

## PSHE at ABBEY



At Abbey, we nurture a love of learning. We open windows of opportunity by creating memorable moments. Learning with meaningful relationships supports our children to become valued members of the community. We embed the core subjects within an expansive and challenging curriculum. We develop and nurture young minds, creating memorable moments and events. We promote and celebrate equality and diversity.

### Intent

The teaching of PSHE plays a crucial role in the personal development and wellbeing of our children. At Abbey, we nurture this through our ethos, vision and behaviour policy. We are a Rights Respecting School who champion our children as individuals and through their place in the world. We aim for our children to be active members of our school community who value and respect one another, have a strong moral compass and display care, kindness and empathy towards each other. Our children are encouraged to take responsibility for their behaviour and our school, to help make decisions and to suggest solutions through roles such as school councillors and play leaders.

We are proud to be members of the Abbey community.

### Implementation

Children will learn from a whole school approach (closely aligned to the Kapow scheme of work) based around five areas of learning across Key Stages 1 and 2: Families and relationships; Health and wellbeing; Safety and the changing body; Citizenship; and Economic wellbeing. This is taught through a spiral curriculum to allow children to build on prior learning. The lessons are based upon the statutory requirements for Relationships and Health education, but where our lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) we refer to the PSHE Association Programme of Study which is recommended by the DfE. Sex education has been included in line with the DfE recommendations and is covered in Year 6 of our scheme. In addition to this, children will spend time learning about transition and in Year 6, identity. Our curriculum supports the Equality Act: we learn about different families; the negative effect of stereotypes and celebrating differences; in addition to the inclusion of diverse teaching resources throughout the lessons. Our PSHE program focuses on the development of the child as a whole; this self-development impacts all other areas of learning and personal development. There are close curriculum links to science, particularly within the safety and the changing body unit, and through our Class Charters, to our Right's Respecting School Award. Our PSHE lessons are discussion based: promoting oracy and giving our children their valuable voice.

### Impact

Our children will have many opportunities to develop their emotional literacy during their time at Abbey Primary. They will leave us 'secondary ready', with an emotional tool kit which will support them in managing their feelings and emotions. They know who, and when, to ask for help. They understand right from wrong and are good at conflict resolution. They know mental health is as important as physical health and they have a range of skills and strategies to support them in maintaining this.

PROGRESSION OF SUBSTANTIVE KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Family and Relationships</b>	<p><b>Family</b> Name and describe the different members of our families. Understand that all families are valuable and special.</p> <p><b>Friendships</b> Know we share so that everyone feels involved and no one feels left out or upset.</p> <p><b>Respectful Relationships</b> Understand that different people like different things. Understand that all people are valuable.</p>	<p><b>Family</b> Understand that families look after us. Know some words to describe how people are related (e.g. aunty, cousin). Know that some information about me and my family is personal.</p> <p><b>Friendships</b> Understand some characteristics of a positive friendship. Understand that friendships can have problems that can be overcome.</p> <p><b>Respectful Relationships</b> Know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p><b>Family</b> Know that other families may be different to my family.</p> <p><b>Friendships</b> Know some problems which might happen in friendships. Understand that some problems in friendships might be more serious and need addressing.</p> <p><b>Respectful Relationships</b> Understand what good manners are. Understand some stereotypes related to jobs.</p> <p><b>Change and loss</b> Know that there are ways we can remember people or events.</p>	<p><b>Family</b> Know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p><b>Friendships</b> Know that bullying can be physical or verbal. Know that bullying is repeated, not a one-off event. Know that violence is never the right way to solve a friendship problem.</p> <p><b>Respectful Relationships</b> Know that trust is being able to rely on someone and it is an important part of relationships. Understand that there are similarities and differences between people.</p>	<p><b>Friendships</b> Understand the different roles related to bullying including victim, bully and bystander. Understand that everyone has the right to decide what happens to their body.</p> <p><b>Respectful Relationships</b> Understand the courtesy and manners which are expected in different scenarios. Understand some stereotypes related to disability.</p> <p><b>Change and loss</b> Know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>	<p><b>Family</b> Know that marriage is a legal commitment and is a choice people can make. Know that if I have a problem, I can call ChildLine.</p> <p><b>Friendships</b> Understand what might lead to someone bullying others. Know what action a bystander can take when they see bullying.</p> <p><b>Respectful Relationships</b> Know that stereotypes can be unfair, negative and destructive. Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.</p>	<p><b>Friendships</b> Know that conflict is a disagreement or argument. Understand the concepts of negotiation and compromise.</p> <p><b>Respectful Relationships</b> Understand what respect is. Understand that everyone deserves respect, but respect can be lost. Understand that stereotypes can lead to bullying and discrimination.</p> <p><b>Change and loss</b> Understand that loss and change can cause a range of emotions. Know that grief is the process people go through when someone close to them dies.</p>

