

## **Progression of skills and knowledge in PSHE/RSE**

### **INTENT**

At Brabourne CEP School we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Our aim at Brabourne is to use creative approaches to learning in order to build character, emotional health and resilience in children. Equipping children with foundational principles and skills that will improve their mental health, physical health, relationships, life skills and academic achievement, at Brabourne CEP School our aim is for every child to know that they are loved, valued and cared for. Our PSHE curriculum is linked with our Christian values, our vision statement, our RSE policy and our pastoral care programme. The vision for students, staff and others linked to our school, is to always look to achieve our personal best in every aspect of school life.

- Our school is one where everyone is encouraged and supported to achieve their personal best.
- Our school is welcoming, inclusive, has a real community feel and is a place where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude. We promote a growth mindset: this is supported through our PSHE and RSE programme.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through PSHE/RSE. Equality is embedded into everything that we do.

The programme will cover:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- Managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.

- Adapted units

- How to respond in various emergencies.
- Identifying different influences on health and wellbeing.
- How to develop and maintain a variety of healthy relationships within a range of social/cultural contexts.
- How to recognise and manage emotions within a range of relationships.
- How to recognise risky or negative relationships including all forms of bullying and abuse, as well as how to respond to these and ask for help.
- Respect for the self and others, and the importance of responsible behaviours and actions.
- Rights and responsibilities as members of families, other groups and ultimately, as citizens.
- Different groups and communities, and how to respect equality and be a productive member of a diverse community.
- The importance of respecting and protecting the environment.
- Where money comes from, keeping it safe and the importance of managing it effectively
- A basic understanding of enterprise.

**By the end of EYFS, pupils will be able to:**

- Begin to develop and form positive relationships.
- Show sensitivity towards the needs of others.
- Show self-confidence and awareness by trying new things and taking risks.
- Manage feelings and behaviour.
- Show and talk about your own emotions and those of others.
- Be able to differentiate between positive and negative behaviour and understand that negative behaviour has consequences.

**By the end of Key Stage 1, pupils will be able to:**

- Develop your awareness of themselves in familiar contexts such as school and home.
- Understand how your behaviour impacts on others around them.
- Be able to identify what makes us all individuals and unique and celebrate diversity.
- Articulate your understanding of bullying and recognise the negative impact it has.
- Express how you can succeed and work collaboratively to achieve a goal.
- Understand how your body has changed from being a baby and describe the private parts of your bodies.

- Adapted units

- Understand what kinds of things are healthy or unhealthy.

**By the end of Key Stage 2, pupils will be able to:**

- Apply your understanding of themselves and others in a wider context such as your communities and the rest of the world.
- Understand how to manage your emotions effectively.
- Understand more deeply the diverse world we live in and how discriminatory behaviour has a huge effect on people in all cultures and those who are part of the protected characteristics groups.
- Understand how your bodies change through puberty and into adulthood.
- Further your understanding of how lifestyle choices can have a dramatic effect on your health and wellbeing, including drugs, cigarettes and alcohol.
- Set themselves aspirational targets that will help them as you progress into key stage 3.
- Use the knowledge you have gained and apply it by becoming a positive role model and global citizen.

**IMPLEMENTATION**

A range of teaching and learning styles will be used to teach PSHE/RSE. Lessons are taught on a weekly basis to Year 6 and its ethos is underpinned by all aspects of the school's values. PSHE/RSE is taught discretely each week, but many links are made to learning throughout the week. Units on puberty are taught in Y5/6 with parental permission, in line with our RSE policy.

- Teaching will be pupil-led and there will be an emphasis on active learning techniques such as discussion and group work.
- 'Ice-breaker' activities, and clear ground rules regarding discussions, will be put in place in order to ensure a safe, supportive and positive learning environment.
- Pupils will have the opportunity to engage in investigations and problem solving activities.
- All pupils will be encouraged to take part in charity work and volunteering, as part of our school community, as well as organising school events such as Collective Worship and fundraisers.
- We will use visiting speakers, such as health workers and the police, to broaden the curriculum and share their real life experiences.
- Pupils' questions will, unless inappropriate, be answered respectfully by the teacher.

