

Progression of knowledge and skills in PSHE – 2023/24

End Points							
	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year 6
Core Theme 1: Health and well being	<p>Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)</p> <p>Be confident to try new activities and show perseverance in the face of challenge (ELG)</p> <p>Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG)</p>	<p>Pupils will have developed an understanding of what being healthy means and can identify who helps help them to stay healthy. They will have a good understanding of helpful and harmful things including medicines. Pupils will be able to talk about why hygiene is important and how simple hygiene routines can stop germs from being passed on. Pupils can describe roles in the community to help them keep safe, they understand the jobs they do and how they help people. Pupils will know how to attract someone's attention or ask for help in unsafe situations. Pupils will know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p>	<p>Pupils will know how rules and restrictions help them to keep safe. They will be able to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them. Pupils will know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. Pupils will have a deeper understanding of different things which help their bodies to be healthy, including food and drink, physical activity, sleep and rest. They will have learnt that eating and drinking too much sugar can affect their health, including dental health. They will be able to recognise, name and describe a range of feelings, they will know what helps them to feel good, or better if not feeling good. They will know how different things/times/experiences can bring about different feelings for different people. Pupils will have learnt ways to manage big feelings and the importance of</p>	<p>Pupils will be able to recognise hazards that may cause harm or injury and describe what they should do to reduce risk and keep themselves (or others) safe. They will be able to describe how everyday health and hygiene rules and routines help people stay safe and healthy. They will know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. Pupils will understand how to eat a healthy diet and the benefits of nutritionally rich foods, they will explain how to maintain good oral hygiene and the importance of regular visits to the dentist. They will describe how people make choices about what to eat and drink, including who or what influences these. They will know how, when and where to ask for advice and help about healthy eating and dental care. They will know how to make choices about physical activity, including what and who influences decisions. They will know how the lack of physical activity</p>	<p>Pupils will be able to recognise personal qualities and individuality which will help to develop self-worth by identifying positive things about themselves and their achievements. They will know how their personal attributes, strengths, skills and interests contribute to their self-esteem. Pupils will know how to set goals for themselves and how to manage when there are setbacks. Pupils will understand how feelings change over time and can be experienced at different levels of intensity, they will know the importance of expressing feelings and how they can be expressed in different ways. Pupils will have learnt how to respond proportionately to, and manage, feelings in different circumstances, how to access advice and support. Pupils will be able to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. Pupils will know the importance of remaining calm in an emergency and providing</p>	<p>Pupils will be able to recognise and respect similarities and differences between people. They will know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes /dislikes). Pupils will know how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). They will understand stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. Pupils will know how to challenge stereotypes and assumptions about others. Pupils will know how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing, they will know that some drugs are legal and other drugs are illegal. They will understand how laws surrounding the use of</p>	<p>Pupils will understand how mental and physical health are linked. They will know how positive friendships and being involved in activities such as clubs and community groups support wellbeing. They will revisit all their prior learning to explain how to make choices that support a healthy, balanced lifestyle. They will know that habits can be healthy or unhealthy and be able to discuss strategies to help change or break an unhealthy habit or take up a new healthy one. They will have a good understanding of how legal and illegal drugs can affect health and how to manage situations involving them, they will know 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. Pupils will know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. They will understand that anyone can experience mental ill-</p>

			<p>sharing their feelings with someone they trust.</p>	<p>can affect health and wellbeing.</p>	<p>clear information about what has happened to an adult or the emergency services. Pupils will be able to explain that their body belongs to them and should not be hurt or touched without their permission, they will be able to say what to do and who to tell if they feel uncomfortable. Pupils will be able to recognise, predict, assess and manage risk in different situations. They will know how to keep safe in the local environment and less familiar locations. Pupils will know how people can be influenced by their peers' behaviour and by a desire for peer approval and know how to manage this influence. Pupils will know 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>drugs exist to protect them and others. Pupils will develop an understanding of why people choose to use or not use different drugs, how people can prevent or reduce the risks associated with them. They will understand that for some people, drug use can become a habit which is difficult to break. They will know how to ask for help from a trusted adult if they have any worries or concerns about drugs. Pupils will know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. They will know how puberty can affect emotions and feelings and how personal hygiene routines change during puberty. They will know how to ask for advice and support about growing and changing and puberty.</p>	<p>health and to discuss concerns with a trusted adult. They will know that mental health difficulties managed with the right strategies and support.</p>
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Core Theme 2: Relationships