PROGRESSION OF SUBSTANTIVE KNOWLEDGE

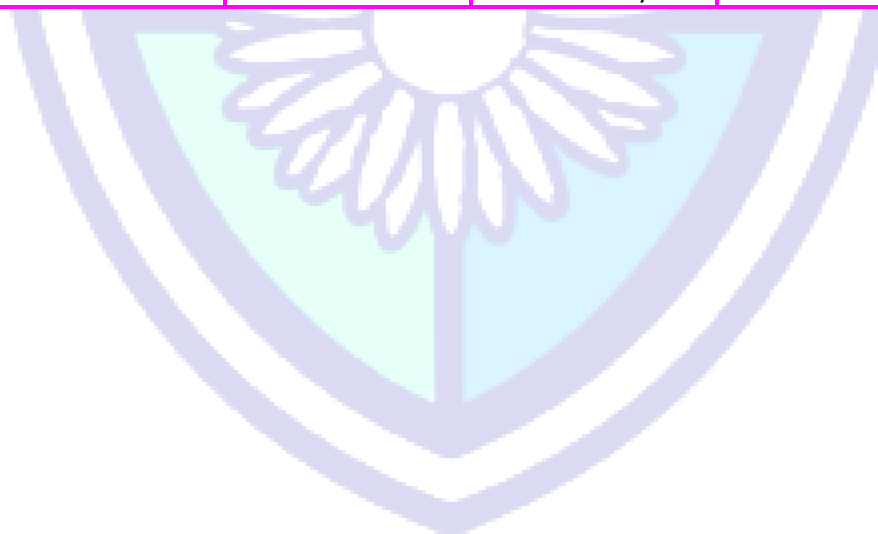
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Health and wellbeing	<p><b>Health and Prevention</b> Know that having a naturally colourful diet is one way to try and eat healthily.</p> <p><b>Physical Health and Wellbeing</b> Know that exercise means moving our body and is important.</p> <p><b>Mental Wellbeing</b> Name different feelings and emotions. Know that I am a valuable individual. Know that facial expressions can give us clues as to how a person is feeling. Know that I can learn from my mistakes. Know some strategies to calm down.</p>	<p><b>Health and Prevention</b> Understand we can limit the spread of germs by having good hand hygiene. Know the five Ss for sun safety. Know that certain foods and other things can cause allergic reactions in some people.</p> <p><b>Physical Health and Wellbeing</b> Know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p><b>Mental Wellbeing</b> Know that strengths are things we are good at. Know that qualities describe what we are like. Know the words to describe emotions.</p>	<p><b>Health and Prevention</b> Know that food and drinks with lots of sugar are bad for my teeth.</p> <p><b>Physical Health and Wellbeing</b> Understand the balance of foods we need to keep healthy.</p> <p><b>Mental Wellbeing</b> Know that we can feel more than one emotion at a time. Know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>	<p><b>Health and Prevention</b> Understand ways to prevent tooth decay.</p> <p><b>Physical Health and Wellbeing</b> Know the different food groups and how much of each of them we should have a balanced diet.</p> <p><b>Mental Wellbeing</b> Understand the importance of belonging. Understand what a problem or barrier is and that these can be overcome.</p>	<p><b>Health and Prevention</b> Know key facts about dental health.</p> <p><b>Mental Wellbeing</b> Know that it is normal to experience a range of emotions. Know that mental health refers to our emotional wellbeing, rather than physical. Understand that mistakes can help us to learn. Know who can help if we are worried about our own or other people's mental health.</p>	<p><b>Health and Prevention</b> Understand the risks of sun exposure.</p> <p><b>Physical Health and Wellbeing</b> Know that calories are the unit that we use to measure the amount of energy certain foods give us. Know that what we do before bed can affect our sleep quality.</p>	<p><b>Health and Prevention</b> Understand that vaccinations can give us protection against disease. Know that changes in the body could be possible signs of illness.</p> <p><b>Physical Health and Wellbeing</b> Understand that factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p><b>Mental Wellbeing</b> Understand that factors contribute to my mental health. Know the effects technology can have on mental health.</p>

PROGRESSION OF SUBSTANTIVE KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Citizenship	<p>Know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>Understand that we all have similarities and differences that make us special.</p> <p>Know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Know the rules in school.</p> <p>Understand that people are all different.</p>	<p>Know some of the different places where rules apply.</p> <p>Know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>Understand that everyone has similarities and differences.</p>	<p>Understand the UN Convention on the Rights of the Child.</p> <p>Know that the local council is responsible for looking after the local area.</p> <p>Know that elections are held where adults can vote for local councillors.</p> <p>Understand the role of charities in the community.</p>	<p>Know that human rights are specific rights that apply to all people.</p> <p>Know some of the people who protect our human rights such as police, judges and politicians.</p> <p>Know that there are a number of groups which make up the local community.</p>	<p>Know what happens when someone breaks the law.</p> <p>Know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>Know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p>	<p>Know that education is an important human right.</p> <p>Know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>Know that prejudice is making assumptions about someone based on certain information.</p> <p>Know that discrimination is treating someone differently because of certain factors.</p>

PROGRESSION OF SUBSTANTIVE KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Economic Wellbeing		<p>Know that people use money to buy things, including things they need and things they want.</p> <p>Know that coins and notes are types of money and have different values.</p> <p>Know that notes are higher in value than coins.</p>	<p>Know some basic needs for survival, such as food, water and shelter.</p> <p>Know that saving money is when we keep some money and don't spend it straight away.</p>	<p>Know that spending should be based on necessity, importance, and available budget.</p> <p>Know that budgeting is planning how to spend and save the money that you have available.</p> <p>Know that different jobs contribute to our society in different ways.</p>	<p>Know that getting value for money involves considering the cost, usefulness and quality of items.</p> <p>Know that purchases can be influenced by needs, wants, peer pressure, and advertising.</p>	<p>Know that they should be cautious about sharing financial information.</p>	<p>Know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>



