



Manor Drive Primary Academy

PSHE Progression Map

Myself & My Relationships				
KS1 Cycle A	Autumn 1 How do I manage my feelings? Myself & My Relationships My Emotions (ME 1/2) <ul style="list-style-type: none"> What am I good at and what is special about me? RR How can I stand up for myself? RR Can I name some different feelings? MW Can I describe situations in which I might feel happy, sad, cross etc? MW How do my feelings and actions affect others? MW How do I manage some of my emotions and associated behaviours? MW What are the different ways people might relax and what helps me to feel relaxed? MW Who do I share my feelings with? MW 	Summer 2 How can I deal with changes in my life? Myself & My Relationships Managing Change (MC 1/2) <ul style="list-style-type: none"> How are my achievements, skills and responsibilities changing and what else might change? How might people feel during times of loss and change? MW How do friendships change? CF What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW How might people feel when they lose a special possession? When can I make choices about changes? 		
KS1 Cycle B	Autumn 2 Who are my special people and how can we support each other? Myself & My Relationships Family and Friends (FF 1/2) <ul style="list-style-type: none"> Can I describe what a good friend is and does and how it feels to be friends? CF Why is telling the truth important? CF What skills do I need to choose, make and develop friendships? CF How might friendships go wrong, and how does it feel? CF How can I try to mend friendships if they have become difficult? CF What is my personal space and how do I talk to people about it? BS Who is in my family and how do we care for each other? FP Who are my special people, why are they special and how do they support me? CF 			
LKS2 Cycle A	Autumn 1 How do I deal with new experiences? Myself & My Relationships Beginning and Belonging (BB 3/4) <ul style="list-style-type: none"> What is my role in helping my school be a place where we can learn happily and safely? RR How can we build relationships in our class and how does this benefit me? CF What does it feel like to be new or to start something new? MW How can I help children and adults feel welcome in school? RR What helps me manage a new situation or learn something new? MW Who are the different people in my network who I can ask for help? BS 	Autumn 2 What are different ways people can be bullied? Myself & My Relationships Anti-bullying (AB 3/4) <ul style="list-style-type: none"> How are falling out and bullying different? CF How do people use power when they bully others? RR What are the key characteristics of different types of bullying? RR How can lack of respect and empathy towards others lead to bullying? RR What is the difference between direct and indirect forms of bullying? RR What are bystanders and followers and how might they feel? MW Do I understand that bullying might affect how people feel for a long time? MW How can I support people I know who are being bullied by being assertive? RR How does my school prevent bullying and support people involved? RR 	Summer 2 What helps me when I am experiencing strong emotions due to loss or change? Myself & My Relationships Managing Change (MC 3/4) <ul style="list-style-type: none"> What changes have I and my peers already experienced and what might happen in the future? What helps me when I'm experiencing strong emotions due to loss or change? MW What strategies help me to thrive when my friendships change? MW How might I behave when I feel strong emotions linked to loss and change? MW How might people feel when loved ones or pets die, or they are separated from them for other reasons? What changes might people welcome and how can they plan for these? 	
