



Understanding The World

Cycle A

PSHCE	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Outcomes	<p><u>Understanding the World</u> Children show interest in the lives of people who are familiar to them. -Recognises and describes special times or events for family or friends; -Shows interest in different occupations and ways of life; -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family; -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; -Shows care and concern for living things and the environment.</p> <p><u>Physical Development.</u> -Observes the effects of activity on their bodies; -Can usually manage washing and drying hands; -Eats a healthy range of foodstuffs and understands need for variety in food; -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; -Children talk about how they and others show feelings. -Welcomes and values praise for what they have done;</p>	<p><u>Belonging to a community:</u> • about examples of rules in different situations, • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, KPI- Understand that we are all different and need different care (people, places and animals)</p> <p><u>Media literacy and Digital resilience:</u> • how and why people use the internet • Benefits of digital devices and online communication KPI- Understand the uses for the internet and why people use it</p> <p><u>Money and Work:</u> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do KPI- Know that everyone has different strengths and interests that lead to different jobs in the future</p>	<p><u>Belonging to a community:</u> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights and responsibilities including the rights of children • that with every right there is also a responsibility KPI - Understand what laws/rules are and the consequences for breaking them.</p> <p><u>Media literacy and Digital resilience:</u> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to know how to access support to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results KPI: how to report something seen or experienced online that concerns them, images or content that worry them, unkind or inappropriate communication</p> <p><u>Money and Work:</u></p>	<p><u>Belonging to a community:</u> • how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • money is spent and how it affects the environment • express their own opinions about their responsibility towards the environment KPI - Understand our responsibilities for the environment and know how to treat it respectfully</p> <p><u>Media literacy and Digital resilience:</u> • to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information</p> <p><u>Money and Work:</u> • to identify and have ambition for jobs that they might like to do in the future • how or why someone might choose a</p>

<p>-Enjoys responsibility of carrying out small tasks; -Is more outgoing towards unfamiliar people and more confident in new social situations; -Confident to talk to other children when playing and will communicate freely about own home and community; -Shows confidence in asking adults for help.</p> <p><u>Managing Feelings and Behaviour</u> -Aware of own feelings and knows that some actions and words can hurt others' feelings; -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others; -Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met; Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><u>Development Matters statements 40-60 months.</u> <u>Relationships</u> -Initiates conversations, attends to and takes account of what others say; -Explains own knowledge and understanding and asks appropriate questions of others; -Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><u>Self Confidence and Self Awareness</u> -Confident to speak to others about own needs, wants, interests and opinions; -Can describe self in positive terms and talk about abilities.</p> <p><u>Managing Feelings and Behaviour</u> -Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them; -Aware of the boundaries set, and of behavioural expectations in the setting; -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>		<ul style="list-style-type: none"> • about jobs that people may have from different sectors -About class jobs, the importance of these responsibilities and how to do them. • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work and how to challenge them. • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs and set goals for how to achieve them. <p>KPI - Know about a wide range of jobs/professions and understand that anyone (regardless of sex, race, gender etc) can work in any job</p>	<p>certain career</p> <ul style="list-style-type: none"> • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work <p>KPI - identify jobs they might like to do in the future and know some routes to get into different jobs.</p>
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Key Vocabulary	Attention, focus, resilience, perseverance, challenge, growth mindset, turn taking, sharing.	environment, community, rules, care, safety, wellbeing, digital resilience, communication, money, work, jobs, income, collaboration	community, laws, rights, responsibilities, care, safety, digital wellbeing income, strengths, collaboration, stereotypes, goals,	belonging, compassion, responsibility, fact, opinion, biased, stereotypes, reliable, jobs, career, ambition, work, pay,
Long Term Planning Link			Atticus Claw Breaks the Law The Vanishing Rainforest by Richard Platt	Can You See Me? By Libby Scott
Enrichment/ Personal Development	<ul style="list-style-type: none"> - Church visit - Library visit - Nativity - Charity fundraising (Reindeer run) 		<ul style="list-style-type: none"> - School council - Yo-Yo Christmas workshop - Careers fair - Reindeer run - Charity fundraising project Summer 2 - LKS2 play - Class jobs - Leadership assemblies 	<ul style="list-style-type: none"> - Summer fair stall - Archbishop young leaders award - Playground leaders - Librarians - Year 6 whole school jobs - Year 6 pudies - Healthy eating champions - UKS2 musical - Leadership assemblies - Crucial Crew