- Adapted units

- Every lesson should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson, they should feel comfortable consulting their teacher or another member of staff about this.
- Teaching will take into account the ability, age, readiness and cultural backgrounds of all young people in the class and will be tailored accordingly.
- Lessons are progressive with built in 'recaps' of prior learning within concept strands.
- Lessons are differentiated and with separate outcomes for year groups.
- All pupils with special educational needs will receive PSHE education, with content and delivery tailored to meet their individual needs.
- Pupils' knowledge and understanding is assessed through formative assessment, via question and answer sessions. Summative assessment is measured through end of unit quizzes, and a 'knowledge mind-map', which is reviewed at the beginning and the end of each unit.
- We pride ourselves on having a highly trained ELSA (Emotional Literacy Support Assistant) who will provide children with extra support with pupil's social, emotional and mental health that is run in collaboration with the children's PSHE lessons

#### **A typical teaching sequence is as follows:-**

1. Share the main key questions of the lesson and vocabulary
2. Attention grabber – recap on previous knowledge
3. Introduction of new concept
4. Main event – differentiated activities in which children can apply their knowledge and skills.
5. Reflection – children reflect on their learning from the session.

Concept strands:

**Family & Relationships**  
**Health & Well-being**  
**Safety & the Changing Body**  
**Citizenship**  
**Economic Well-being**  
**Transition**

- Adapted units

## **Identity**

### **Curriculum Areas studied:**

Social development  
Moral development  
Spiritual development  
Cultural development  
Physical development  
Personal development  
Emotional development  
Democracy  
Rule of Law  
Individual Liberty  
Mutual Respect  
Tolerance of those of different faiths and beliefs

## **IMPACT**

Teachers assess children's work in PSHE by making informal judgments as they observe them during lessons. Children are encouraged to self, peer and group assess work in a positive way. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject. Summative assessment is undertaken 3 times a year, using the progression skills document, end of unit tests and review of 'knowledge mind maps' and other work. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents at the end of the year. The caring and positive ethos of our school will be an effective tool to measure the effectiveness of our PHSE curriculum, through pupil and parent questionnaires.

- Adapted units

UNIT COVERAGE/STRANDS CYCLE A+B

	T1	T2	T3	T4	T5	T6
Y1/2	Family and Relationships	Health & Wellbeing*	Safety & the Changing Body*	Citizenship	Economic Wellbeing	Transition
Vocabulary	behaviour care emotions family feelings friend friendly problem stereotype  friendship love manners feelings emotions family stereotype respect	allergy emotions feelings germs ill (poorly) qualities relax  diet exercise goal growth mindset healthy physical activity relaxation skill strengths	accident drug emergency hazards medicine physical contact polite respect role trust  medicine pedestrian private secret surprise	care democracy different fair pet responsibility rule similar unique vote  election environment identity job opinion rule school council volunteer vote	bank bank account building society cash choice coins earn interest job money money box notes pocket money purse safe save skill spend value wallet  election environment identity job	coins need notes priority want

- Adapted units

					opinion rule school council volunteer vote	
Y3/4	Family and Relationships	Health & Wellbeing	Safety & the Changing Body*  Year 4 Internet safety Share aware First Aid Privacy & Secrecy Consuming information online Growing Up Tobaco	Citizenship	Economic Wellbeing	Transition
Vocabulary	bullying communicate empathy open questions similar solve stereotype sympathy trust  act of kindness	alone balance barriers belonging identity lonely resilience	allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries	Charity Community Consequence Council Councillor Law Recycling Rights United Nations (UN)	Budget Expense Feeling Qualification Stereotype  Bank balance Bank statement Career Debit card	

- Adapted units

	authority bereavement boundaries bystander permission		Age restriction Asthma Law Tobacco	Authority Cabinet Community Council Council officer Diversity Environment Human rights Local government Protect Reuse United Nations/UN Volunteer		
Y5/6	Family and Relationships	Health & Wellbeing	Citizenship	Economic Wellbeing	Safety & the Changing Body*  Online friendships Staying Safe Online First Aid Alcohol, drugs and Tabaco  Year 6 See RSE policy	Identity & Transition
Vocabulary	As above	As Above	See RSE policy	Defendant Environment	Gambling Growth mind-set	Change Identity

- Adapted units

				<p>Freedom of expression Government House of Commons Human rights Judge Jury Member of Parliament (MP) Parliament Pressure group Prime Minister Trial</p> <p>Authority Conflict Earn Expectation Grief Grieving Protected characteristics Resolve Respect Stereotype</p>	<p>PIN Qualities Responsibility Skill</p>	<p>Images Manipulation Media</p>
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- Adapted units

