y2 (Cycle B): Exploring ways to stay safe online. Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.	Y1: To know that some types of physical contact are never appropriate. Y1: To know the PANTS rule. Y1/Y2 (Cycle A):To understand the difference between secrets and surprises. Y1/Y2 (Cycle B):To know what to do if I get lost. Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury. Y1/Y2: (Cycle B):To know that I should tell an adult if I see something which makes me uncomfortable online. Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.
Drugs, alcohol and tobacco	N/A	N/A	Y1: Learning what is and is not safe to put in or on our bodies. Y2: Exploring what people can do to feel better when they are ill. Y2: Learning how to be safe around medicines.	Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. Y2: To know that medicine can help us when we are ill. Y2: To understand that we should only take medicines when a trusted adult says we can.
The changing adolescent body	N/A	N/A		Y1: To know the names of parts of my body including private parts.
Basic first aid	N/A	N/A	Y1/Y2 (Cycle A):Practising making an emergency phone call.	Y1/Y2 (Cycle A):To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Y1/Y2 (Cycle A):To know that the emergency services are the police, fire service and the ambulance service.

Sub-strand	Year 3/4	
	Skills	**Knowledge**
Being safe (including online)	Y3: Identifying things people might do near roads which are unsafe. Y3/Y4 (Cycle A): Discussing how to seek help if I need to. Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable. Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online. Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online. Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.	Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen. Y3/Y4 (Cycle A): To understand that there are risks to sharing things online. Y3/Y4 (Cycle A): To know the difference between private and public. Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online. Y3/Y4 (Cycle B): To know the signs that an email might be fake. Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.
Drugs, alcohol and tobacco	Y3: Exploring choices and decisions that I can make. Y4: Exploring that people and things can influence me and that I need to make the right decision for me. Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.	Y4: To understand that other people can influence our choices. Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.
The changing adolescent body	Y4: Discussing some physical and emotional changes during puberty.	Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.
Basic first aid	Y3: Learning what to do in a medical emergency, including calling the emergency services. Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.	Y3: To know that it is important to maintain the safety of myself and others, before giving first aid. Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction. Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.

Sub-strand	Year 5/6	
	Skills	**Knowledge**
Being safe (including online)	Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe. Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information. Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.	Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic). Y5/Y6 (Cycle A): To know some of the possible risks online. Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships. Y5/Y6 (Cycle B): To know where to get help with online problems.
Drugs, alcohol and tobacco	Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making. Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.	Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions. Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.
The changing adolescent body	Y5: Learning about the emotional changes during puberty. Y5: Identifying reliable sources of help with puberty. Y6: Discussing problems which might be encountered during puberty and using knowledge to help.	Y5: To understand the process of the menstrual cycle. Y5: To know the names of the external sexual parts of the body and the internal reproductive organs. Y5: To know that puberty happens at different ages for different people. Y6: To understand how a baby is conceived and develops.
Basic first aid	Y5/Y6 (Cycle A): Learning how to help someone who is choking. Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding. Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.	Y5/Y6 (Cycle B): To know how to assess a casualty's condition. Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).

EYFS (Reception)		Year 1/2		Year 3/4	
Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Beginning to understand why rules are important in school.	To know that we have rules to keep everything fair, safe and enjoyable for everyone. To understand that we all have similarities and differences and that make us special. To know that we all have different beliefs and celebrate special times in different ways.	Y1: Recognising why rules are necessary. Y1: Exploring the differences between people. Y2: Explaining why rules are in place. Y1/Y2 (Cycle A): Recognising the groups that we belong to. Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment. Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment. Y1/Y2 (Cycle A): Identifying ways to help look after the school environment. Y1/Y2 (Cycle A): Recognising the contribution people make to the local community. Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets. Y1/Y2 (Cycle B):Learning how to discuss issues of concern to me.	Y1: To know the rules in school. Y1: To understand that people are all different. Y2: To know some of the different places where rules apply. Y2: To understand that everyone has similarities and differences. Y2: To know that some rules are made to be followed by everyone and are known as 'laws'. Y1/Y2 (Cycle A):To know some of the jobs people do to look after the environment in school and the local community. Y1/Y2 (Cycle B): To know that different pets have different needs. Y1/Y2 (Cycle B):To understand the needs of younger children and that these change over time. Y1/Y2 (Cycle B):To know that voting is a fair way to make a decision. Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.	Y3: Discussing ways we can make a difference to recycling rates at home/school. Y3: Identifying local community groups. Y4: Discussing how local community groups support the community. Y4: Considering the responsibilities that adults and children have to maintain children's rights. Y4: Identifying ways items can be reused. Y4: Explaining why reusing items is of benefit to the environment. Y3/Y4 (Cycle A): Discussing how we can help to protect human rights. Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community. Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community. Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.	Y3: To understand how recycling can have a positive impact on the environment. Y3: To know that the local council is responsible for looking after the local area. Y3: To know that elections are held where adults can vote for local councillors. Y4: To know that reusing items is of benefit to the environment. Y4: To understand that councillors have to balance looking after local residents and the needs of the council. Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules. Y3/Y4 (Cycle B): To understand the role of charities in the community. Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community. Y3 & Y4 (Cycle A & B):To understand the UN Convention on the Rights of the Child.

