

Progression of PSHCE and Citizenship at Cusgarne
Subject Lead: Marie Turner

Relationships					
Reception/Year 1 - TEAM	Year 2 - VIP's	Year 3 - TEAM	Year 4 - VIPs	Year 5 - TEAM	Year 6 - VIPs
<p>Together Everyone Achieves More To learn that they belong to various groups and communities, such as family and school.</p> <p>To identify their special people (family, friends, carers) what makes them special and how special people should care for one another. <i>WALT: talk about the teams I belong to.</i></p> <p>Listening To learn to listen to other people and play and work co-operatively (inc. strategies to resolve simple arguments through negotiation. <i>WALT: be a good listener.</i></p> <p>Being Kind To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To offer constructive support and feedback to others. <i>WALT: explain how to be kind and why it is important.</i></p> <p>Bullying and Teasing To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p> <p>To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. <i>WALT: talk about unkind behaviour, teasing and bullying.</i></p> <p>Brilliant Brains To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn how to make real, informed choices, that improve their physical and emotional health, to recognise that</p>	<p>Who Are Your VIPs? To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. <i>WALT: talk about the very important people in my life and explain why they are special.</i></p> <p>Families To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.</p> <p>To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. <i>WALT: describe why families are important.</i></p> <p>Friends To offer constructive support and feedback to others.</p> <p>To communicate their feelings to others, to recognise how others show feelings and how to respond. <i>WALT: describe what makes someone a good friend.</i></p> <p>Falling Out To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and</p>	<p>A New Start To learn about change, inc. transitions (between Key Stages), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. <i>WALT: talk about changes and how they might make me feel.</i></p> <p>Together Everyone Achieves More To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals. <i>WALT: explain how and why we should work well as a team.</i></p> <p>Working Together To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals. <i>WALT: describe how my actions and behaviour affect my team.</i></p> <p>Being Considerate To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and respond appropriately to a wider range of feelings in others. <i>WALT: pay attention to and respond considerately to others.</i></p> <p>When Things Go Wrong To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to</p>	<p>Making Friends To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To know that their actions affect themselves and others. <i>WALT: explain why we need new friendships and how to make them.</i></p> <p>Staying Friends To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others. <i>WALT: create a list of positive actions needed to stay friends with my friends.</i></p> <p>Is This a Good Friend? To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. <i>WALT: identify my own support network.</i></p> <p>Falling Out To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. <i>WALT: demonstrate strategies for resolving conflicts.</i></p> <p>Bullying</p>	<p>Together Everyone Achieves More To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals. <i>WALT: talk about the attributes of a good team.</i></p> <p>Communicate To know that their actions affect themselves and others.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view. <i>WALT: accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</i></p> <p>Collaborate To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals. <i>WALT: work collaboratively to complete a task.</i></p> <p>Compromise To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. <i>WALT: compromise to ensure a task is completed.</i></p>	<p>Family and Friends To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To know that their actions affect themselves and others. <i>WALT: explain the importance of respecting my VIPs.</i></p> <p>Think Before You Act To recognise that their actions affect themselves and others.</p> <p>To recognise and respond appropriately to a wider range of feelings in others. <i>WALT: identify different ways to calm down when I am feeling angry or upset.</i></p> <p>It's OK to Disagree To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge others' points of view. <i>WALT: understand that people have different opinions that should be respected.</i></p> <p>You Decide To know that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something</p>

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<p>choices can have good and not so good consequences. WALT: explain how to be a positive learner.</p> <p>Making Good Choices To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that their behaviour can affect other people. WALT: identify good and not-so-good choices.</p>	<p>emotional health, to recognise that choices can have good and not so good consequence. WALT: describe ways to help work out arguments and disagreements.</p> <p>Working Together To recognise how their behaviour affects other people.</p> <p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). WALT: cooperate with others to achieve a task.</p> <p>Showing You Care To communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To offer constructive support and feedback. WALT: describe how I can show my special people that I care about them and understand why this is important.</p>	<p>benefit others as well as themselves.</p> <p>To know that their actions affect themselves and others. WALT: describe why disputes might happen and strategies to resolve them.</p> <p>Responsibilities To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals. WALT: talk about my responsibilities towards my team.