

Primary PSHE Progression Map

	EYFS	Relationships Education	Physical health and mental well being
<p>Statutory Guidance</p> <p>Relationships Education, Relationships and Sex Education (RSE) and Health Education</p>	<p><i>Children at the expected level of development will:</i></p> <ol style="list-style-type: none"> 1. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 3. Give focused 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. 4. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. 5. Explain the reasons for rules, know right from wrong and try to behave accordingly. 6. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 7. Work and play cooperatively and take turns with others. 	<p><i>By the end of Primary children should know:</i></p> <ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 7. how important friendships are in making us feel happy and secure, and how people choose and make friends. 8. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 9. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 10. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 11. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 12. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 13. practical steps they can take in a range of different contexts to improve or support respectful relationships. 14. the conventions of courtesy and manners. 15. the importance of self-respect and how this links to their own happiness. 16. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 17. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 18. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 19. the importance of permission-seeking and giving in relationships with friends, peers and adults. 20. that people sometimes behave differently online, including by pretending to be someone they are not. 21. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 22. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 23. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p><i>By the end of Primary children should know:</i></p> <ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 11. that for most people the internet is an integral part of life and has many benefits. 12. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 13. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 14. why social media, some computer games and online gaming, for example, are age restricted. 15. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 16. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 17. where and how to report concerns and get support with issues online. 18. the characteristics and mental and physical benefits of an active lifestyle. 19. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 20. the risks associated with an inactive lifestyle (including obesity). 21. how and when to seek support including which adults to speak to in school if they are worried about their health. 22. what constitutes a healthy diet (including understanding calories and other nutritional content). 23. the principles of planning and preparing a range of healthy meals

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	<p>8. Form positive attachments to adults and friendships with peers</p> <p>9. Show sensitivity to their own and to others' needs.</p>	<p>24. how information and data is shared and used online.</p> <p>25. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>26. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>27. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>28. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>29. how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>30. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>31. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>32. where to get advice e.g. family, school and/or other sources.</p>	<p>24. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>25. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>26. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>27. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>28. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>29. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>30. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>31. the facts and science relating to allergies, immunisation and vaccination.</p> <p>32. how to make a clear and efficient call to emergency services if necessary.</p> <p>33. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>34. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>35. about menstrual wellbeing including the key facts about the menstrual cycle.</p>
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Certain statements are * to indicate that the school should consult with parents/carers and the wider community before they teach them. Below are the statutory statements that provide further information for your reference:

40. The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

41. All schools should work closely with parents when planning and delivering these subjects. Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

42. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

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43. Many schools build a good relationship with parents on these subjects over time – for example by inviting parents into school to discuss what will be taught, address any concerns and help support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

44. Many schools will have existing mechanisms in place to engage parents and should continue to draw on these as they respond to the new legal framework.

Statements highlighted are non-statutory

By the end of the year, children should be able to...							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Thinking Skills	<p>Begin to share views Respectfully</p> <p>Think about solutions to conflict.</p>	<p>Share views respectfully</p> <p>Give reasons for ideas with evidence/ examples</p> <p>Agree and disagree respectfully.</p> <p>Connect an idea to another idea</p>	<p>Show that they are actively listening and responding</p> <p>Suggest what might happen if...</p> <p>Demonstrate how to build on others' ideas</p> <p>Be an effective member in small group tasks</p> <p>Suggest different possibilities/ideas</p>	<p>Identify big ideas in a stimulus and ask questions related to these</p> <p>Support and build on the ideas of others</p> <p>Keep focussed on the matter at hand</p> <p>Explain how ideas are linked</p> <p>Explore a range of different possibilities</p>	<p>Empathise with how others are feeling/thinking about something</p> <p>Encourage others to join in discussions</p> <p>Draw upon evidence and own experiences</p> <p>Suggest reasoned conclusions</p> <p>Show a willingness to illustrate the ideas of others with own experiences</p> <p>Identify associated concepts and explain their relevance and connections</p>	<p>Show appreciation for the comments of others i.e. that is a really good point/that has made me think about...</p> <p>Question peers to support progress in an enquiry</p> <p>Evaluate own evidence offered and that offered by others i.e. I think that example is...</p> <p>Air feelings in a way that supports the enquiry</p> <p>Encourage others to contribute to an enquiry</p> <p>Evaluate in some detail the range of possibilities</p>	<p>Show an interest in the progress of an enquiry</p> <p>Show that they have extended their thinking beyond the PSHE session</p> <p>Evaluate a range of reasoned conclusions</p> <p>Identify assumptions and evaluate their impact</p> <p>Summarise the progress of an enquiry</p> <p>Suggest ways in which an enquiry might move to make progress</p> <p>Suggest and explain new and novel ideas that build on the ideas of others</p>