- Adapted units

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Exploring how families are different to each other.	To understand that families look after us.  To know some words to describe how people are related (eg. aunty, cousin).  To know that some information about me and my family is personal.	Understanding ways to show respect for different families.  Understanding that families offer love, care and support.	To know that families can be made up of different people.  To know that families may be different to my family.	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.
<b>Friendships</b>	Exploring how friendship problems can be overcome.  Exploring friendly behaviours.	To understand some characteristics of a positive friendship.  To understand that friendships can have problems but that these can be overcome.	Understanding difficulties in friendships and discussing action that can be taken.	To know some problems which might happen in friendships.  To understand that some problems in friendships might be more serious and need addressing.	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one off event.  To know that violence is never the right way to solve a friendship problem
<b>Respectful relationships</b>	Recognising how other people show their feelings.  Identifying ways we can care for others when they are sad.  Exploring the ability to successfully work with different people.	To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.	Learning how other people show their feelings and how to respond to them.  Exploring the conventions of manners in different situations.	To understand some ways people show their feelings.  To understand what good manners are.  To understand some stereotypes related to jobs.	Identifying who I can trust.  Learning about the effects of non verbal communication.  Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships.  To know the signs of a good listener.  To understand that there are similarities and differences between people.  To understand some stereotypes related to age.
<b>Change and loss</b>	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.	N/A	N/A

- Adapted units

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
<b>Friendships</b>	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body.	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
<b>Respectful relationships</b>	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability.	Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
<b>Change and loss</b>	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.

- Adapted units

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	<p>Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p>	<p>To understand we can limit the spread of germs by having good hand hygiene.</p> <p>To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>To know that certain foods and other things can cause allergic reactions in some people.</p>	<p>Exploring the effect that food and drink can have on my teeth.</p>	<p>To know that food and drinks with lots of sugar are bad for our teeth.</p>	<p>Discussing why it is important to look after my teeth.</p>	<p>To understand ways to prevent tooth decay.</p>
<b>Physical health and wellbeing</b>	<p>Exploring positive sleep habits.</p> <p>Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p>	<p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p>	<p>Exploring some of the benefits of exercise on body and mind.</p> <p>Exploring some of the benefits of a healthy balanced diet.</p> <p>Suggesting how to improve an unbalanced meal.</p> <p>Learning breathing exercises to aid relaxation.</p>	<p>To understand the importance of exercise to stay healthy.</p> <p>To understand the balance of foods we need to keep healthy.</p> <p>To know that breathing techniques can be a useful strategy to relax.</p>	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
<b>Mental wellbeing</b>	<p>Identifying personal strengths and qualities.</p> <p>Identifying different ways to manage feelings.</p>	<p>To know that strengths are things we are good at.</p> <p>To know that qualities describe what we are like.</p> <p>To know the words to describe some positive and negative emotions.</p>	<p>Exploring strategies to manage different emotions.</p> <p>Developing empathy.</p> <p>Identifying personal goals and how to work towards them.</p> <p>Exploring the need for perseverance and developing a growth mindset.</p> <p>Developing an understanding of self respect.</p>	<p>To know that we can feel more than one emotion at a time.</p> <p>To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>

- Adapted units

*Progression of skills and knowledge*

**Health and wellbeing**

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Developing independence in looking after my teeth.	To know key facts about dental health.	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
<b>Physical health and wellbeing</b>	Identifying what makes me feel calm and relaxed.  Learning visualisation as a tool to aid relaxation.	To know that visualisation means creating an image in our heads.	Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
<b>Mental wellbeing</b>	Exploring how my skills can be used to undertake certain jobs.  Explore ways we can make ourselves feel happy or happier.  Developing the ability to appreciate the emotions of others in different situations.  Learning to take responsibility for my emotions by knowing that I can control some things but not others.  Developing a growth mindset.	To know that different job roles need different skills and so some roles may suit me more than others.  To know that it is normal to experience a range of emotions.  To know that mental health refers to our emotional wellbeing, rather than physical.  To understand that mistakes can help us to learn.  To know who can help if we are worried about our own or other people's mental health.	Taking responsibility for my own feelings.	To understand what can cause stress.  To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.

