



Whitemoor Academy - PSHE Curriculum Overview & Progression 'Rights & Responsibilities' EYFS & KS1

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Looking after myself – keeping clean. • Looking after possessions. 	<ul style="list-style-type: none"> • • Recognise the importance of regular hygiene routines; • • Sequence personal hygiene routines into a logical order. • • Identify what they like about the school environment; • • Recognise who cares for and looks after the school environment. • • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • • Explain the importance of looking after things that belong to themselves or to others. • • Explain where people get money from; • • List some of the things that money may be spent on in a family home. • • Recognise that different notes and coins have different monetary value; • • Explain the importance of keeping money safe; • • Identify safe places to keep money; • • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • • Know how to ask for help. • • Identify what they like about the school environment; • • Identify any problems with the school environment (e.g. things needing repair); • • Make suggestions for improving the school environment; • • Recognise that they all have a responsibility for helping to look after the school environment. • • Understand that people have choices about what they do with their money; • • Know that money can be saved for a use at a future time; • • Explain how they might feel when they spend money on different things. • • Recognise that money can be spent on items which are essential or non-essential; • • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.



Whitemoor Academy - PSHE Curriculum Overview & Progression
'Rights & Responsibilities' KS2

Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> • Define what a volunteer is; Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) 	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe; • Define what is meant by 'being responsible'; • Describe the various responsibilities of those who help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word influence; Recognise that reports in the media can influence the way they think about an topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; • Recognise that they can play a role in influencing outcomes of situations by their actions. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment; • Understand and explain the value of this work. • Define the terms 'income' and 'expenditure'; 	<ul style="list-style-type: none"> • Identify, write and discuss issues currently in the media concerning health and wellbeing; • Express their opinions on an issue concerning health and wellbeing; • Make recommendations on an issue concerning health and wellbeing. • Understand the difference between a fact and an opinion; • Understand what biased reporting is and the need to think critically about things we read. • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Give examples of voluntary groups, the kind of work they do and its value. • State the costs involved in producing and selling an item; • Suggest questions a consumer should ask before buying a product. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. • Explain some of the areas that local councils have responsibility for; • Understand that local councillors are elected to represent their local community. 	<ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Describe the language and techniques that make up a biased report; • Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. • Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; • Describe the costs that go into producing an item; • Suggest sale prices for a variety of items, taking into account a range of factors; Explain what is meant by the term interest. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.
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