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<p>Health and Wellbeing</p>	<p>Increasingly follow rules, understanding why they are important. (3 – 4)</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. (3 – 4)</p> <p>Make healthy choices about food, drink, activity and toothbrushing. (3 – 4)</p> <p>Manage their own needs:</p> <ul style="list-style-type: none"> • Personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian 	<p>How specific rules and restrictions help them to keep safe.</p> <p>Who helps them to stay healthy and what that means (e.g. parent, dentist, doctor)</p> <p>That things people put into or onto their bodies can affect how they feel</p> <p>How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</p> <p>Why hygiene is important and how simple routines can stop germs from being passed on</p> <p>What they can do to take care of their personal hygiene on a daily basis, e.g. brushing teeth and hair, hand washing</p> <p>That people have different roles within the community to help them (and others) keep safe - the jobs they do and how they help people</p> <p>Recognise and have an understanding of who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say</p> <p>How to respond safely and appropriately to adults they don’t know</p> <p>Understand the importance of asking for support and to keep trying until they are heard if they feel unsafe or worried for themselves or others</p>	<p>How specific rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <p>How to recognise and identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them these situations</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable</p> <p>Recognise that not everything they see online is true or trustworthy</p> <p>Recognise whether something is unsafe, scaring them or they are worried about it and how to tell a trusted adult</p> <p>Recognise that different things are needed to keep the body healthy e.g. food and drink, physical activity, sleep and rest</p> <p>Recognise that eating and drinking too much sugar can affect their health, including dental health</p> <p>To understand how to be physically active and how much sleep they should be getting everyday</p> <p>Recognise the need to limit screen-time and that we can learn and play in a variety of different ways</p>	<p>How to recognise hazards that could cause themselves (or others) harm and how to reduce them</p> <p>Understand how equipment and clothing can help keep you protected and safe</p> <p>That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>How everyday health and hygiene rules and routines help people stay safe and healthy</p> <p>How to react and respond if there is an accident and how to deal with minor injuries e.g. bites and stings</p> <p>What to do in an emergency, including calling for help and speaking to the emergency services</p> <p>Understand what constitutes a healthy balanced diet</p> <p>How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>Recognise how not eating a balanced diet can negatively affect health and why people choose to eat what they do</p> <p>Understand that regular physical activity benefits</p>	<p>How to recognise personal qualities and individuality</p> <p>Understand how their personal attributes and achievements contribute to their self-esteem and feeling of self-worth</p> <p>How everyday things can affect feelings and how they change over time and can be experienced at different levels of intensity</p> <p>The importance of expressing feelings and how to respond proportionately as well as manage them in different circumstances</p> <p>How to managing feelings at times of loss, grief and change</p> <p>How and where to access advice and support to help manage their own or others’ feeling</p> <p>About puberty and how bodies change during puberty, including menstruation, hygiene routines, emotions and feelings</p> <p>How to ask for advice and support about growing and changing and puberty</p> <p>How to recognise, predict, assess and manage risk in different situations including the local environment and less familiar locations</p> <p>Understand that you can be influenced by peers’ behaviour and by a desire for peer approval</p> <p>How individuality and personal qualities make up someone’s identity</p>	<p>To recognise and respect similarities and differences between people and there are a range of factors that contribute to a person’s identity</p> <p>How individuality and personal qualities make up someone’s identity (including gender identity)</p> <p>Understand stereotypes, including those in relation to protective characteristics, and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others</p> <p>How to carry out basic first aid and that if someone has experienced a head injury, they should not be moved</p> <p>When it is appropriate to use first aid and the importance of seeking adult help</p> <p>Importance of remaining calm during an emergency and providing clear information</p> <p>How drugs common to everyday life can affect health and wellbeing</p> <p>That some drugs are legal and other drugs are illegal and the laws surrounding them are designed to protect us</p> <p>Why people choose to use drugs, how the use of them can become a habit and how the risks associated with them can be prevented</p>	<p>Understand the links between mental and physical health</p> <p>How wellbeing can be supported by positive friendships and involvement in clubs and community groups</p> <p>How to make choices that support a healthy, balanced lifestyle including calories content and nutrition.</p> <p>That drugs can affect health and how to manage situations involving them</p> <p>How to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</p> <p>That health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</p> <p>Health problems can become worse if not addressed early on and that anyone can experience them</p> <p>Mental health difficulties can usually be resolved or managed with the right strategies and support</p>