PROGRESSION OF SUBSTANTIVE KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Safety and the changing body	<p><b>Being Safe (including online)</b> Know that some rules are in place to keep us safe. Know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p><b>Being Safe (including online)</b> Know that some types of physical contact are never appropriate. <b>Drugs, alcohol and tobacco</b> Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure. <b>Basic first aid</b> Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. Know that the emergency services are the police, fire service and the ambulance service.</p>	<p><b>Being Safe (including online)</b> Know the PANTS rule. Know that I should tell an adult if I see something which makes me uncomfortable online. Understand the difference between secrets and surprises. <b>Drugs, alcohol and tobacco</b> Know that medicine can help us when we are ill. Understand that we should only take medicines when a trusted adult says we can. <b>The changing adolescent body</b> Know the names of parts of my body including private parts.</p>	<p><b>Being Safe (including online)</b> Understand that cyberbullying is bullying which takes place online. Know the rules for being safe near roads. <b>Drugs, alcohol and tobacco</b> Understand that other people can influence our choices. <b>Basic first aid</b> Know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p><b>Being Safe (including online)</b> Understand that there are risks to sharing things online. To know the difference between private and public. <b>Drugs, alcohol and tobacco</b> Understand the risks associated with smoking tobacco. <b>The changing adolescent body</b> Understand the physical changes to both male and female bodies as people grow from children to adults.</p>	<p><b>Being Safe</b> Know the steps before sending a message online. Know some of the risks online. <b>Drugs, alcohol and tobacco</b> Know some strategies to overcome peer pressure. <b>The changing adolescent body</b> Understand the process of the menstrual cycle. Know the names of the external sexual parts and the internal reproductive organs. Know that puberty happens at different ages for different people. <b>Basic first aid</b> Know how to assess a casualty's condition.</p>	<p><b>Being Safe (including online)</b> Understand that online relationships should be treated in the same way as face to face relationships. Know where to get help with online problems. <b>Drugs, alcohol and tobacco</b> Understand the risks associated with drinking alcohol. <b>The changing adolescent body</b> Know how to conduct a primary survey (using DRSABC).</p>

PROGRESSION OF SUBSTANTIVE KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transition / Identity		Understand that change is part of life.	Understand that changes can be both positive and negative.	Know that setting goals can help us to achieve what we want.	Understand that change often brings about more opportunities and responsibilities.	Understand the skills needed for roles in school.	<p><b>Transition</b> Know that a big change can bring opportunities but also worries.</p> <p><b>Identity</b> Know that identity is the way we see ourselves, and how other people see us.</p>