<p>Building Relationships Form positive attachments to adults and friendships with peers (ELG)</p> <p>Understanding the World Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG)</p> <p>Self-regulation Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</p> <p>Make comments about what they have heard and ask questions to clarify their understanding (ELG)</p> <p>Managing self Hold conversation when engaged in back-and-forth exchanges with their teacher and peers (ELG)</p>	<p>Pupils can say what they like/dislike and are good at. They know what makes them special and how everyone has different strengths including how their personal features or qualities are unique to them. Pupils know the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private. Pupils will have a good understanding of family and be able to talk about what their family members, or people that are special to them, do to make them feel loved and cared for. Pupils will know how families are all different but share common features. Pupils will understand that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</p>	<p>Pupils will know how to make friends with others and be able to recognise when they feel lonely and what they could do about it. They will know how people behave when they are being friendly and what makes a good friend. Pupils will know how to resolve arguments that can occur in friendships and know how to ask for help if a friendship is making them unhappy. Pupils will be able to say how words and actions can affect how people feel. They will understand how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. Pupils will understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and know how to respond if this happens in different situations. Pupils will know how to report bullying or other hurtful behaviour to a trusted adult and the importance of doing so.</p>	<p>Pupils will know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. They will know how to recognise if others are feeling lonely and excluded and be able to describe strategies to include them. Pupils will know how to build good friendships, including identifying qualities that contribute to positive friendships and understand that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. Pupils will understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents). They will know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. Pupils will know how people within families should care for each other and the different ways they demonstrate this, they will know how to ask for help or advice if family relationships are making</p>	<p>Pupils will know how people's behaviour affects themselves and others. They will know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. They will demonstrate a good understanding about the relationship between rights and responsibilities. Pupils will know about the right to privacy and how to recognise when a confidence or secret should be kept, or not agreed to and when to tell. Pupils will know the rights that Pupils have and why it is important to protect these. They will know that everyone should feel included, respected and not discriminated against. They will know how to respond if they witness or experience exclusion, disrespect or discrimination. They will know how to respond to aggressive or inappropriate behaviour and know how to report concerns.</p>	<p>Pupils will know about the different types of relationships people have in their lives. They will know how friends and family communicate together. Pupils will have a good understanding of how to recognise risk in relation to friendships and keeping safe. Pupils will be able to explain how to respond if a friendship is making them feel worried, unsafe or uncomfortable, they will know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</p>	<p>Pupils will know that people have different kinds of relationships in their lives, including romantic or intimate relationships. They will know that people who are attracted to and love each other can be of any gender, ethnicity or faith. Pupils will know the way couples care for one another and that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. Children will know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. They will understand how puberty relates to growing from childhood to adulthood and know about the reproductive organs and process of how babies are conceived and born and how they need to be cared for. Pupils will show an awareness that there are ways to prevent a baby being made. They will understand how growing up and becoming more independent comes with increased opportunities and responsibilities. They will know how friendships may change as they grow and how to manage this. Pupils will know how to manage change, including moving to secondary school. They will know how to</p>
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				them feel unhappy, worried or unsafe.			ask for support or where to seek further information and advice regarding growing up and changing.
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**Core Theme 3:
Living in the
Wider World**

Understanding the world

Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG)

Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps (ELG)

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps (ELG)

Self-regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG)

Managing self

Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)

Pupils will understand what money is and that money comes in different forms. They will be able to talk about how people make choices about what to do with money, including spending and saving. Pupils will begin to show an understanding of the difference between needs and wants. They will know how to keep money safe and the different ways of doing this. Pupils will know how kind and unkind behaviour can affect others, understanding how to be polite and courteous and how to play and work cooperatively. They will have developed and an awareness of the responsibilities they have in and out of the classroom. They will know how people and animals need to be looked after and cared for. They will know what can harm the local and global environment and be able to say how they and others can help care for it. They will have learnt how people grow and change and how people's needs change as they grow from young to old.

