

PSHE

Knowledge & Skills Progression Rights and Responsibilities



Reception

Skills	Vocabulary
<ul style="list-style-type: none"> Name the special people in their lives. Understand that our special people can be different to those of others. Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community. Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment. Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. Talk about what can happen to living things if the world is not cared for. Recognise coins and other items relating to money. Identify the uses of money. Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money. 	<p>Family Alone Look after Help each other Helpful Caring Responsibility Environment Litter Pollution Electricity Recycle Money Cost Pay Save Safe place</p>

Year 1

Skills	Vocabulary
<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). 	<p>hygiene environment needs money first aid routine responsibility responsible cost bank risk clean bills coin accident rules spending note danger afford worth hazard saving kettle safe burn scald accident emergency</p>

Year 2

Skills	Vocabulary
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<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 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. Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. 	<ul style="list-style-type: none"> responsibility feelings safe environment money help control unsafe spending share erupt uniform saving take turns ask for help listen
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Year 3

Skills	Vocabulary
<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 them; 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.) 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"> volunteer helper fact environment income earning wellbeing responsible opinion waste saving income safe spending healthy

Year 4

Skills	Vocabulary
<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 	<ul style="list-style-type: none"> rules influence anti-social behaviour environment income income tax democracy opinion witness conservation expenditure national insurance respectful essential VAT courteous deductions

<p>behaviour;</p> <ul style="list-style-type: none"> • 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'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential. 	<p>public services</p>
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Year 5	
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Skills	Vocabulary
<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. 	<p>fact rights voluntary group costs borrow public services opinion responsibility community group wages loan council biased duties pressure (action) group salaries credit vote unbiased rent debit elections Fair Trade interest councillors</p>

Year 6	
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Skills	Vocabulary
<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; 	<p>biased social media saving tax voluntary group campaign bid environmentally sustainable democracy unbiased profile bank (building society) account income tax (PAYE) community group mission statement composting election fact</p>

- 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.
- That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment
- Continue to develop the skills to exercise these responsibilities.
- 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.
- Why and how rules and laws that protect them and others are made and enforced,
- Why different rules are needed in different situations and how to take part in making and changing rules.
- Begin to understand the way in which democracy in Britain works.
- Why and how rules and laws that protect them and others are made and enforced
- Why different rules are needed in different situations and how to take part in making and changing rules.

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 Junior ISA
 VAT
 pressure (action) group
 pitch
 recycling
 manifesto
 opinion
 online safety
 interest
 public services
 mission statement
 grant
 energy
 candidate
 stereotype
 sharing
 debit card
 values
 beneficiary
 materials
 voting
 cash
 beneficiary
 waste
 policies
 value
 transport
 voting booth
 shop local
 ballot slip
 food miles
 ballot box
 Fair Trade
 constituencies
 reuse
 House of Commons
 MP
 proposal
 debate
 amendments
 penalties
 enforcement
 majority
 House of Commons
 House of Lords
 Royal Assent