</p>	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. WALT: identify what bullying is.</p> <p>Anti-Bullying To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. WALT: Know what to do if someone is being bullied.</p>	<p>Care To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. WALT: reflect on the need to care for individuals within a team.</p> <p>Shared Responsibilities To know why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules. WALT: understand the importance of shared responsibilities in helping a team to function successfully.</p>	<p>dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. WALT: identify negative influences on my behaviour and suggest ways that I can resist these influences.</p> <p>Secrets To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. WALT: explain when it is right to keep a secret, when it is not and who to talk to about this.</p> <p>False Friends To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. WALT: recognise healthy and unhealthy relationships.</p>
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Relationships					
Reception/Year 1 - Be Yourself	Year 2 - Growing Up	Year 3 - Be Yourself	Year 4 - Growing Up	Year 5 - Be Yourself	Year 6 - Growing Up
<p>Marvellous Me To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn ways in which they are all unique; understand that there has never been and will never be another 'them'. <i>WALT: talk about what makes me special.</i></p> <p>Feelings To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set a simple but challenging goal. <i>WALT: name some of the different feelings I have and can describe how they feel.</i></p> <p>Things I Like To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>To understand ways in which they are all unique; understand that there has never been and will never be another 'them'. <i>WALT: talk about things I like that make me feel happy.</i></p>	<p>Our Bodies To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. <i>WALT: name the main parts of boys' and girls' bodies.</i></p> <p>Is it Ok? To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).</p> <p>To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). <i>WALT: understand how to respect my own and other people's bodies.</i></p> <p>Pink and Blue To learn ways in which we are unique.</p> <p>To identify and respect the differences and similarities between people. <i>WALT: understand that we are all different and different people like different things.</i></p> <p>Look at Me Now! To learn about the process of growing from young to old and how people's needs change.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. <i>WALT: describe how I have changed since I was a baby.</i></p>	<p>Pride To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. <i>WALT: say the things about myself that I am proud of.</i></p> <p>Feelings To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To learn what positively and negatively affects their physical, mental and emotional health. <i>WALT: identify the feelings I have and describe how different emotions feel.</i></p> <p>Express Yourself To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. <i>WALT: describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.</i></p>	<p>Human Reproduction To learn about human reproduction. <i>WALT: describe male and female body parts and explain what these are for.</i></p> <p>Changes in Boys To learn how their body will, and emotions may, change as they approach and move through puberty. <i>WALT: describe how boys' bodies will change as they go through puberty.</i></p> <p>Changes in Girls To learn how their body will, and emotions may, change as they approach and move through puberty. <i>WALT: describe how girls' bodies will change as they go through puberty.</i></p> <p>Changing Emotions To learn how their body will, and emotions may, change as they approach and move through puberty.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. <i>WALT: describe the feelings that some people experience as they grow up.</i></p> <p>Relationships and Families To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To learn that two people who love and care for one another can be in a committed relationship and not be</p>	<p>You are Unique To reflect on and celebrate their achievements, identify their strengths, areas for improvement and set high aspirations and goals.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these. <i>WALT: explain why everyone is unique and understand why this should be celebrated and respected.</i></p> <p>Let It Out! To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. <i>WALT: explain why I should share my own thoughts and feelings and I know how to do this.</i></p> <p>Uncomfortable Feelings To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. <i>WALT: explore uncomfortable feelings and understand how to manage them.</i></p>	<p>Changing Bodies To learn how their body will change as they approach and go through puberty.</p> <p>To understand they have the right to protect their body from inappropriate and unwanted contact. <i>WALT: describe the changes people's bodies go through during puberty and how we can look after our changing bodies.</i></p> <p>Emotional Changes To learn about the ways in which puberty can affect us emotionally. <i>WALT: describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</i></p> <p>Just the Way You Are To understand the influences around us that affect body image and the way we see ourselves. <i>WALT: recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.</i></p> <p>Relationships To learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation.</p> <p>To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from forced into marriage and to know how to get support for them self or others. <i>WALT: understand what a loving relationship is and that there are many types of relationships.</i></p>
Uncomfortable Feelings	Getting Older	Know Your Mind		The Confidence Trick To approach challenges positively by	Let's Talk about Sex To understand the term 'sexual relationship'.