Pupils will know how jobs help people earn money to pay for things they need and want. They will have a clear understanding about a range of different jobs, including those done by people they know or people who work in their community. They will know how people have different strengths and interests that enable them to do different jobs.

Pupils will know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. They will know what is meant by a diverse community and know how different groups make up the wider/local community around the school. Pupils will know how the community helps everyone to feel included and values the different contributions that people make. They will know how to be respectful towards people who may live differently to them.

Pupils will know how people have a shared responsibility to help protect the world around them. They will understand how everyday choices can affect the environment. Pupils will know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). They will have developed the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues. They will know how to show care and concern for others (people and animals) and know how to carry out personal responsibilities in a caring and compassionate way.

Pupils will know how people make decisions about spending and saving money and what influences them. They will know how to keep track of money so people know how much they have to spend or save. Pupils will know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans). They will know how to recognise what makes something 'value for money' and what this means to them. Pupils will know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. They will understand that there are a broad range of different jobs and people often have more than one during their careers and over their lifetime. They will know that some jobs are paid more than others and some may be voluntary (unpaid). They will know about the skills, attributes, qualifications and training needed for different jobs and that there are different ways into jobs and careers, including college, apprenticeships

Pupils will revisit all their prior learning in order to consider how they will become a responsible citizen within society. They will begin to prepare and make plans for the future and take steps in becoming an independent adolescent.

						<p>and university. Pupils will know how people choose a career/job and what influences their decision, including skills, interests and pay. They will know how to question and challenge stereotypes about the types of jobs people can do. Pupils will have considered choosing a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</p>	
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Core Theme 1: Health and well being	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>To manage their own needs – Personal Hygiene.</p> <p>To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.</p> <p>To express their feelings and consider the feelings of others.</p> <p>To identify and moderate their own feelings socially and emotionally.</p> <p>To see themselves as a valuable individual.</p> <p>To show resilience and perseverance in the face of challenge.</p>	<p>Can describe some ways to keep healthy.</p> <p>Able to say something special and unique, what good at and what proud of and how these help them feel good about themselves</p>	<p>Describes some ways to keep healthy and can explain why they are important.</p> <p>Able to describe how to follow simple hygiene and dental routines and explain why they are important.</p> <p>Understands different things people put on their bodies can affect them and discuss the risks and benefits of this.</p> <p>Recognises and name different feelings and describes what to do if they, or others, have not so good feelings.</p> <p>Can suggest ways to help themselves and other people feel good, or better if they are not feeling good such as sleep, exercise etc.</p>	<p>Explains a range of ways to keep healthy, that habits can have positive and negative effects on health.</p> <p>Demonstrates and gives reasons for hygiene routines.</p> <p>Recognises the link between physical and mental health.</p> <p>Assesses how safe or unsafe different choices for health and wellbeing.</p> <p>Has a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult Feelings.</p> <p>Can identify things that make me who I am, that I am proud of.</p> <p>Knows what setbacks and unhelpful thinking are.</p>	<p>Demonstrates and gives reasons for hygiene routines, and explain the importance of following them regularly.</p> <p>Identifies things that make me who I am, that I am proud of and my attributes to be a good friend.</p> <p>To know what setbacks and unhelpful thinking are and their impact.</p> <p>Has a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those related to change and loss.</p>	<p>Explains a range of ways to keep healthy, that habits can have positive and negative effects on health giving examples of ways in which they do this.</p> <p>Explains how different substances, including legal and illegal drugs, can affect health positively and negatively.</p> <p>Explains the importance of balancing time online with other activities.</p> <p>Identifies things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth.</p> <p>Suggests ways to manage setbacks and unhelpful thinking.</p>	<p>Can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.</p> <p>Can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.</p> <p>Explains how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these.</p> <p>Recognises signs that they or someone else may need help with their physical health or mental wellbeing.</p> <p>Identifies external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these.</p> <p>Explains how babies are conceived and born as part of the human life cycle.</p>