PROGRESSION OF DISCIPLINARY KNOWLEDGE

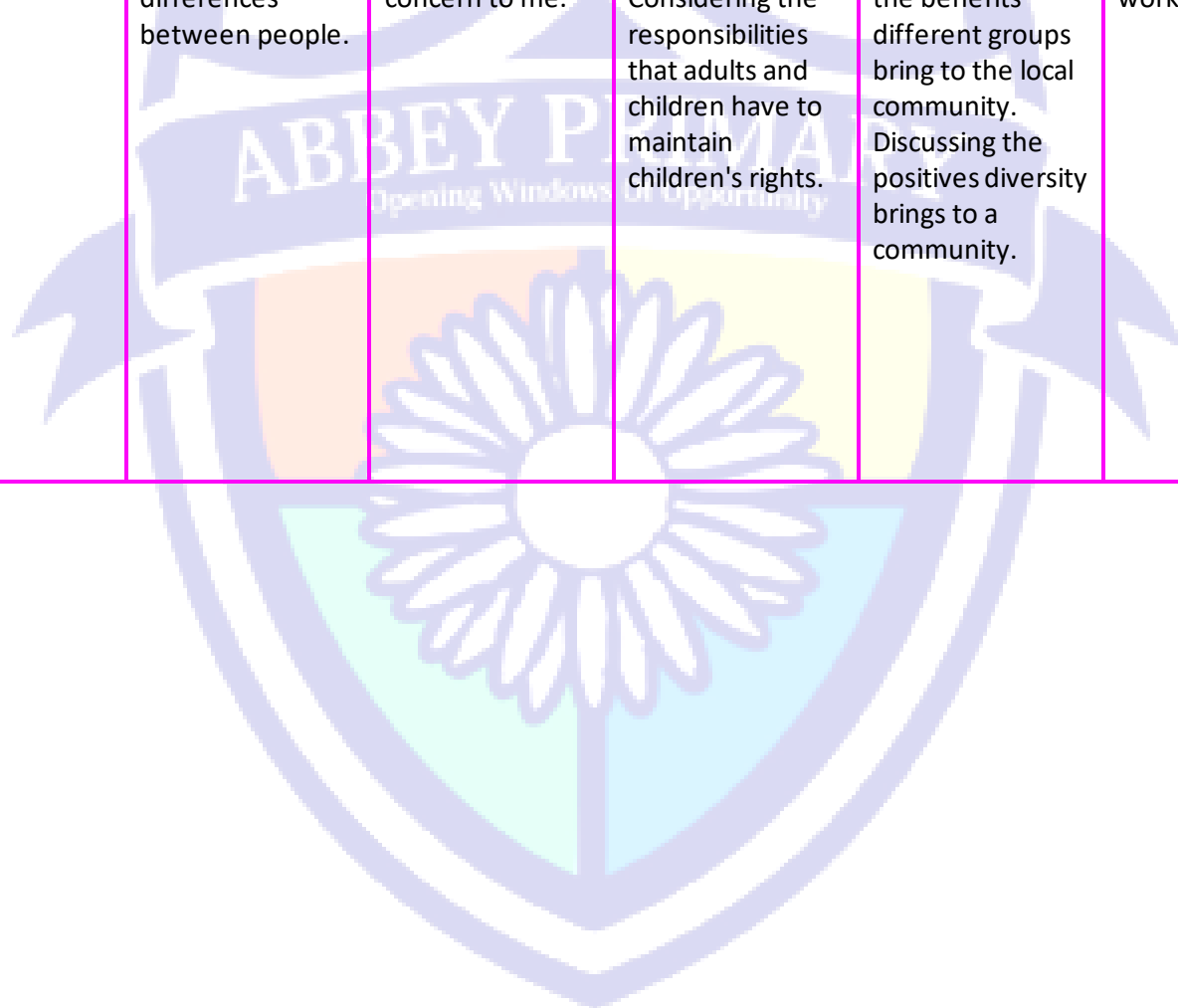
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Family and Relationships</b>	<p><b>Family</b> Talking about people that hold a special place in my life.</p> <p><b>Friendships</b> Developing strategies to help when sharing with others. Exploring what makes a good friend.</p> <p><b>Respectful Relationships</b> Thinking about what it means to be a valued person. Exploring the differences between us that make each person unique. Considering the perspectives and feelings of others. Learning to work as a member of a team.</p>	<p><b>Family</b> Exploring how families are different to each other.</p> <p><b>Friendships</b> Exploring how friendship problems can be overcome. Exploring friendly behaviours.</p> <p><b>Respectful Relationships</b> Explore stereotyping and boy/girl 'roles'.</p>	<p><b>Family</b> Understanding ways to show respect for different families.</p> <p><b>Friendships</b> Understanding difficulties in friendships and discussing action that can be taken.</p> <p><b>Respectful Relationships</b> Exploring the conventions of manners in different situations.</p> <p><b>Change and loss</b> Exploring how loss and change can affect us.</p>	<p><b>Family</b> Learning that problems can occur in families and that there is help available if needed.</p> <p><b>Friendships</b> Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p><b>Respectful Relationships</b> Identifying who I can trust. Exploring the negative impact of stereotyping.</p>	<p><b>Friendships</b> Exploring physical and emotional boundaries in friendships.</p> <p><b>Respectful Relationships</b> Understanding good manners and using as expected. Exploring disability and stereotyping.</p> <p><b>Change and loss</b> Discussing how to help someone who has experienced a bereavement.</p>	<p><b>Family</b> Identifying ways families might make children feel unhappy or unsafe.</p> <p><b>Friendships</b> Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.</p> <p><b>Respectful Relationships</b> Exploring and questioning the assumptions we make about people based on how they look.</p>	<p><b>Friendships</b> Identifying ways to resolve conflict through negotiation and compromise.</p> <p><b>Respectful Relationships</b> Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.</p> <p><b>Change and loss</b> Exploring the process of grief and understanding that it is different for different people.</p>

PROGRESSION OF DISCIPLINARY KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Health and wellbeing	<p><b>Health and Prevention</b> Discussing ways that we can take care of ourselves.</p> <p><b>Physical Health and Wellbeing</b> Exploring how exercise affects different parts of the body.</p> <p><b>Mental Wellbeing</b> Identifying how characters within a story may be feeling. Identifying and expressing my own feelings. Exploring coping strategies to help regulate emotions. Exploring different facial expressions and identifying the different feelings they can represent. Exploring ways to moderate behaviour, socially and emotionally. Coping with challenge when problem solving.</p>	<p><b>Health and prevention</b> Learning how to wash hands properly. Learning how to deal with an allergic reaction.</p> <p><b>Physical Health and Wellbeing</b> Exploring positive sleep habits.</p> <p><b>Mental Wellbeing</b> Identifying different ways to manage feelings.</p>	<p><b>Health and prevention</b> Exploring the effect that food and drink can have on my teeth.</p> <p><b>Physical Health and Wellbeing</b> Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal.</p> <p><b>Mental Wellbeing</b> Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.</p>	<p><b>Health and prevention</b> Understanding why it is important to look after my teeth.</p> <p><b>Physical Health and Wellbeing</b> Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p> <p><b>Mental Wellbeing</b> Being able to breakdown a problem into smaller parts to overcome it.</p>	<p><b>Health and prevention</b> Developing independence in looking after my teeth.</p> <p><b>Mental Wellbeing</b> Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.</p>	<p><b>Health and prevention</b> Developing independence for protecting myself in the sun.</p> <p><b>Physical Health and Wellbeing</b> Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.</p> <p><b>Mental Wellbeing</b> Taking responsibility for my own feelings.</p>	<p><b>Health and prevention</b> Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.</p> <p><b>Physical Health and Wellbeing</b> Setting achievable goals for a healthy lifestyle.</p> <p><b>Mental Wellbeing</b> Developing strategies for being resilient in challenging situations.</p>