Cycle B

PSHCE	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Outcomes	<p>Understanding the World Children show interest in the lives of people who are familiar to them. -Recognises and describes special times or events for family or friends; -Shows interest in different occupations and ways of life; -Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family; -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world; -Shows care and concern for living things and the environment.</p> <p>Physical Development.</p>	<p>Belonging to a community: • about being a part of different groups, and the role they play in these groups KPI - know about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community</p> <p>Media literacy and Digital resilience: • the ways in which people can access the internet • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment • that information online might not always be</p>	<p>Belonging to a community: • the meaning and benefits of living in a community • to recognise that they belong to different communities KPI - recognise and know about the different groups that make up and contribute to a community • about the individuals and groups that help the local community • how to show compassion towards others in need and the shared responsibilities</p> <p>Media literacy and Digital resilience: KPI - that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like</p>	<p>Belonging to a community: • what prejudice means and discrimination are and the difference between • how to recognise acts of discrimination and how to respond • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups and how to challenge them KPI - understand what prejudice and discrimination are; know ways to respond and challenge discrimination</p> <p>Media literacy and Digital resilience: • about the benefits of safe internet use • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate</p>

<p>-Observes the effects of activity on their bodies; -Can usually manage washing and drying hands; -Eats a healthy range of foodstuffs and understands need for variety in food; -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health; -Children talk about how they and others show feelings. -Welcomes and values praise for what they have done; -Enjoys responsibility of carrying out small tasks; -Is more outgoing towards unfamiliar people and more confident in new social situations; -Confident to talk to other children when playing and will communicate freely about own home and community; -Shows confidence in asking adults for help.</p> <p>Managing Feelings and Behaviour -Aware of own feelings and knows that some actions and words can hurt others' feelings; -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others; -Can usually tolerate delay when needs are not immediately met and understands wishes may not always be met; Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>Development Matters statements 40-60 months.</p> <p>Relationships -Initiates conversations, attends to and takes account of what others say; -Explains own knowledge and understanding and asks appropriate questions of others; -Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>	<p>true KPI - know some different uses of the internet and that information online might not always be true.</p> <p>Money and Work: • about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants KPI - know about getting, keeping and spending money and how to recognise the difference between needs and wants</p>	<p>• to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online • that search results are ordered based on the popularity of the website and that this can affect what information people access</p> <p>Money and Work: KPI - how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p>through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact</p> <p>Money and Work: KPI - about the role that money plays in people's lives, attitudes towards it and what influences decisions about money -Why saving is important and how to do this successfully (Go Henry accounts etc) • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks</p>
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	<p>-Self Confidence and Self Awareness -Confident to speak to others about own needs, wants, interests and opinions; -Can describe self in positive terms and talk about abilities.</p> <p><u>Managing Feelings and Behaviour</u> -Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them; -Aware of the boundaries set, and of behavioural expectations in the setting; -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>			
Key Vocabulary	Attention, focus, resilience, perseverance, challenge, growth mindset, turn taking, sharing.	community, roles, responsibilities, rules, care, faith, communication, money, work, jobs, income, differences, similarities, strengths, collaboration	community, responsibilities, digital footprint, adverts, communication, money, work, jobs, income, budget, charities	discrimination, stereotypes, prejudice,, manipulate, restrictions, appropriate content, debt, fraud, gambling, financial risk,
Long Term Planning Link				<p>Rose Blanche by Roberto Innocenti</p> <p>Once by Morris Gleitzman</p> <p>Holes by Louis Sachar</p> <p>Floodland by Marcus Sedgwick</p>
Enrichment/ Personal Development	<ul style="list-style-type: none"> - Church visit - Library visit - Nativity - Charity fundraising (Reindeer run) 	<ul style="list-style-type: none"> - Church visit - Library visit - Nativity - School council - Yo-Yo Christmas workshop 	<ul style="list-style-type: none"> - School council - Yo-Yo Christmas workshop - Careers fair - Reindeer run - Charity fundraising project Summer 2 - LKS2 play - Class jobs - Leadership assemblies 	<ul style="list-style-type: none"> - Summer fair stall - Archbishop young leaders award - Playground leaders - Librarians - Year 6 whole school jobs - Year 6 buddies - Healthy eating champions - UKS2 musical - Leadership assemblies - Crucial Crew