- Adapted units

Sub-strand	Year 1		Year 2		Year 3	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>
<b>The changing adolescent body</b>	N/A	N/A	N/A		N/A	N/A
<b>Basic first aid</b>	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>

- Adapted units

Sub-strand	Year 4		Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p>	<p>To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>To know some of the possible risks online.</p>	<p>Developing an understanding about the reliability of online information.</p> <p>Exploring online relationships including dealing with problems.</p>	<p>To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>To know where to get help with online problems.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>	<p>Learning to make 'for' and 'against' arguments to help with decision making.</p>	<p>To know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Discussing the reasons why adults may or may not drink alcohol.</p>	<p>To understand the risks associated with drinking alcohol.</p>
<b>The changing adolescent body</b>					<p>Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>To understand why puberty occurs in the body and what changes happen.</p>
<b>Basic first aid</b>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>	<p>Learning about how to help someone who is bleeding.</p>	<p>To know how to assess a casualty's condition.</p>	<p>Learning how to help someone who is choking.</p> <p>Placing an unresponsive patient into the recovery position.</p>	<p>To know how to conduct a primary survey (using DRSABC).</p>

- Adapted units

*Progression of skills and knowledge*

**Economic wellbeing**

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Discussing how to keep money safe.	To know that coins and notes have different values.	Identifying whether something is a want or need.	To know some of the ways in which adults get money.	Discussing the range of feelings which money can cause.	To understand that there are different ways to pay for things.
Discussing what to do if we find money.	To know some of the ways children may receive money.	Recognising that people make choices about how to spend money.	To know the difference between a 'want' and 'need'.	Discussing the different attitudes people have to money.	To know that budgeting money is important.
Exploring choices people make about money.	To know that it is wrong to steal money.	Exploring the reasons why people choose certain jobs.	To know some of the features to look at when selecting a bank account.	Exploring the impact our spending can have on other people.	To understand that there are a range of jobs available.
Developing an understanding of how banks work.	To know that banks are places where we can store our money.  To know some jobs in school.  To know that different jobs need different skills.			Considering the advantages and disadvantages of different payment methods.	To understand that some stereotypes can exist around jobs but these should not affect people's choices.
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Exploring the factors which affect whether something is value for money.	To know that money can be lost in a variety of ways.	Discussing risks associated with money.	To know that when money is borrowed it needs to be paid back, usually with interest.	Recognising differences in how people deal with money and the role of emotions in this.	To understand that there are certain rules to follow to keep money safe in bank accounts.
Discuss some impacts of losing money.	To understand the importance of tracking money.	Making a budget based on priorities.	To know that it is important to prioritise spending.	Discussing some risks associated with gambling.	To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
Identifying negative and positive influences that can affect our career choices.	To know that many people will have more than one job or career in their lifetimes.  Exploring ways to overcome stereotypes in the workplace.	Discussing the role of money in selecting a job.  Discussing how income can change and the feelings associated with this.	To know that income is the amount of money received and expenditure is the amount of money spent.  To know some ways that people lose money.	Identifying jobs which might be suitable for them.	To understand that different jobs have different routes into them.  To understand that people change jobs for a number of reasons.  To know that banks and organisations such as Citizens' Advice can help with money-related problems.

- Adapted units

*Progression of skills and knowledge*

**Identity**

Year 6 only	
Skills	Knowledge
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

*Progression of skills and knowledge*

**Transition**

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

- Adapted units

*Progression of skills and knowledge*

**Citizenship**

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising why rules are necessary.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different.</p>	<p>Explaining why rules are in place.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that everyone has similarities and differences.</p>	<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>
Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

- Adapted units

### Early Years Foundation Stage

Personal, Social and Emotional development is a Prime area within the EYFS and at Brabourne School this is element of the curriculum is promoted through all aspects of learning and interaction between children and adults within the classroom.

Through modelling and interaction the children learn how to take turns fairly and learn ways in which they can control and show their emotions appropriately. They are able to celebrate their achievements with their peers and respect and celebrate the achievements of others too. They are given opportunities throughout activities and interactions within the learning environment to develop their confidence as learners and develop resilience and the skills needed to persevere when challenges arise.

In the Reception year also have adult directed PSHE sessions which follow the Heart Smart scheme.

### ELG: Personal, Social and Emotional Development

#### Managing Feelings:

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

#### Self Confidence and Self Awareness:

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or do not need help.

#### Making Relationships:

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

- Adapted units

- Adapted units