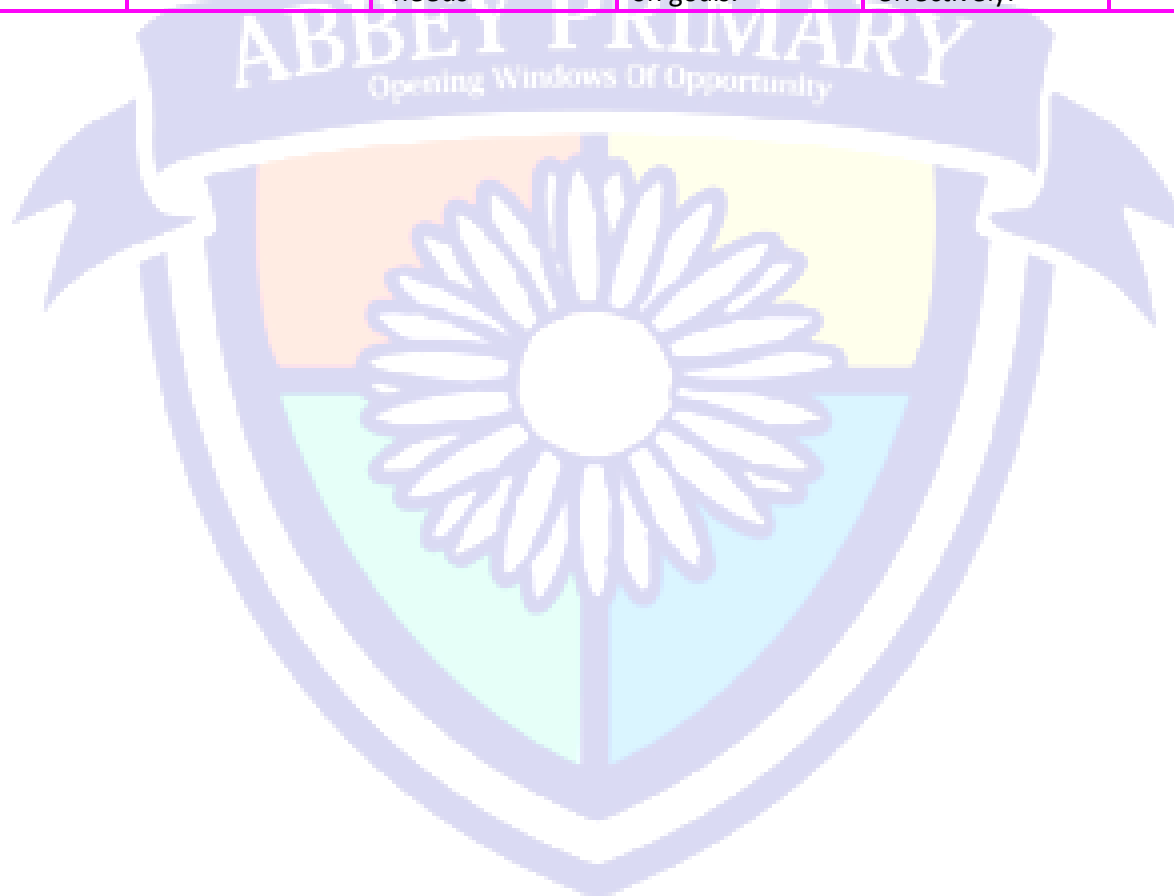
PROGRESSION OF DISCIPLINARY KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Citizenship	Beginning to understand why rules are important in school.	Recognising why rules are necessary. Exploring the differences between people.	Explaining why rules are in place. Learning how to discuss issues of concern to me.	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights.	Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	Developing an understanding of how parliament and Government work.	Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.



PROGRESSION OF DISCIPLINARY KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Economic Wellbeing	N/A	Exploring how money is used by people. Exploring choices people make about money.	Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'	Contemplating budgeting benefits. Planning and calculating within a budget. Reflecting on future job based on goals.	Recognising value for money. Understanding differing opinions on spending. Exploring how to safeguard money effectively.	Discussing money risks and management. Implementing money safeguarding strategies.	Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.