Year 5/6

Skills	Knowledge
Y5: Discussing how rights and responsibilities link. Y5: Exploring the right to a freedom of expression. Y5: Developing an understanding of how parliament and Government work. Y6: Discussing how education and other human rights protect us. Y6: Identifying causes which are important to us. Y6: Discussing how people can influence what happens in parliament. Y6: Identifying appropriate ways to share views and ideas with others. Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination. Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment. Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised. Y5/Y6 (Cycle B):Identifying ways people can bring about change in society. Y5/Y6 (Cycle B): Learning about environmental issues relating to food.	Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. Y6: To know that education is an important human right. Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. Y5/Y6 (Cycle A):To know what happens when someone breaks the law. Y5/Y6 (Cycle A):To understand the waste hierarchy. Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information. Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors. Y5/Y6 (Cycle B):To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change. Y5/Y6 (Cycle B): To know that our food choices can affect the environment.

Year 1/2		Year 3/4	
Skills	**Knowledge**	**Skills**	**Knowledge**
Y1: Developing an understanding of how banks work. Y1: Identifying whether something is a want or need. Y2: Exploring the reasons why people choose certain jobs. Y1/Y2 (Cycle A): Discussing how to keep money safe. Y1/Y2 (Cycle B): Exploring choices people make about money. Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money. Y1 & Y2 (Cycle A & B): Discussing what to do if we find money.	Y1: To know that coins and notes have different values. Y1: To know some of the ways children may receive money. Y1: To know that it is wrong to steal money. Y1: To know that banks are places where we can store our money. Y1: To know some jobs in school. Y1: To know that different jobs need different skills. Y1: To know the difference between a 'want' and 'need'. Y2: To know some of the ways in which adults get money. Y2:To know some of the features to look at when selecting a bank account.	Y3: Discussing the range of feelings which money can cause. Y3: Discussing the different attitudes people have to money. Y3: Exploring the impact our spending can have on other people. Y4: Exploring the factors which affect whether something is value for money. Y4: Discussing some impacts of losing money. Y4: Identifying negative and positive influences that can affect our career choices.	Y3: To know that budgeting money is important. Y3: To understand that there are a range of jobs available. Y4: To know that money can be lost in a variety of ways. Y4: To understand the importance of tracking money. Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes. Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace. Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things. Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.

Year 5/6

Skills	Knowledge
Y6: Identifying jobs which might be suitable for them. Y5/Y6 (Cycle A): Discussing risks associated with money. Y5/Y6 (Cycle A): Making a budget based on priorities. Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this. Y5/Y6 (Cycle B): Discussing some risks associated with gambling.	Y6: To understand that different jobs have different routes into them. Y6: To understand that people change jobs for a number of reasons. Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest. Y5/Y6 (Cycle A): To know that it is important to prioritise spending. Y5/Y6 (Cycle A): To know some ways that people lose money. Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent. Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts. Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money. Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.

Progression of skills and knowledge	Identity

Year 6 only

Skills	Knowledge
Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.	To know that identity is is the way we see ourselves and also how other people see us.

Progression of skills and knowledge	Transition

Year 1/2		Year 3/4		Year 5/6	
Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Y1: Recognising our own strengths. Y2: Identifying people who can help us when we are worried about changes.	Y1 & Y2 (Cycle A & B): To understand that changes can be both positive and negative. Y1 & Y2 (Cycle A & B):To understand that change is part of life.	Y3: Being able to set goals. Y4: Learning strategies to deal with change. Y3 & Y4 (Cycle A & B): Recognising our own achievements.	Y3: To know that setting goals can help us to achieve what we want. Y4: To understand that change often brings about more opportunities and responsibilities.	Y5: Recognising own skills and how these can be developed. Y6: Exploring a greater range of strategies to deal with feelings associated with change.	Y5: To understand the skills needed for roles in school. Y6: To know that a big change can bring opportunities but also worries.