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<p>To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. <i>WALT: talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</i></p> <p>Changes To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. <i>WALT: discuss how change and loss make me feel.</i></p> <p>Speak Up! To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. <i>WALT: share what I think and feel with confidence.</i></p>	<p>To learn about the process of growing from young to old and how people's needs change.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. <i>WALT: describe how I will change as I get older.</i></p> <p>Changes To learn about change and loss and the associated feeling (including moving home, losing toys, pets or friends).</p> <p>To think about themselves and to learn from their experiences. <i>WALT: describe things that might change in a person's life and how it might make them feel.</i></p>	<p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'. <i>WALT: know how to be assertive.</i></p> <p>Media-Wise To explore and critique how the media present information.</p> <p>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise and challenge stereotypes. <i>WALT: explore messages given by the media and decide if they are helpful or harmful.</i></p> <p>Making It Right To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>To know that their actions affect themselves and others.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. <i>WALT: identify different strategies I can use if I make a mistake.</i></p>	<p>married or in a civil partnership. <i>WALT: understand that there are many different types of relationships and families.</i></p> <p>Where Do I Come From? To learn about human reproduction. <i>WALT: describe how babies are made and how they are born.</i></p>	<p>collecting information, looking for help, making responsible choices and taking action.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. <i>WALT: understand why we sometimes feel shy or nervous and know how to manage these feelings.</i></p> <p>Do the Right Thing To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. <i>WALT: identify when I might have to make different choices to those around me.</i></p> <p>Making Amends To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. <i>WALT: explore how it feels to make a mistake and describe how I can make amends.</i></p>	<p><i>WALT: understand what a sexual relationship is and who can have a sexual relationship.</i></p> <p>Human Reproduction To learn about human reproduction. <i>WALT: describe the process of human reproduction, from conception to birth.</i></p>
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Living In The Wider World					
Reception/Year 1 - Britain	Year 2 - One World	Year 3 - Britain	Year 4 - One World	Year 5 - Britain	Year 6 - One World
<p>My School To learn that they belong to different groups and communities such as family and school.</p> <p>To learn how they can contribute to the life of the classroom and school. <i>WALT: describe ways that I can help my school community.</i></p> <p>My Community To understand that they belong to different groups and communities such as family and school.</p> <p>To recognise that choices can have negative and positive consequences. <i>WALT: describe ways that I can be a good neighbour.</i></p> <p>My Neighbourhood To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these.</p> <p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights. <i>WALT: identify things that help and harm my neighbourhood.</i></p> <p>My Country To learn that they belong to different groups and communities such as family and school.</p> <p>To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. <i>WALT: describe what it is like to live in Britain.</i></p> <p>British People</p>	<p>Families To identify and respect the differences and similarities between people.</p> <p>To identify their special people (family, friends and carers), what makes them special and how special people should care for one another. <i>WALT: explore family life in different countries and say how it is the same as mine and how it is different.</i></p> <p>Homes To identify and respect the differences and similarities between people.</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (inc. protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). <i>WALT: discuss homes and home life from around the world and say how they are the same as mine and how they are different.</i></p> <p>Schools To identify and respect the differences and similarities between people.</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (inc. protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). <i>WALT: explain what it is like to go to school in other countries and say how it is the same as or different from my school.</i></p>	<p>Living in Britain To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. <i>WALT: describe what it is like to live in Britain.</i></p> <p>Democracy To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know what democracy is and the basic institutions that support it. <i>WALT: talk about what democracy is and understand why it is important.</i></p> <p>Rules, Laws and Responsibilities To know why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand why different rules are needed in different situations and how to take part in making and changing rules. <i>WALT: talk about what rules and laws are and identify how they help us.</i></p> <p>Liberty To understand that there are basic human rights shared by all peoples and all societies.</p> <p>To know that these universal rights are there to protect everyone. <i>WALT: talk about what liberty means and I can identify the rights of British people.</i></p>	<p>Chiwa and Kwende To consider the lives of people living in other places and people with different values and customs.