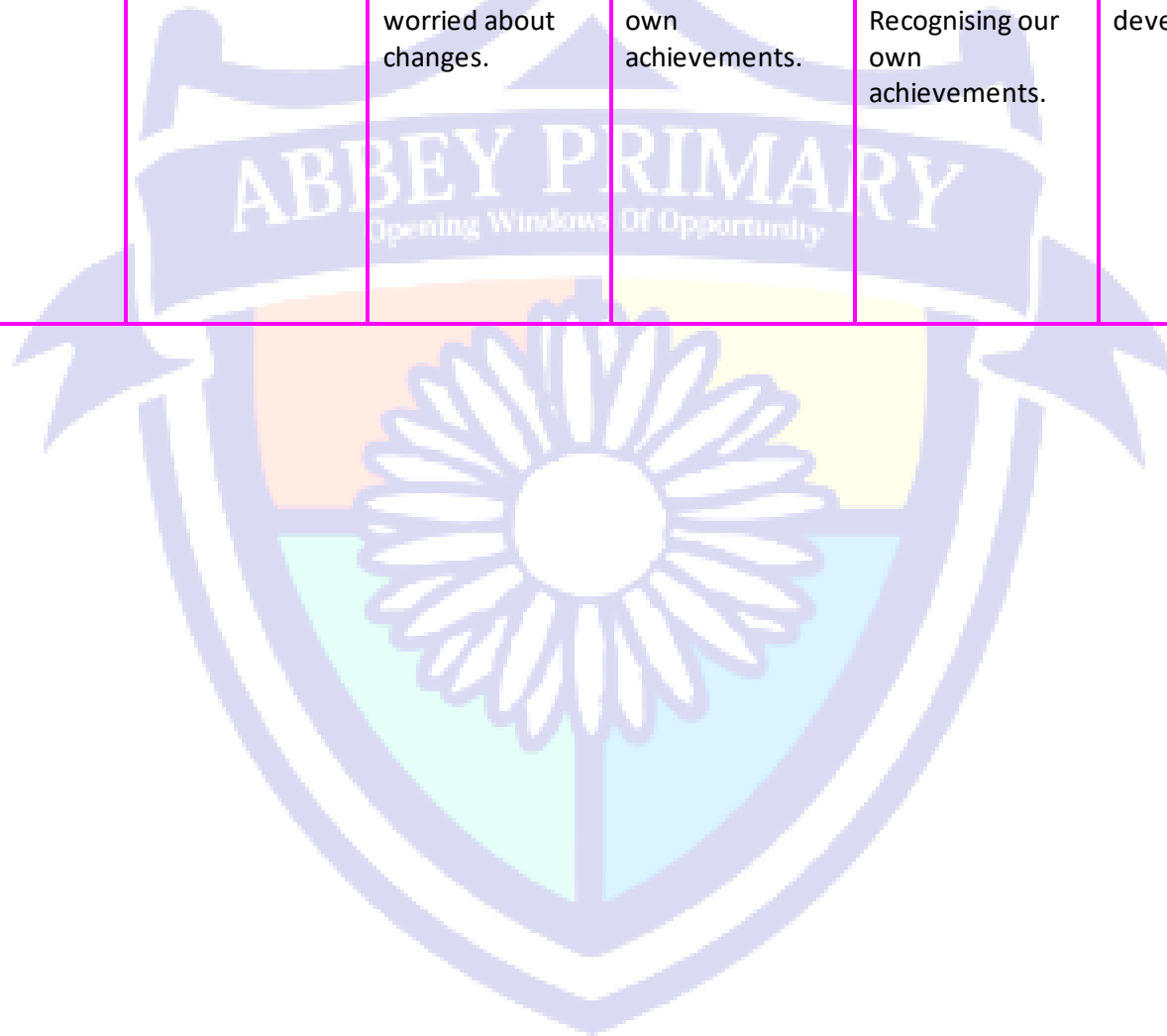


PROGRESSION OF DISCIPLINARY KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Safety and the changing body</b>	<p><b>Being Safe (including online)</b> Considering why it is important to follow rules. Exploring what it means to be a safe pedestrian.</p>	<p><b>Being Safe (including online)</b> Discussing the concept of privacy. <b>Drugs, alcohol and tobacco</b> Learning what is and is not safe to put in or on our bodies. <b>Basic first aid</b> Practising making an emergency phone call.</p>	<p><b>Being Safe (including online)</b> Discussing the concept of privacy. Exploring ways to stay safe online. <b>Drugs, alcohol and tobacco</b> Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.</p>	<p><b>Being Safe (including online)</b> Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. <b>Drugs, alcohol and tobacco</b> Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make. <b>Basic first aid</b> Learning what to do in a medical emergency, including calling the emergency services.</p>	<p><b>Being Safe (including online)</b> Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. <b>Drugs, alcohol and tobacco</b> Discussing the benefits of being a non-smoker. <b>The changing adolescent body</b> Discussing some physical and emotional changes during puberty.</p>	<p><b>Being Safe (including online)</b> Developing an understanding of how to ensure relationships online are safe. <b>Drugs, alcohol and tobacco</b> Learning to make 'for' and 'against' arguments to help with decision making. <b>The changing adolescent body</b> Identifying reliable sources of help with puberty. <b>Basic first aid</b> Learning about how to help someone who is bleeding.</p>	<p><b>Being Safe (including online)</b> Exploring online relationships including dealing with problems. <b>Drugs, alcohol and tobacco</b> Discussing the reasons why adults may or may not drink alcohol. <b>The changing adolescent body</b> Discussing problems which might be encountered during puberty and using knowledge to help. <b>Basic first aid</b> Placing an unresponsive patient into the recovery position.</p>

PROGRESSION OF DISCIPLINARY KNOWLEDGE

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transition / Identity	<p><b>Transition</b> Exploring what we can do to make change easier.</p>	<p><b>Transition</b> Recognising our own strengths.</p>	<p><b>Transition</b> Identifying people who can help us when we are worried about changes.</p>	<p><b>Transition</b> Being able to set goals. Recognising our own achievements.</p>	<p><b>Transition</b> Learning strategies to deal with change. Recognising our own achievements.</p>	<p><b>Transition</b> Recognising own skills and how these can be developed.</p>	<p><b>Transition</b> Exploring a greater range of strategies to deal with feelings associated with change.</p> <p><b>Identity</b> Exploring how the media might influence our identity.</p>