	Identify external body parts	Identifies external body parts and begins to understand how bodies change as they grow from young to old			Identifies external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty. Can explain the human life cycle.	Explains the importance of balancing time online with other activities for physical and mental wellbeing. Can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to self-worth. Suggest ways to manage setbacks and unhelpful thinking and understand why this is important.
	Give some examples of change and suggest some ways to manage change such as changing class.	Is able to give some examples of change and suggest some ways to manage change such as changing class or loss.	Identifies changes and transitions in school.	Describes ways to prepare for and manage transitions in life or school.	Describes ways to prepare for and manage transitions in life or school	Can describe ways to prepare for and manage transitions positively between important stages in life or school.
	Give examples of the different role that people have in the community – the jobs that they do and how they help people. Understands how to get help in emergency situations and follow instructions to keep safe.	List some people who help pupils stay safe and healthy and why it is important to ask for help.	Explains or demonstrate how to respond in emergency situations. Able to identify risks at home, online, on the road and elsewhere.	Able to explain the purpose of laws, rules and restrictions to keep pupils safe. Suggest ways of reducing and managing risk at home, online, on the road and elsewhere. Explains or demonstrates how to respond in emergency situations, including basic first aid skills.	Explains the purpose of laws, rules and restrictions to keep pupils safe online	Is able to explain the purpose of laws, rules and restrictions to keep pupils safe, and how to use risk assessment skills to make safe choices Identifies a range of sources of support (people who help pupils stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.

Core Theme 2: Relationships	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>To build constructive and respectful relationships.</p> <p>To think about the perspectives of others.</p> <p>To talk about members of their immediate family and community.</p> <p>To name and describe people who are familiar to them.</p>	<p>Able to say who loves and cares for me, what a family is and why families are different.</p> <p>Can identify what makes a good friend.</p> <p>Can say how they are the same and different to other people.</p>	<p>Names different types of relationships, family, friendship, online.</p> <p>Understands how they are the same and different to other people and how to treat themselves and other people with respect</p>	<p>Explains how families are different.</p> <p>Able to identify features of positive family life.</p> <p>Explains what makes a healthy, positive friendship.</p> <p>Describe different types of relationships.</p>	<p>Able to explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.</p> <p>Describes different types of relationship and why it is important to be respectful of different types of relationships</p> <p>Recognises the importance of getting help if I feel lonely or excluded.</p>	<p>Can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues including those online.</p>	<p>Can explain how friendships may change over time and how to manage this.</p>
		<p>Understand what bullying and hurtful behaviour are, how they might make someone feel.</p>	<p>Understands what bullying and hurtful behaviour is, how they might make someone feel, that they are unacceptable and who to ask for help.</p> <p>Describes what pressure might look like or feel link in a friendship or in situations with other pupils and ways to resist it.</p>	<p>Can name different types of bullying</p>	<p>Can name different types of bullying and explain the effects of bullying.</p> <p>Can say what discrimination is and recognise that everyone deserves to be treated with respect.</p>	<p>Names different types of bullying, explain the effects of bullying and hurtful behaviour, including online.</p> <p>Recognises peer influence or pressure in a range of situations.</p>	<p>Can name different types of bullying, explain the effects of bullying and hurtful behaviour, inc. online, and how to respond if it is experienced or witnessed.</p> <p>Knows what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged.</p> <p>Recognises peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.</p>