LKS2 Cycle B	Autumn 1 How do I manage my own emotions? Myself & My Relationships My Emotions (ME 3/4) <ul style="list-style-type: none"> Why is it important to accept and feel proud of who we are? RR What does the word 'unique' mean and what do I feel proud of about myself? RR Why is mental wellbeing as important as physical wellbeing? MW How can I communicate my emotions? MW Can I recognise some simple ways to manage difficult emotions? MW What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW How do my actions and feelings affect the way I and others feel? MW How do I care for other people's feelings? MW Who can I talk to about the way I feel? MW How can I disagree without being disagreeable? RR 	Spring 1 How might different groups experience different types of bullying. What can I do to help victims? Myself & My Relationships Anti-bullying (AB 5/6) <ul style="list-style-type: none"> Can I explain the differences between friendship difficulties and bullying? CF Can I define the characteristics and different forms of bullying? RR How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH What do all types of bullying have in common? RR Might different groups experience bullying in different ways? MW How can people's personal circumstances affect their experiences? MW How does prejudice sometimes lead people to bully others? CF Can I respond assertively to bullying, online and offline? RR How might bullying affect people's mental wellbeing and behaviour? MW How and why might peers become colluders or supporters in bullying situations? RR Can I identify ways of preventing bullying in school and the wider community? RR 		
UKS2 Cycle A	Autumn 1 What helps me to be resilient in new situations? Myself & My Relationships Beginning and Belonging (BB 5/6) <ul style="list-style-type: none"> What are my responsibilities for helping others in school feel happy and safe? RR How can I take responsibility for building relationships in my school and how does this benefit us all? CF How might different people feel when starting something new and how can I help? MW How do we help people feel welcome and valued in and out of school? CF What helps me to be resilient in a range of new situations? MW Are there more ways I can get help now and how do I seek support? BS 			
UKS2 Cycle B	Autumn 1 How and from whom do I get support when things are difficult? Myself & My Relationships My Emotions (ME 5/6) <ul style="list-style-type: none"> How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW What does it mean to have a 'strong sense of identity' & 'self-respect'? RR What can I do to boost my self-respect? RR How do I manage strong emotions? MW How can I judge if my own feelings and behaviours are appropriate & proportionate? MW How do I recognise how other people feel and respond to them? What is loneliness and how can we manage feelings of isolation? MW How common is mental ill health and what self-care techniques can I use? MW How and from whom do I get support when things are difficult? MW 	Spring 1 Who are in my 'networks' on and offline, how have these changed over time and how do we support each other? Myself & My Relationships Family and Friends (FF 5/6) <ul style="list-style-type: none"> What are the characteristics of healthy friendships on and offline and how do they benefit me? CF How do trust and loyalty feature in my relationships on and offline? CF What are the benefits and risks of making new friends, including those I only know online? OR Can I always balance the needs of family & friends & how do I manage this? FP Can I communicate, empathise & compromise when resolving friendship issues? CF How can I check that my friends give consent on and offline? BS How do people in my family continue to support each other as things change? FP Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR 		



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Citizenship			
KS1 Cycle A	Autumn 2 Why do we have rules? How do I work with others? Citizenship Rights, Rules & Responsibilities (RR 1/2) <ul style="list-style-type: none"> How do rules and conventions help me to feel happy & safe? (RR) How do I take part in making rules? Who looks after me and what are their responsibilities? What jobs and responsibilities do I have in school and at home? Can I listen to other people, share my views and take turns? RR Can I take part in discussions and decisions in class? 	Spring 1 How do I work with others? Citizenship Working Together (WT 1/2) <ul style="list-style-type: none"> What am I and other people good at? What new skills would I like to develop? How can I listen well to other people? RR How can I work well in a group? RR Why is it important to take turns? RR How can I negotiate to sort out disagreements? CF How are my skills useful in a group? What is a useful evaluation? RR 	<ul style="list-style-type: none"> Recognising strengths Developing skills Steps towards goals Effective communication Compromise & co-operation Discussion & negotiation Applying group work & communication skills Evaluating
KS1 Cycle B	Autumn 1 What does 'community' mean and what does it feel to be part of it? Citizenship Diversity and Communities (DC 1/2) <ul style="list-style-type: none"> What makes me 'me', what makes you 'you'? RR Do all boys and all girls like the same things? RR What is my family like and how are other families different? FP What different groups do we belong to? RR What is a stereotype and can I give some examples? RR Who helps people in my locality and what help do they need? MW What does 'my community' mean and how does it feel to be part of it? MW How do people find out about what is happening in my community? MW How do we care for animals and plants? How can I help look after my school? 		<ul style="list-style-type: none"> My identity Different families Different cultures and beliefs Groups in and out of school Respect Community Stereotypes People who help us School environment Needs of people/animals / pets/plants