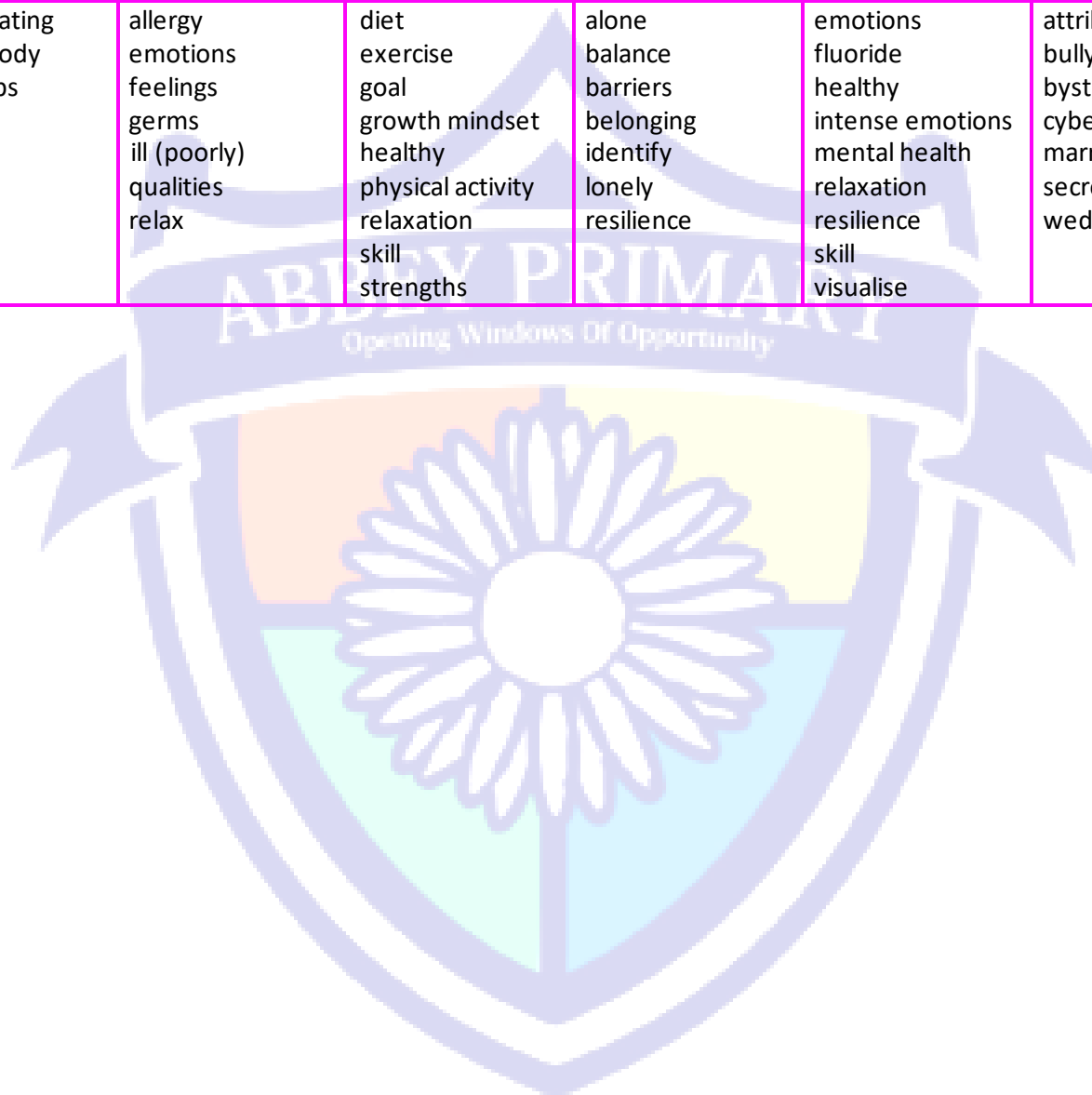
PROGRESSION OF KEY VOCABULARY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Family and Relationships	family festival special event religion culture beliefs tradition	behaviour care emotions family feelings friend friendly problem Stereotype	friendship love manners feelings emotions family stereotype respect	bullying communicate empathy open questions similar solve stereotype sympathy trust	act of kindness authority bereavement boundaries bystander permission	attitudes bullying bystander cyberbullying marriage secret wedding	authority conflict earn expectation grief grieving resolve respect stereotype



PROGRESSION OF KEY VOCABULARY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Health and wellbeing	healthy eating healthy body friendships unwell exercise sleep	allergy emotions feelings germs ill (poorly) qualities relax	diet exercise goal growth mindset healthy physical activity relaxation skill strengths	alone balance barriers belonging identify lonely resilience	emotions fluoride healthy intense emotions mental health relaxation resilience skill visualise	attributes bullying bystander cyberbullying marriage secret wedding	antibodies growth mindset habit qualities responsibility skill vaccination