</p> <p>To understand that differences and similarities between people arise from a number of factors, inc. family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. <i>WALT: discuss ways in which people's lives are similar and different and give reasons for these differences.</i></p> <p>Chiwa's Dilemma (1) To recognise and challenge stereotype.</p> <p>To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <i>WALT: explore differences of opinion and identify if I feel these are fair.</i></p> <p>Chiwa's Dilemma (2) To consider the lives of people living in other places, and people with different values and customs.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. <i>WALT: think about the lives of people living in other places, make considered decisions and give reasons for my opinions.</i></p>	<p>Identities To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To understand that there are basic human rights shared by all peoples and all societies. <i>WALT: talk about the range of faiths and ethnicities in Britain and identify ways of showing respect.</i></p> <p>Communities To understand what being part of a community means.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. <i>WALT: explain what a community is and what it means to belong to one.</i></p> <p>Respecting the Law To understand why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities. <i>WALT: explain why and how laws are made and identity what might happen if laws are broken.</i></p> <p>Local Government To understand what democracy is and about the basic institutions that support it locally and nationally. To understand that there are basic human rights shared by all peoples and all societies. <i>WALT: discuss the terms democracy and human rights in relation to local government.</i></p>	<p>Global Citizens To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <i>WALT: talk about and understand how we can be responsible global citizens.</i></p> <p>Global Warming To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <i>WALT: describe what global warming is and what we can do to help prevent it from getting worse.</i></p> <p>Energy To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>

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<p>To learn to identify and respect the differences and similarities between people.</p> <p>To learn that people and other living things have rights and that everyone has responsibilities to protect those rights. WALT: explore how people living in Britain can be different and how they are the same.</p> <p>What Makes Me Proud of Britain? To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To understand that they belong to different groups and communities such as family and school. WALT: share my ideas about being British and living in Britain.</p>	<p>Environments To identify and respect the differences and similarities between people.</p> <p>To understand that people and other living things have rights and that everyone has responsibilities to protect these (inc. protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). WALT: explore places where people live which are different to where I live.</p> <p>Resources To understand that people and other living things have rights and that everyone has responsibilities to protect these (inc. protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (inc. conserving energy). WALT: think about how people use things from the earth and what problems this can cause.</p> <p>Planet Protectors To understand that people and other living things have rights and that everyone has responsibilities to protect these (inc. protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (inc. conserving energy). WALT: say why it is important to care for the earth and identify how I can help protect it.</p>	<p>Tolerance and Respect To understand that differences and similarities between people arise from a number of factors.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. WALT: describe a diverse society and talk about why it is important.</p> <p>What Does It Mean to Be British? To research, discuss and debate topical issues, problems and events.</p> <p>To consider the lives of people living in other places, and people with different values and customs. WALT: explain what being British means to me and to others.</p>	<p>Chiwa's Sugar To consider the lives of people living in other places, and people with different values and customs.</p> <p>To understand the resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. WALT: recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.</p> <p>Chiwa's World To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. WALT: explain what climate change is and how it affects people's lives and identify what I can do to help.</p> <p>Charity for Chiwa To recognise the role voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities. WALT: identify different organisations which help people in different countries who are in challenging situations and explain how they do this.</p>	<p>National Government To understand what democracy is and about the basic institutions that support it locally and nationally.</p> <p>To understand that there are basic human rights shared by all peoples and all societies. WALT: discuss the terms democracy and human rights in relation to national government.</p> <p>Making a Difference To understand what being part of a community means and about the varied institutions that support communities locally and nationally.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>To think about the lives of people living in other places, and people with different values and customs. WALT: investigate what charities and voluntary groups do and how they support the community.</p>	<p>WALT: explain how our energy use can harm the environment and describe what we can do to help.</p> <p>Water To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>WALT: decide how we can use water responsibly and understand the importance of doing this.</p> <p>Biodiversity To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>WALT: understand what biodiversity is and explain the importance of doing all we can to encourage it.</p> <p>In Our Hands To know that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the</p>
