



St Peter's Catholic Primary School

Progression of skills: PSHE and RSE (Living in the Wider World)

Living in the Wider World	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 2 & Spring 2	<ul style="list-style-type: none"> - Use talk to help work out problems and organise thinking and activities, explaining how things work and why they might happen - Show resilience and perseverance in the face of challenge - Manage their own needs - Further develop the skills they need to manage the school day 	<p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> - About examples of rules in different situations, e.g. class rules, rules at home, rules outside - That different people have different needs - How we care for people, animals and other living things in different ways - How they can look after the environment, 	<p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> - About being part of different groups, and the role they play in these groups, e.g. class, teams, faith - About different rights and responsibilities that they have in school and the wider community - About how a community can help people from different groups to feel 	<p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> - The reasons for rules and laws in society - The importance of abiding by the law and what might happen if rules and laws are broken - What human rights are and how they protect people - To identify basic examples of human rights including the rights of children - About how they have 	<p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> - The meaning and benefits of living in a community - To recognise that they belong to different communities as well as the school community - About the different groups that make up and contribute to society - About the individuals and groups that help the local community, 	<p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> - About how resources are allocated and the effect this has on individuals, communities and the environment - The importance of protecting the environment and how everyday actions can either support or damage it - How to show compassion for the environment, animals and other living things 	<p><i>Pupils should know:</i></p> <ul style="list-style-type: none"> - What prejudice means - To differentiate between prejudice and discrimination - How to recognise acts of discrimination - Strategies to safely respond to and challenge discrimination - How to recognise stereotypes in different contexts and the influence

	<p>successfully ELGs:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence - Explain the reason for rules, know right from wrong and try to behave accordingly - Talk about the lives of people around them and their roles in society 	<p>e.g. recycling</p> <ul style="list-style-type: none"> - How and why people use the internet - The benefits of using the internet and digital devices - How people find things out and communicate safely with others online - That everyone has different strengths, in and out of school - About how different strengths and interests are needed to do different jobs - About people whose job it is to help us in the community - About different jobs and the work people do 	<p>included</p> <ul style="list-style-type: none"> - To recognise that they are all equal, and ways in which they are the same and different - The ways in which people can access the internet - To recognise the purpose and value of the internet in everyday life - To recognise that some content on the internet is factual and some is for entertainment - That information online might not always be true - About what money is and its different forms - How money can be kept and looked after 	<p>rights and also responsibilities</p> <ul style="list-style-type: none"> - That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn - How the internet can be used positively for leisure, school, and work - To recognise that images and information online can be altered/adapted and the reasons for why this might happen - Strategies to recognise whether something they see online is true or accurate - To evaluate whether a game is suitable to play or if a 	<p>including through volunteer work</p> <ul style="list-style-type: none"> - How to show compassion towards others in need and the shared responsibilities we have caring for them - That everything shared online has a digital footprint - That organisations can use personal information to encourage people to buy things - To recognise what online adverts look like - To compare content shared for factual purposes and for advertising - Why people might choose to buy or not 	<ul style="list-style-type: none"> - About the way money is spent and how it affects the environment - To express their own opinions about their responsibility towards the environment - To identify different types of media and their different purposes - Basic strategies to assess whether content online is based on fact, opinion, or is biased - That some media and online content promote stereotypes - How to assess which search results are more reliable than others - To recognise 	<p>they have on attitudes and understanding of different groups</p> <ul style="list-style-type: none"> - How stereotypes are perpetuated and how to challenge this - About the benefits of safe internet use - How and why images online might be manipulated, altered or faked - How to recognise when an image might have been altered - Why people choose to communicate through social media and some of the risks and challenges of doing so - That social media sites have age
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			<ul style="list-style-type: none"> - About getting, keeping and spending money - That people are paid money to do a job - How to recognise the difference between needs and wants - How people make choices about spending money 	<p>website is age-appropriate</p> <ul style="list-style-type: none"> - To make safe, reliable choices from search results - How to report something seen or experienced online that concerns them - About jobs that people may have from different sectors - That people can have more than one job at once or over their lifetime - About common myths and gender stereotypes related to work - To challenge stereotypes through examples of role models in different fields of work - About some of the skills needed to do a job, such as 	<p>buy something online</p> <ul style="list-style-type: none"> - That search results are ordered based on the popularity of the website and that can affect what information people access - How to make different spending decisions based on their budget, values and needs - How to keep track of money and why it is important to know how much is being spent - About different ways to pay for things and the reasons for using them - That how people spend money can have positive 	<p>unsafe or suspicious content online</p> <ul style="list-style-type: none"> - How devices store and share information - To identify jobs that they might like to do in the future - About the role ambition can play in achieving a future career - How or why someone might choose a certain career - About what might influence people's decisions about a job or career, including pay, working conditions, personal interests etc. - The importance of diversity and inclusion to promote people's career opportunities 	<p>restrictions and regulations for use</p> <ul style="list-style-type: none"> - The reasons why some media and online content is not appropriate for children - How online content can be designed to manipulate people's emotions and encourage them to read or share things - About sharing things online including rules and laws relating to this - How to recognise what is appropriate to share online - How to report inappropriate online content or contact - About the role that money plays in
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				<p>teamwork and decision-making</p> <ul style="list-style-type: none"> - To recognise their interests, skills and achievements and how these might link to future jobs - How to set goals that they would like to achieve this year 	<p>or negative effects on others, e.g. charities, single use plastics</p>	<ul style="list-style-type: none"> - About stereotyping in the workplace, its impact and how to challenge it - That there is a variety of routes into work, e.g. college, apprenticeships, university etc. 	<p>people's lives, attitudes towards it and what influences decisions about money</p> <ul style="list-style-type: none"> - About value for money and how to judge if something is value for money - How companies encourage customers to buy things and why it is important to be a critical consumer - How having or not having money can impact a person's emotions, health and wellbeing - About common risks associated with money, including debt, fraud and gambling
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