



Curriculum For Life: Health and Wellbeing - Progression Map

	Year 3	Year 4	Year 5	Year 6
Mental Wellbeing	Understand different feelings. • I can identify that feelings/emotions are part of our health and wellbeing • I can recognise that feelings usually change throughout the day • I can give examples of everyday things that can affect feelings Learn ways of expressing feelings. • I can name a range of feelings and emotions • I can match feelings to a scale of intensity and identify strong feelings • I can describe different feelings and how they are experienced in the body	Understand a range of emotions. • I understand it is normal to experience a range of emotions • I can identify a range of emotions • I can explain some emotions people might feel in different situations • I know that I can control some things but not others Understand what mental health is and who can help. • I understand that we all have mental health as well as physical health • I understand that sometimes people need help with their mental health • I know who I can talk to if I am worried about my mental health or someone else's	Describe actions a person can take if they are worried. • I can recognise what worry might feel or look like • I can describe actions that a person can take if they are worried • I can decide which actions might be more or less effective in dealing with worry Identify everyday behaviours that can support mental health • I can explain what is meant by the term 'mental health' • I can identify everyday behaviours that can help to support mental (and physical) health • I recognise that we can take care of our mental health (as well as our physical health)	Describe how feelings and emotions are affected and can be managed during challenging times • I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected • I can recognise conflicting emotions and when these might be experienced • I can explain how feelings and emotions change over time • I can identify positive actions to support wellbeing during difficult times, including identifying their personal support network Explain what loneliness and connection mean • I can explain what loneliness means • I can explain what connection means • I can give advice to a young person who wants to feel more connected
Physical Health & Fitness	Explain the benefits of daily exercise • I can explain why exercise is good for your physical health • I can explain why exercise is good for your mental health • I know that exercise helps you to maintain a healthy weight	Explain the physical and mental benefits of an active lifestyle. • I can talk about some of the benefits of exercise for my physical and mental wellbeing. • I understand what is meant by staying healthy and that exercise is part of this. • I know how much activity I should try to complete each day. • I can talk about some of the ways that I can be active.	Suggest ways in which someone can improve their physical and mental wellbeing • I can explain what wellbeing means • I can explain the link between physical and mental wellbeing • I can give advice to young people who want to improve their physical and mental wellbeing	Suggest a range of different self care strategies • I can explain what self-care means • I can identify and try out a range of self-care strategies • I can complete a self-care diary
Healthy Eating	Identify healthier snack choices. • I can identify healthier snack choices and explain my decisions	Compare how much sugar is contained in food and drink products • I can explain why too much added sugar in foods is bad for you	Understand nutritional information and use it to inform food choices. • I can understand the nutritional information on food packets	Understand what food groups are needed to create a healthy and balanced lunch.

	• I am beginning to interpret food labels to understand sugar content	• I can recall the new recommended daily maximum sugar intake for my age range • I can identify and compare how much sugar is contained in food and drink products by looking at labels • I can explain 5 a Day and why fruit and vegetables are an important part of a healthy diet	• I can explain how this information may inform my food choices.	• I can name the 5 food groups and give examples of foods from each. • I can explain the proportions of food needed to create a healthy and balanced lunch. • I am beginning to identify and select foods based on their nutritional content.
Health & Prevention	Understand how handwashing can help prevent the spread of infection • I understand that infection can be spread through unclean hands • I understand that handwashing can prevent the spread of infection • I can explain when and how to wash hands	Understand how I can look after my teeth and why this is important • Understand what dental plaque is and how it forms • Understand which foods and drinks cause tooth decay • Understand the consequences of tooth decay • Understand how to brush teeth effectively • Understand that limiting sugary foods and drinks can reduce tooth decay	Understand the risks of exposure to the sun • I understand the risks of exposure to the sun • I can explain the things I need to do to keep myself safe in the sun • I understand as I get older I need to take responsibility for my own safety in the sun	Identify some common early indicators of physical illness. • I can identify some common early indicators of physical illness. • I can discuss possible reasons for physical symptoms. • I know who I can talk to if I have concerns about my health
Internet Safety & Harms	Explain why technology can sometimes have a negative impact on health and wellbeing • I can give examples of and explain the positive impact of using technology and the internet. • I can give examples of tech/online activities that they (could) engage with for extended periods of time. • I can give examples of and explain the negative impact of excessive technology use on health and bodies. • I can give examples of and explain the negative impact of excessive technology use on thoughts and feelings. Explain why some online activities have age restrictions, why it is important to follow them • I can explain why some online activities have age restrictions. • I can explain how children can be pressured into watching or doing something online.	Explain how using technology can be a distraction from other things, in both a positive and negative way. • I can give examples of tech/online activities that effectively hold their attention and engagement. • I can explore the value they place in different tech/online activities (e.g. priorities, more important/less important than...) • I can recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.) I am learning to identify times or situations when someone may need to limit the amount of time they use technology • I can give examples of tech/online activities that they engage with for extended periods of time	Describe ways technology can affect health and well-being • I understand simple properties of healthy sleep • I can recount simple benefits of sleep on body's health • I can offer suggestions on how use of technology before sleep could affect quality of sleep • I can recount the concept of healthy sleep • I can identify activities when using technology that could negatively impact on sleep • I can offer simple strategies to manage technology before bedtime Recognise the benefits and risks of accessing information about health and well-being online • I can differentiate between fact and fake information. • I can make a balanced judgement when researching information online. • I know what a trusted source of online website/information looks like.	Recognise the pressures that technology can place on someone • Recognise the features of a healthy media balance. • Understand how technology can place pressure on someone • Know how to positively address peer pressure and can apply this in online situations. Assess and action different strategies to limit the impact of technology on health • Demonstrate knowledge of age appropriate strategies that can limit the impact of technology on health. • Select suitable strategies based on their own personal needs, use and experience of tech and the internet. • Describe positive outcomes that would show a strategy is successful. Describe ways in which some online content targets people to gain money or information • Distinguish between genuine and fake content/sites