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Progression of PSHCE and Citizenship at Cusgarne

Subject Lead: Marie Turner

Reception/Year 1 - Money Matters	Year 2 - Respecting Rights	Year 3 - Money Matters	Year 4 - Respecting Rights	Year 5 - Money Matters	Year 6 - Respecting Rights
<p>Money To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. <i>WALT: explain where money comes from and why we need it.</i></p> <p>Keep It Safe To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. <i>WALT: explain how we can keep money safe and why this is important.</i></p> <p>Save or Spend? To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. <i>WALT: explain choices I have about spending money and why it is important to keep track of what I spend.</i></p> <p>Want or Need? To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices. To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</p>	<p>Rights To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>To recognise ways in which we are the same as all other people; what we have in common with everyone else <i>WALT: talk about what rights are and identify rights that all people share.</i></p> <p>Protecting our Rights To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. <i>WALT: explain who helps protect our rights.</i></p> <p>Respecting Others To recognise that their behaviour can affect other people.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p>	<p>Where Does Money Come From? To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. <i>WALT: explain what skills are needed for a range of jobs and why people go to work.</i></p> <p>Ways to Pay To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <i>WALT: explain the different ways people pay for things.</i></p> <p>Lending and Borrowing To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (eg: their contribution to society through the payment of VAT).</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <i>WALT: explain ways people can borrow money and discuss some consequences of borrowing.</i></p> <p>Priorities To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p>	<p>Rights To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice. <i>WALT: understand what rights are and that all people share the same rights.</i></p> <p>Are All Rights Equal? To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. <i>WALT: understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important.</i></p> <p>Rules To know 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.</p> <p>To know what democracy is and about the basic institutions that support it locally and nationally. <i>WALT: explain what democracy is and how this relates to rules and human rights.</i></p>	<p>Look After It! To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <i>WALT: explain some financial risks we might encounter and can discuss how we can avoid them.</i></p> <p>Critical Consumers To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <i>WALT: understand how retailers try to influence our spending.</i></p> <p>Value for Money To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. <i>WALT: understand what 'value for money' means and can explain how we can tell if things are good value.</i></p> <p>Budgeting To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. To understand that resources can be</p>	<p>Know Your Rights To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice. <i>WALT: explain what the Universal Declaration of Human Rights is and understand that children have their own rights.</i></p> <p>Do Human Rights Apply to Everyone? To know that these universal rights are there to protect everyone and have primacy over national law and family and community practice.</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (see 'protected characteristics' in the Equality Act 2010) <i>WALT: understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</i></p> <p>Are Everyone's Rights Met? To know that these universal rights are there to protect everyone and have primacy both over national law and community practice.</p> <p>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM).</p> <p>To research, discuss and debate</p>

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<p>WALT: explain the difference between things we want and things we need.</p> <p>Look After It To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. WALT explain how I keep my belongings safe and why this is important.</p> <p>Going Shopping To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.</p> <p>To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving. WALT: explain what happens when we go shopping.</p>	<p>To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). WALT: show respect for the rights of others and understand why this is important.</p> <p>Everybody's Different To identify and respect the differences and similarities between people.</p> <p>To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To recognise ways in which we are the same as all other people; what we have in common with everyone else. WALT: show respect for the differences between people.</p> <p>Is It Fair? To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. WALT: understand why it is important to be fair.</p> <p>Taking Part To know how they can contribute to</p>	<p>To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer. WALT: explain the difference between things we want and things we need.</p> <p>Advertising To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. WALT: explain how adverts try to influence our spending and why they do this.