LKS2 Cycle A	Spring 1 How can I work well in a group? Citizenship Working Together (WT 3/4) <ul style="list-style-type: none"> What am I good at and what are others good at? What new skills would I like or need to develop? How well can I listen to other people? RR How do I ask open questions? RR How can I share my views and opinions effectively? RR How can different people contribute to a group task? How can I persevere and overcome obstacles to my learning? CF How can I work well in a group? CF What is useful evaluation? How do I give constructive feedback and receive it from others? RR 	<ul style="list-style-type: none"> Recognising and valuing strengths Developing skills Steps towards goals Effective communication Questioning skills Problem solving and perseverance Decision making Communication and group work skills Evaluating Feedback 	
LKS2 Cycle B	Autumn 2 What do we mean by rights and responsibilities? Citizenship Rights, Rules & Responsibilities (RR 3/4) <ul style="list-style-type: none"> What does it mean to be treated and to treat others with respect? RR Who are those in positions of authority within our school and communities and how can we show respect? RR Why do we need rules and conventions at home and at school? RR What part can I play in making and changing rules? What do we mean by rights and responsibilities? What are my responsibilities at home and at school? How do we make democratic decisions in school? What is a representative and how do we elect them? 	<ul style="list-style-type: none"> Respect Authority Class/school rules & charters Rights and responsibilities Democracy at school School and class councils Decision making Debating and voting Responsibilities at school and at home 	
UKS2 Cycle A	Autumn 2 How and why should I show respect for those with different lifestyles, beliefs and traditions? Citizenship Diversity and Communities (DC 5/6) <ul style="list-style-type: none"> How do other people's perceptions, views and stereotypes influence my sense of identity? RR How do views of gender affect my identity, friendships, behaviour & choices? RR What are people's different identities, locally and in the UK? FP How can I show respect to those with different lifestyles, beliefs & traditions? RR What are the negative effects of stereotyping? RR Which wider communities & groups am I part of & how does this benefit me? MW What are voluntary organisations and how do they make a difference? MW What is the role of the media and how does it influence me and my community? Who cares for the wider environment and what is my contribution? 	<ul style="list-style-type: none"> Influences on my identity Gender Diversity in communities Challenging stereotypes Voluntary, community, charitable and pressure groups The media Environmental issues Sustainability 	
UKS2 Cycle B	Autumn 2 How does democracy work in our community and in our country? Citizenship Rights, Rules & Responsibilities (RR 5/6) <ul style="list-style-type: none"> What are the conventions of courtesy & manners and how do these vary? RR How does my behaviour online affect others and how can I show respect? IS/RR Why is it important to keep my personal information private, especially online? IS How can I contribute to making and changing rules in school? How else can I make a difference in school? What are the basic rights of children and adults? Why do we have laws in our country? How does democracy work in our community and in our country? What do councils, councillors, parliament and MPs do? How do I take part in debate, respectfully listening to other people's views? RR 	<ul style="list-style-type: none"> Courtesy, manners & respect Online behaviour Privacy Ground rules/class charters Children's rights Conflicting rights & responsibilities Rules and laws in society Role of the police Local & national democracy Participation in class & school School and class councils Social and moral issues 	



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Healthy & Safer Lifestyles			
<p>KS1 Cycle A</p> <p>Spring 2</p> <p>How can I stay healthy?</p> <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 1/2)</p> <ul style="list-style-type: none"> • How can I stay as healthy as possible? HP • What does it feel like to be healthy? MW • What does healthy eating mean and why is it important? HE • Why is it important to be active & what are the opportunities for physical activity? PHF • What foods do I like and dislike and why? • What can help us eat healthily? HE • Why do we need food? • What healthy choices can I make? <ul style="list-style-type: none"> • Staying healthy • Rest and sleep • Dental health • Eatwell Guide • Physical activity • Healthy eating • Food preparation • Making real choices 	<p>Summer 1</p> <p>What are drugs and how do I keep myself safe from them?</p> <p>Healthy & Safer Lifestyles Drug Education (DE 1/2)</p> <ul style="list-style-type: none"> • Which substances might enter our bodies, how do they get there and what do they do? DAT • What are medicines and why and when do some people use them? DAT • When and why do people have an injection from a doctor or a nurse? HP • Who is in charge of what medicine I take? DAT • What different things can help me feel better if I feel poorly? DAT • How can I keep safe with medicines and substances at home and at school? DAT • What is persuasion and how does it feel to be persuaded? MW <ul style="list-style-type: none"> • Medicines • Health professionals • Going to the doctors • Feeling ill, feeling better • Risky household substances • Safety rules • Being persuaded 		