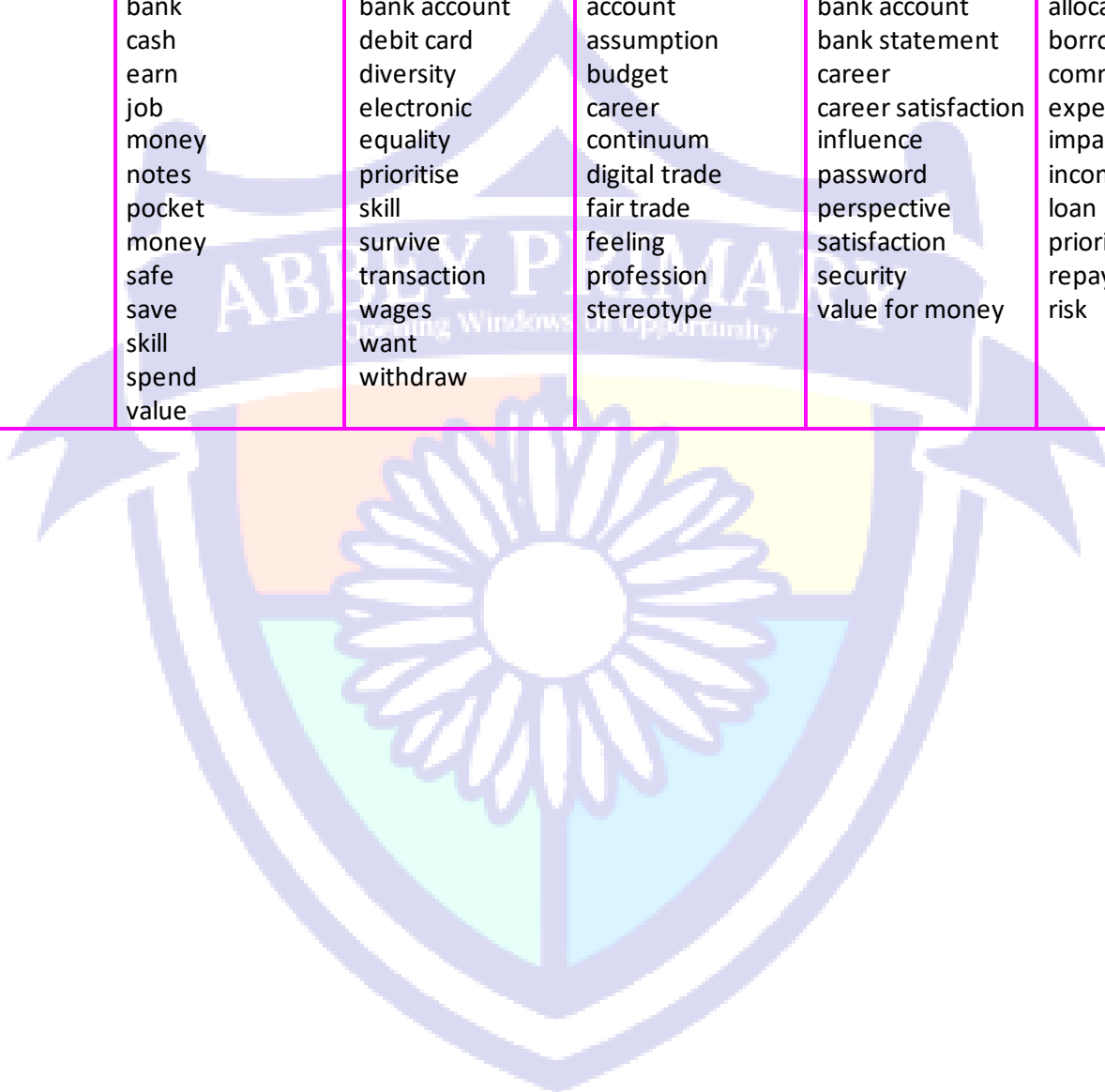


PROGRESSION OF KEY VOCABULARY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Citizenship	class groups school family community	care democracy different fair pet responsibility rule similar unique vote	election environment identity job opinion rule school council volunteer vote	charity community consequence council councillor law recycling rights United Nations	authority cabinet community council council officer diversity environment human rights local government protect reuse United Nations volunteer	defendant environment freedom of expression government House of Commons human rights judge Member of Parliament (MP) Parliament pressure group Prime Minister trail	authority conflict earn expectation grief grieving protected characteristics resolve respect stereotype

PROGRESSION OF KEY VOCABULARY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Economic Wellbeing	money pay work buy	bank cash earn job money notes pocket money safe save skill spend value	bank account debit card diversity electronic equality prioritise skill survive transaction wages want withdraw	account assumption budget career continuum digital trade fair trade feeling profession stereotype	bank account bank statement career career satisfaction influence password perspective satisfaction security value for money	allocate borrow commitment expenditure impact income loan prioritise repayment risk	earnings educational requirements expenses gambling responsibilities risks safeguard university valuables workplace



PROGRESSION OF KEY VOCABULARY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Safety and the changing body	strangers safe danger growing up change trust	accident drug emergency hazards medicine physical contact polite respect role trust	medicine pedestrian private secret surprise penis testicles/testes vulva vagina	allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries	age restriction asthma breasts genitals law penis private protect puberty public testicles/testes tobacco	bleeding consent ejaculation friend influence nipples penis uterus/womb cervix decision erection genitals labia ovary/ovaries puberty vagina choice egg/ovum fallopian tube head injury menstruation peer pressure testicles vulva	alcohol cervix egg or ovum fallopian tube labia ovary/ovaries puberty sexual intercourse testicles/testes bladder conception ejaculation fertilisation Menstruation / period penis pubic hair sperm urethra breasts cyber bullying erection genitals nipples pregnant scrotum sperm duct uterus/womb

PROGRESSION OF KEY VOCABULARY

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transition / Identity	change new class friends me safe happy	strengths skills move	change feelings	opportunities responsibilities change cope strategies	goal achievement change	skill responsibility role achievement	change worry stress anxious opportunity