</p> <p>Keeping Track To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. WALT: explain ways I can keep track of what I spend and why it is important to do this.</p>		<p>allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. WALT: explain why we need to budget and how to make one.</p> <p>Borrowing and Saving To learn about the role money plays in their own and others' lives, including how to manage their money and about how to be a critical consumer.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT). WALT: explain why people borrow money.</p> <p>Money in the Wider World To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT). WALT: explain what tax is and why we need to pay it.</p>	<p>topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. WALT: identify why people's rights are sometimes not met in the UK and in places across the world.</p> <p>Are You Rights-Respecting? To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyberbullying, use of prejudice-based language, 'trolling', how to respond and ask for help). WALT: explain how I can respect other people's rights and I understand why this is important.</p> <p>Do Human Rights Change? To understand why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and discrimination of individuals and communities. WALT: identify how and why ideas about human rights have changed.</p> <p>Human Rights Heroes To know why and how rules and laws that protect them and others are made and enforced, why different rules are</p>
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	<p>the life of the classroom and school.</p> <p>To understand that they belong to different groups and communities, such as family and school.</p> <p>WALT: explain why making a positive difference is important.</p>				<p>needed in different situations and how to take part in making and changing rules.</p> <p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>WALT: explain the role and importance of human rights activists.</p>
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Subject Lead: Marie Turner

Reception/Year 1 - Aiming High	Year 2 - Think Positive	Year 3 - Aiming High	Year 4 - Think Positive	Year 5 - Aiming High	Year 6 - Think Positive
<p>Star Qualities To think about themselves, to learn from their experiences to recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. <i>WALT: think of star qualities I already have and those I would like to develop.</i></p> <p>Positive Learners To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, and to recognise that choices have good and not so good consequences.</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strength and set simple but challenging goals. <i>WALT: explain how a positive learning attitude can help me.</i></p> <p>Bright Futures To think about themselves, to learn from their experiences, to recognise and celebrate their strength and set simple but challenging goals.</p> <p>To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. <i>WALT: talk about jobs that people can do and tell my friends what I want to be when I grow up.</i></p> <p>Jobs For All To identify and respect the similarities and differences between people.</p> <p>To share their opinions on things that matter to them and explain their views through discussion with one other person and the whole class. <i>WALT: understand that it is a person's interests and skills that make them</i></p>	<p>Think Happy, Feel Happy! To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not so good consequences. <i>WALT: understand how happy thoughts can make me feel good.</i></p> <p>It's Your Choice To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not so good consequences. <i>WALT: make good choices and consider the impact of my decisions.</i></p> <p>Go-Getters To think about themselves, to learn from their experiences.</p> <p>To recognise and celebrate their strengths and set simple but challenging goals.</p> <p>To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings. <i>WALT: set myself goals and consider how to achieve them.</i></p> <p>Let It Out To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other</p>	<p>Achievements To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. <i>WALT: identify achievements and suggest how my actions can help me achieve.</i></p> <p>Goals To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. <i>WALT: identify personal goals and suggest actions I can take to achieve them.</i></p> <p>Always Learning To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. <i>WALT: explain how a positive learning attitude can help me learn new things.</i></p> <p>Jobs and Skills To think about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. <i>WALT: identify the skills and attributes needed to do certain jobs.</i></p> <p>No Limit! To learn about the range of jobs carried out by people they know, and</p>	<p>Happy Minds - Happy People To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health. <i>WALT: understand that having a positive attitude is good for our mental health.</i></p> <p>Thoughts and Feelings To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health. <i>WALT: recognise and manage positive and negative thoughts effectively.</i></p> <p>Changes To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. <i>WALT: understand that some changes can be difficult, but that there are things we can do to cope.</i></p> <p>Keep Calm and Relax! To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To learn how their body will, and their emotions may, change as they approach and move through puberty. <i>WALT: use mindfulness techniques to keep calm.</i></p>	<p>You Can Achieve Anything! To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. <i>WALT: understand how people learn new things and achieve certain goals.