<p>KS1 Cycle B</p> <p>Spring 1</p> <p>How can I keep myself safe?</p> <p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 1/2)</p> <ul style="list-style-type: none"> • What are risky situations and how might I feel? MW • What is my name, address and phone number and when might I need to give them? BFA • What is an emergency and who can help? BFA • What makes a place or activity safe for me? MW • What are the benefits and risks for me when walking near the road, and how can I stay safer? MW • What are the benefits and risks for me in the sun and how can I stay safer? HP • What do I enjoy when I'm near water and how can I stay safer? MW • What are the risks for me if I am lost and how can I get help? BS • How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA <ul style="list-style-type: none"> • Risky situations • Emotions associated with risk • Basic personal information • Asking for & giving help in an emergency • Safety eyes & ears • Road safety • Travel to & from school • Rules for keeping safer • Sun safety • Water safety • Keeping safe from accidents 	<p>Summer 1</p> <p>Who can I trust if I have a problem?</p> <p>Healthy & Safer Lifestyles Personal Safety (PS 1/2)</p> <ul style="list-style-type: none"> • Can I identify different feelings and tell others how I feel? MW • Which school/classroom rules are about helping people to feel safe? BS • Can I name my own Early Warning Signs? BS • How do I know which adults and friends I can trust? CF • Who could I talk with if I have a worry or need to ask for help? BS • What could I do if a friend or someone in my family isn't kind to me? BS • Can I identify private body parts and say 'no' to unwanted touch? BS • What could I do if I feel worried about a secret? BS • What could I do if something worries or upsets me when I am online? BS <ul style="list-style-type: none"> • Identifying and communicating feelings • School/classroom rules • Early Warning signs • Identifying trusted adults • Networks of support • Recognising unkind behaviour • Bodily autonomy • Safe, unsafe & unwanted touch • Safe and unsafe secrets • Online safety 	<p>Summer 2</p> <p>How do I keep my body clean and protected?</p> <p>What are the different parts of my body?</p> <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 1)</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? BS • What can my amazing body do? • When am I in charge of my actions and my body? BS • How can I keep my body clean? HP • How can I avoid spreading common illnesses and diseases? HP <ul style="list-style-type: none"> • External parts of the body • My amazing body • Germs • Hand washing 	
<p>LKS2 Cycle A</p> <p>Spring 2</p> <p>How do I make healthy choices?</p> <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 3/4)</p> <ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? HE • What is an active lifestyle and how does it help me to be healthier? PHF • What is mental wellbeing and how is it affected by my physical health? MW • How much sleep do I need & what happens if I don't have enough? HP • How do nutrition and physical activity work together? • How can I plan and prepare simple, healthy meals safely? HE • How can I look after my teeth and why is it important? HP • Who is responsible for my lifestyle choices and how are these choices influenced? <ul style="list-style-type: none"> • Eatwell Guide • Basic food hygiene & preparation • Active Lifestyles • Mental wellbeing • Sleep • Influences on lifestyle choices • Dental care • Leisure activities 	<p>Summer 1</p> <p>What can my body do and how is it special?</p> <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 3)</p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? BS • When do we talk about our bodies, how they change, and who do we talk to? BS • What can my body do and how is it special? • Why is it important to keep myself clean? HP • What can I do for myself to stay clean and how will this change in the future? HP • How do different illnesses and diseases spread and what can I do to prevent this? HP <ul style="list-style-type: none"> • Male and female bodies • Talking about bodies • Valuing the body's uniqueness & capabilities • Responsibilities for hygiene • Preventing spread of illnesses 		
<p>LKS2 Cycle B</p> <p>Spring 1</p> <p>What should I do in a risky situation and how might my friends affect my decisions?</p> <p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 3/4)</p> <ul style="list-style-type: none"> • How do I feel in risky situations and how might my body react? MW • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet adults I don't know & how can I respond safely? BS • What actions could I take in an emergency or accident and how can I call the emergency services? BFA • What are the benefits of using the roads and being near water and how can I reduce the risks? MW • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I'm out? <ul style="list-style-type: none"> • Emotions in risky situations • Dealing with pressure in risky situations • Reactions to risk • Taking action in an emergency • Road safety • Fire safety • Beach safety • Safety near waterways • Safety during activities and visits • Preventing accidents in familiar settings 	<p>Summer 1</p> <p>How do I decide if a secret is safe or unsafe?</p> <p>Healthy & Safer Lifestyles Personal Safety (PS 3/4)</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? MW • Which school/classroom rules are about helping people to feel safe? RR • Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS • What qualities do trusted adults and trusted friends have? CF • Who is on my network of support and how can I ask them for help? BS • What could I do if I feel worried about a friendship or family relationship? BS • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS • How can I decide if a secret is safe or unsafe? BS • How can I keep safe online? BS <ul style="list-style-type: none"> • Identifying and communicating feelings • School/classroom rules • Early Warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting unkind behaviour • Bodily autonomy • Personal boundaries • Safe, unsafe and unwanted touch • Safe and unsafe secrets • Online safety 	<p>Summer 2</p> <p>What medical & legal drugs do I know about, and what are their effects?