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		<p>How to raise the alarm if there is an accident and someone is hurt, including dialling 999 and what to say</p>	<p>The importance of spending time outdoors and how to keep safe in the sun</p> <p>How to recognise, name and describe a range of feelings as well as what helps them to feel good, or better if not feeling good</p> <p>How feelings can change based on different things/ times and experiences and that these are not the same for each individual</p> <p>How feelings can affect people in their bodies and their behaviour</p> <p>Understand there are ways to manage a range of feelings and the importance of sharing them with someone they trust</p>	<p>bodies and feelings and that a lack of activity can affect health and wellbeing</p> <p>How to be active on a daily and weekly basis and how to make physical activity choices to support this - how to balance time online with other activities</p> <p>How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p>	<p>How to set goals for themselves as well as manage set-backs, learn from their mistakes and reframe unhelpful thinking</p> <p>Understand that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>	<p>How to ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p>How people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online and how to report concerns,</p>	
Relationships	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. (3 – 4)</p> <p>Show more confidence in new social situations. (3 -4)</p> <p>Play with one or more other children, extending and elaborating play ideas (3 – 4)</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. (3 – 4)</p> <p>Develop appropriate ways of being assertive. (3 – 4)</p> <p>Talk with others to solve conflicts. (3 – 4)</p> <p>Talk about their feelings using words like 'happy',</p>	<p>What they like/dislike and are good at</p> <p>What makes them special, their personal features or qualities and how everyone has different strengths and qualities unique to them</p> <p>What children have in common and how they are similar or different to others</p> <p>To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private*</p> <p>That family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <p>That there are different people in the family they belong to</p>	<p>Know how to make friends and recognise when they feel lonely and what they could do about it</p> <p>Know what friendly behaviour is and what makes you a good friend</p> <p>Know how to resolve arguments that can occur in friendships as well as how to ask for help if particular friendships are making them unhappy</p> <p>How their actions can affect people's feelings</p> <p>How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</p> <p>Why calling others names, teasing, bullying and excluding children</p>	<p>Understand how wellbeing can be supported by friendships and the importance of seeking support if you are feeling lonely or excluded</p> <p>Learn strategies to include children that are feeling lonely and excluded as well as how to spot those that are</p> <p>How to build healthy friendships and identify qualities that contribute to positive friendships</p> <p>Recognise that sometimes friendships have difficulties and identify how to manage problems or arguments and resolve problems or differences of opinion</p> <p>How to recognise and get support if a friendship is making you feel unhappy, unhealthy or unsafe</p>	<p>Recognise how people's behaviour affects themselves and others, including online</p> <p>How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities</p> <p>That people have the right to privacy and how to recognise when a confidence or secret should or should not be kept (shared with a trusted adult)</p> <p>That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination</p>	<p>To know about the different types of relationships people have in their lives</p> <p>How friends and family communicate with each other and how the internet and social media can be used positively</p> <p>Knowing the difference between contact with someone online and face-to-face</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>Understand the key stages to the human life cycle including menstruation, ejaculation, emotions and feelings</p> <p>How to recognise and ask for help or advice if puberty worries me.</p>	<p>That people have different kinds of relationships in their lives, including romantic or intimate relationships*</p> <p>That people who are attracted to and love each other can be of any gender, ethnicity or faith *</p> <p>That adults can choose to be part of a committed relationship or not, including marriage or civil partnership</p> <p>Understand that marriage is a choice and should be wanted equally by both people and that forcing someone to marry against their will is a crime*</p> <p>How puberty relates to growing from childhood to adulthood</p> <p>About the reproductive organs and process - how babies are conceived and</p>