</i></p> <p>Breaking Down Barriers To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. <i>WALT: understand that a positive attitude towards learning can help us succeed in life.</i></p> <p>Future Focus To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. <i>WALT: identify opportunities that may become available to me in the future and I am aware how to make the most of them.</i></p> <p>Equal Opportunities To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To recognise and challenge stereotypes. <i>WALT: understand that gender does</i></p>	<p>The Cognitive Triangle To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health. <i>WALT: understand the link between thoughts, feelings and behaviours.</i></p> <p>Thoughts Are Not Facts To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health. <i>WALT: understand the concept and impact of positive thinking.</i></p> <p>Facing Your Feelings To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health. <i>WALT: recognise and manage uncomfortable feelings.</i></p> <p>Choices and Consequences To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</p> <p>To begin to understand the concept of a 'balanced lifestyle'. <i>WALT: understand the importance of making good choices.</i></p>

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<p>suited to doing a job.</p> <p>Going for Goals To think about themselves, to learn from their experiences, to recognise and celebrate their strength and set simple but challenging goals.</p> <p>To think about growing and changing and new opportunities and responsibilities that increasing independence may bring. WALT: think about things I would like to achieve in the future.</p> <p>Looking Forward To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p> <p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. WALT: think about changes which might happen to me and consider how I feel about them.</p>	<p>person and the whole class. WALT: discuss my feelings and opinions with others and cope with difficult emotions.</p> <p>Be Thankful To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. WALT: discuss things I am thankful for and focus on what I do have, rather than what I don't have.</p> <p>Be Mindful To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p> <p>To recognise that choices can have good and not-so-good consequences. WALT: focus on what is happening now and how I am feeling.</p>	<p>to understand how they can develop skills to make their own contribution in the future.</p> <p>To recognise and challenge stereotypes. WALT: understand that gender does not limit us in becoming what we want to be in the future.</p> <p>When I Grow Up To think about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. WALT: discuss what job I might like to do when I grow up and what skills I will need to achieve this.</p>	<p>You're the Boss To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To understand what positively and negatively affects their physical, mental and emotional health. WALT: identify uncomfortable emotions and manage them effectively.</p> <p>Always Learning To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. WALT: apply a positive attitude towards learning and take on new challenges.</p>	<p>not determine what jobs people can do.</p> <p>Innovation and Enterprise To understand what is meant by enterprise and begin to develop enterprise skills.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To work collaboratively towards shared goals. WALT: understand why it is important to develop certain skills to prepare for the world of work.</p> <p>Onwards and Upwards To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action. WALT: discuss my goals for the future and the steps I need to take to achieve them.</p>	<p>Being Present To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health. WALT: use mindfulness techniques in my everyday life.</p> <p>Yes, I Can! To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health. WALT: apply a growth mindset in my everyday life.</p>
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Subject Lead: Marie Turner

Reception/Year 1 - It's My Body	Year 2 - Safety First	Year 3 - It's My Body	Year 4 - Safety First	Year 5 - It's My Body	Year 6 - Safety First
<p>My Body, My Business To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. <i>WALT: know that I can choose what happens to my body.</i></p> <p>Active and Asleep To know what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. <i>WALT: make healthy choices about sleep and exercise.</i></p> <p>Happy Healthy Food What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. <i>WALT: make healthy choices about food and drink.</i></p> <p>Clean as a Whistle The importance of, and how to,</p>	<p>Keeping Safe To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them. <i>WALT: know how to stay safe and who can help if I feel unsafe.</i></p> <p>Staying Safe at Home To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>To know that household products, including medicines, can be harmful if not used properly.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them. <i>WALT: know how to stay safe at home.</i></p> <p>Staying Safe Outside To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p> <p>To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact</p>	<p>My Body, My Choice To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. <i>WALT: know I can choose what happens to my body and how to say no.</i></p> <p>Fit as a Fiddle To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. <i>WALT: know how to keep my body healthy.</i></p> <p>Good Night, Good Day To learn what positively and negatively</p>	<p>New Responsibilities To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. <i>WALT: be responsible for making good choices to stay safe and healthy.</i></p> <p>Risks, Hazards and Danger To differentiate between the terms, 'risk', 'hazard' and 'danger'.