	<p>To understand how to listen carefully and why listening is important.</p>	<p>Understands when it is important to ask permission when it might be needed.</p>	<p>Knows when it is important to ask permission and how to ask for, give or not give permission.</p>	<p>Explain the importance of privacy (including keeping some body parts private).</p>	<p>Can explain the importance of privacy (including keeping some body parts private).</p>	<p>Can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations.</p>	<p>Describes different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.</p>
	<p>To listen to and talk about stories to build familiarity and understanding.</p>	<p>Knows what a secret is and when it should be shared.</p> <p>Able to identify types of touch which are acceptable and unacceptable.</p> <p>Knows which body parts are private.</p> <p>Knows who to tell if a relationship or actions of someone I don't know, has made me feel uncomfortable, upset or unsafe.</p>	<p>Recognises when a secret should not be kept, but told to a trusted adult.</p> <p>Identify types of touch which are acceptable and unacceptable, recognise the need to ask permission and say who to tell about concerns and worries.</p> <p>Understands that some people behave differently online and say some simple ways to keep online communication safe.</p> <p>Knows who to tell if a relationship or actions of someone they don't know, has made me feel uncomfortable, upset or unsafe and why it is important to tell.</p>	<p>Identifies the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.</p> <p>Recognises when it is right to break a confidence or share a secret, and who to tell.</p> <p>Able to explain when, where and how to get help or support if worried about relationships of any sort.</p>	<p>Explains the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.</p> <p>Explain when, where and how to get help or support if worried about relationships of any sort.</p>	<p>Explains the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online)</p> <p>Can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.</p> <p>Describes how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.</p> <p>Can explain when, where and how to get help or support if worried about relationships of any sort.</p>	<p>Recognises the importance of getting help if feeling lonely or excluded and can describe how to help others to feel included.</p> <p>Can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.</p> <p>Explains the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.</p> <p>Explains the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.</p>

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	To explore the natural world around them.	Knows some ways to care for the plants, animals and people around us.	Knows ways to care for the plants, animals and people around us and why this is important.	Understands our shared responsibilities and ways we can care for.	Understands our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.		
	To identify and moderate their own feelings socially and emotionally.	<p>Gives some examples of rules in school or at home.</p> <p>Can state some rules for using the internet and devices safely.</p> <p>Can describe how wanting something is different from needing something.</p>	<p>Can give some examples of rules in school or at home and say why they are important.</p> <p>Understands some rules for using the internet and devices safely, and recognise that not everything online is always true.</p>	Able to identify rules and why they are important.	Able to identify a range of different rules, laws, and human rights and understand the differences between them.	Identifies a range of different rules, laws, and human rights, explain why they are important.	Identifies a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules.
	To recognise some similarities and differences between life in this country and life in other countries.	<p>Able to identify some similarities and differences between people in my school and community.</p> <p>Gives some examples of groups they and other people belong to.</p>	<p>Identifies some similarities and differences between people in my school and community.</p> <p>Give some examples of groups they and other people belong to and the roles and responsibilities in these different groups.</p>	<p>Understand what a community is.</p> <p>Understands benefits of having diversity in our community.</p>	Explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet.	<p>Understands benefits of having diversity in our community and ways to promote inclusion in our school and community.</p> <p>Knows what stereotypes, prejudice and discrimination mean, why we need to show others respect.</p>	Understands what stereotypes, prejudice, discrimination and extremism mean, why we need to show others respect and how we can positively challenge discrimination and extremist views.

		<p>Can say what money is, where it comes from, and how it can be looked after, saved or spent.</p>	<p>Understands how wanting something is different from needing something.</p> <p>Can say what money is, where it comes from, and how it can be looked after, saved or spent.</p> <p>Recognises that people have different strengths, identify some different jobs that people do and some skills needed for those jobs.</p>		<p>Can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences.</p>	<p>Able to identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals.</p> <p>Describes some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime.</p> <p>Identifies factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.</p>	<p>Recognises how financial decisions can impact people's emotions, including choices related to gambling.</p>
						<p>Understands how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet</p> <p>Understands information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.</p>	<p>Understands how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.</p>