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	<p>'sad', 'angry' or 'worried'. (3– 4)</p> <p>Understand gradually how others might be feeling (3 – 4)</p> <p>Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge</p>	<p>How their family members, or people they feel are special, act to make them feel loved and cared for</p> <p>Understand what makes families the same and what makes them different, e.g. features of family life, including what families do / enjoy together</p> <p>That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried</p>	<p>deliberately is unacceptable and how to respond if this happens in different situations</p> <p>How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</p>	<p>That families don't all have the same structure*</p> <p>That positive family life often includes shared experiences, e.g. celebrations, special days or holidays</p> <p>How people within families should care for each other and the different ways they demonstrate this</p> <p>How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern</p>	<p>Recognise the types of content (including images) that are safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>How to recognise and respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to his by asking for help and advice</p>	<p>born and how they need to be cared for*</p> <p>How growing up and becoming more independent comes with increased opportunities and responsibilities</p> <p>That friendships may change as they grow and how to manage this</p> <p>How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</p>
Living in the Wider World	<p>Develop their sense of responsibility and membership of a community. (3 – 4)</p> <p>See themselves as a valuable individual.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others.</p>	<p>What money is, how it is obtained and that it comes in multiple forms</p> <p>How to make choices about spending money, saving money and how to keep it safe</p> <p>The difference between what we need and what we want</p> <p>How behaviour, both kind and unkind, can affect others; how to be polite and courteous; how to play and work co-operatively</p> <p>That they have responsibilities both in and out of the classroom</p> <p>That both people and animals need to be cared for</p> <p>That they and others can help care for the environment and what can harm it both locally and globally</p>	<p>The importance of having a job to help people earn money to pay for things they need and want</p> <p>How people have different skills and interests that enable them to do different jobs</p> <p>About a variety of different jobs, including those done by people they know or people who work in their community</p> <p>How the internet and digital devices helps people do their jobs and carry out their everyday lives</p>	<p>That they belong to different groups and communities outside of your immediate family</p> <p>What makes a community diverse; how the local/wider community around the school is made up of different groups</p> <p>How recognising and valuing the contributions of others helps everyone within the community feel included</p> <p>How to be respectful towards people who live different lives than they do</p>	<p>How there is a collective responsibility to help protect the world around us</p> <p>How the environment can be effected by the everyday choices that we make, including what we choose to buy or spend money on</p> <p>The skills and vocabulary needed to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>How to show care and concern for both people and animals</p>	<p>What influences peoples' decisions when spending or saving money and how people keep track of their money</p> <p>To recognise that there are risks inherent in gambling, the impact that these can have and why people still do it</p> <p>Understanding the different choices and options people have to pay for things</p> <p>How to understand whether things are value for money and what this means to different people</p> <p>That money can be won, lost or stolen and that money can affect people's feelings and emotions</p> <p>There are a broad range of different jobs and people often have more than one during their careers and over their lifetime</p> <p>There are skills, attributes, qualifications and training needed for different jobs</p>	<p>How the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions</p> <p>That not everything should be shared online or social media and that there are rules about this, including the distribution of images</p> <p>That mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</p> <p>How text and images can be manipulated or invented as well as strategies to recognise this</p> <p>To evaluate the reliability of how different types of online content and media</p> <p>To recognise and respond to unsafe or suspicious content online</p> <p>How information is tailored to meet the interests of individuals and groups, and</p>

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						<p>and some are paid more than others (including unpaid voluntary work)</p> <p>People's choice of a career/job is influenced by interests, skills and pay and there are different ways into them such college, apprentices and university</p> <p>How to question and challenge stereotypes about the types of jobs people can do</p>	<p>how it can be used to influence them</p> <p>How to recognise whether content they view online is age appropriate and make decision based on this</p> <p>How to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</p>
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