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. <i>WALT: identify a risky situation and act responsibly.</i></p> <p>Under Pressure To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'. <i>WALT: understand that I can choose not to do something that makes me feel uncomfortable.</i></p> <p>Road Safety To have strategies for keeping</p>	<p>Your Body is Your Own To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. <i>WALT: know that my body belongs to me and that I have control over what happens to it.</i></p> <p>Sleep Well, Be Well To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</p> <p>To begin to understand the concept of a 'balanced lifestyle'. <i>WALT: understand why getting enough sleep is important.</i></p> <p>Taking Care of our Changing Bodies To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).</p> <p>To begin to understand the concept of a 'balanced lifestyle'. <i>WALT: know how to take care of my changing body.</i></p>	<p>You Are Responsible To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To differentiate between the terms, 'risk', 'danger' and 'hazard'. <i>WALT: take responsibility for my own safety.</i></p> <p>What Are the Risks? To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. <i>WALT: assess and manage risks in different situations.</i></p> <p>Making Your Mind Up To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise and manage 'dares'. <i>WALT: confidently identify and manage pressure to get involved in risky situations.</i></p> <p>In an Emergency To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p>

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<p>maintain personal hygiene.</p> <p>How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.</p> <p>What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. WALT: know how to keep my body clean.</p> <p>Can I Eat it? Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>That household products, including medicines, can be harmful if not used properly. WALT: know what is safe to eat or drink.</p> <p>I Can Choose What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences. WALT: know how to keep myself safe.</p>	<p>those special people when they need their help, including dialling 999 in an emergency. WALT: know how to stay safe when I am out and about.</p> <p>Staying Safe Online To know rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.</p> <p>To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.</p> <p>To know about the ways that pupils can help the people who look after them to more easily protect them. WALT: keep myself safe when I use the Internet.</p> <p>The Underwear Rule To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).</p> <p>To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. WALT: know my body belongs to me and how to keep my body safe.</p> <p>People Who Can Help To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.</p> <p>To know about the 'special people' who work in their community and who are</p>	<p>affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these. WALT: know why it is important to get enough sleep.</p> <p>Cough, Splutter, Sneeze To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To know what positively and negatively affects their physical, mental and emotional health. WALT: know how good hygiene helps to stop the spread of disease.</p> <p>Drugs - Healing or Harmful? To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. WALT: know how to take medicine safely and keep safe around drugs.</p>	<p>physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p> <p>To differentiate between the terms, 'risk', 'hazard' and 'danger'. WALT: know how to be safe on and near the road.</p> <p>Dangerous Substances To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. WALT: know about dangerous substances and how they affect the human body.</p> <p>Stay Safe Online To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. WALT: keep myself safe when I use the Internet.</p>	<p>Harmful Substances To know which, why and how commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To understand what is meant by the term 'habit' and why habits can be hard to change.</p> <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. WALT: understand the harmful effects of using drugs, including alcohol and tobacco.</p> <p>How We Think and Feel About Our Bodies. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To explore and critique how the media present information. To recognise and challenge stereotypes. WALT: understand what a positive body image is.</p> <p>Healthy Choices To understand what positively and negatively affects their physical, mental and emotional health.</p> <p>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced</p>	<p>To learn about school health and safety rules, basic emergency aid procedures, where and how to get help. WALT: act sensibly and responsibly in an emergency.</p> <p>Keep IT Safe To know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, the use of passcode, turning it off at night, etc.)</p> <p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. WALT: understand how to use mobile devices and the Internet safely and responsibly.</p> <p>Click Safe, Click Happy To recognise bullying and abuse in all its forms (including prejudice- based bullying both in person, online and through social media).</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. WALT: understand that everyone has the right to feel safe and happy when using mobile phones and the Internet.</p>
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	<p>responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.</p> <p>WALT: know who to go to if I need help.</p>			<p>lifestyle'.</p> <p>To explore and critique how the media present information.</p> <p>WALT: make informed choices in order to look after my physical and mental health.</p>	
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