</p> <p>Healthy & Safer Lifestyles Drug Education (DE 3/4)</p> <ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? DAT • Who uses and misuses legal drugs? DAT • Why do some people need medicine and who prescribes it? DAT • What are immunisations and have I had any? HP • What are the safety rules for storing medicine and other risky substances? DAT • What should I do if I find something risky, like a syringe? DAT • What do I understand about how friends and the media persuade and influence me? CF <ul style="list-style-type: none"> • Medicines and legal drugs • People who use medicines & legal drugs • Rules for safe storage • Finding risky items • Influence of friends and media • Immunisations 	
<p>UKS2 Cycle A</p> <p>Spring 2</p> <p>What are the different aspects of a healthy lifestyle and how could I become healthier?</p> <p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 5/6)</p> <ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? MW • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE • What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? HP • What are the benefits and risks of spending time online/on electronic devices in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS <ul style="list-style-type: none"> • Eatwell Guide • Nutritional content • Portion sizes • Meat planning • Sleep hygiene • Dental health • Health as a continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions 	<p>Summer 1</p> <p>What is drug misuse?</p> <p>Healthy & Safer Lifestyles Drug Education (DE 5/6)</p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different illnesses? DAT • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • How can I assess risk, recognise peer influence & respond assertively? (RR) • When and how should I check information about drugs? DAT <ul style="list-style-type: none"> • Effects of drug use • Essential use of medicines • Drug misuse • Staying safe around risky substances • Influence of friends and media • Reliability of information • Immunisations 	<p>Summer 2</p> <p>What happens to our bodies during puberty? How are babies formed?</p> <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP <p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP <ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families 	
<p>UKS2 Cycle B</p> <p>Spring 2</p> <p>What are the possible benefits and consequences of taking physical, emotional and social risks?</p> <p>Healthy & Safer Lifestyles Personal Safety (PS 5/6)</p> <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe I am feeling? BS • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on my network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS <ul style="list-style-type: none"> • Recognising own feelings & considering others • Rights and responsibilities • Is my fun, fun for everyone? • Early Warning signs • Identifying trusted adults • Networks of support • Safety continuum • Recognising and reporting abuse or neglect • Bodily autonomy • Personal boundaries • Safe, unsafe, unwanted touch • Safe and unsafe secrets • Online safety • Protective interruption • Assessing risk 			

<p>Healthy & Safer Lifestyles</p> <p>Managing Safety and Risk (MSR 5/6)</p> <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself safe in the sun? HP • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility? 	<ul style="list-style-type: none"> • Personal responsibility for safety • Risk reduction strategies • Getting help • Sources of support • Basic first aid • Road safety • Sun safety • Cycle safety • Railway safety • Electrical safety • Health and safety rules in school • Preventing a wider range of accidents 		
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PSHE Progression Map

Economic Wellbeing	
KS1 Cycle B	<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Where does money come from and how can I use it sensibly?</p> <p>Economic Wellbeing Financial Capability (FC 1/2)</p> <ul style="list-style-type: none"> • Where does money come from and where does it go when we 'use' it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity? <ul style="list-style-type: none"> • Money in different / familiar contexts • Cash values • Money as a finite resource • Uses of money • Saving and spending • Effects of loss • How banks etc work • Emotions in relation to money • Charity
LKS2 Cycle B	<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">What do saving, spending and budgeting mean to me?</p> <p>Economic Wellbeing Financial Capability (FC 3/4)</p> <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is 'value for money'? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me? <ul style="list-style-type: none"> • Understanding large amounts of money • Sources of money • Saving and spending • Cash versus money • Keeping track of money • Value for money • Impact of choices • Charities • Emotions
UKS2 Cycle B	<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">What do saving, spending and budgeting mean to me?</p> <p>Economic Wellbeing Financial Capability (FC 5/6)</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? <ul style="list-style-type: none"> • Earnings & deductions • Wants and needs • Range of jobs • Budgeting • Debt and credit • Financial planning (including insurance and pensions) • Making choices • Managing feelings about money • Poverty • Role of charities