	• I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable Describe simple strategies for creating and keeping passwords private. • I can recognise that passwords protect my reputation and the information that I consider important. • I am able to suggest methods for keeping password safe and secure. Demonstrate an awareness of the people I trust. • I can make decisions about what information I share and with whom. • I can give reasons why someone should only share information with people I choose to and can trust. • I can explain that if I am not sure or feel pressured then I should tell a trusted adult.	• I can demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work. • I can give examples of what happens when they have been online for too long. Identify times when someone might need to limit the amount of time they use technology. • I recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences) • I can begin to evaluate the effectiveness of these strategies on their own use of technology. I am learning to explain that internet use is never fully private and is monitored. • I can explain the reasons why internet use may be monitored. • I can understand how monitoring services are used to keep children and users safe online. • I can structure an argument from one perspective and convey this with effective and clear contributions. I am learning to describe how some online services may seek consent to store information about me. • I can describe how some online services may seek consent to store information about me. • I know what the digital age of consent is • I know how to get help if I am unsure about consenting to an online service.	Explain how many free apps or services may read and share private information with others • I understand how apps request permission to access data and functions on a device. • I can suggest some reasons as to why apps/companies request access to personal data.	• Understand some tactics employed by scammers • Identify the features of scam communications
Basic First Aid	Understand my role in an emergency situation. • I understand it is most important to ensure the safety of myself and others in the event of an emergency • I can assist in an emergency by correctly calling for help • I know the information I need to give to emergency services if they are called to an incident	Identify and manage an asthmatic casualty • I can identify and manage a casualty who is having difficulty breathing due to asthma • I can ensure the safety of themselves and others • I can assess a casualty's condition calmly	Understand how to help someone who is choking. • I can recognise when someone is choking • I can explain how to administer first aid to a casualty that is choking (including back blows and tummy thrusts) • I know how to seek medical help if required for a choking casualty	Identify and give first aid to a minor or major head injury • I can identify a minor or major head injury • I can give first aid to a casualty who has a head injury • I can call for help for a casualty who has a head injury

		• I can comfort and reassure a casualty who is having an asthma attack • I know how to seek medical help if required		
Drugs, Alcohol & Tobacco	Explain why it is important to use medicines and household products safely. • I can explain why it is important to take medicines correctly and use household products safely • I can say why using medicines and household products can sometimes be risky, and suggest what to do to stay safe • I can recognise whom to ask for help with medicine safety and where to get information about medicines	Understand how caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health • I can identify some of the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol • I can identify how these risks can affect the person, or those around them • I can explain how laws, guidelines and restrictions help to keep people safe and healthy • I can identify where people can get help and support to protect their own and others' health	Describe how medicines, when used responsibly, can support health and wellbeing • I can describe how medicines, when used responsibly, can support health and wellbeing • I can explain how preventative medicines such as vaccinations and immunisation can stop disease from spreading • I can explain the safe use of medicines to help manage illness and allergies • I can identify where to find further advice and guidance about the correct use of medicines Identify some of the risks and effects of legal and illegal drug use • I can explain that there are risks associated with using any type of drug and identify some of the risks and effects of drug use • I can recognise that drugs have laws related to them and that some drugs are illegal to own, use or give to others • I can analyse the level of risk in different situations, identifying that drugs can affect people in different ways • I can explain that for some people drug use can become an unhealthy habit that can be difficult to break but there is support available to help people; where to report any concerns I have	Explain reasons why people may choose to or not use a drug. • I can explain why people may choose to use or not use a drug, and the different factors that might influence them • I can analyse what is most likely to influence a person to use or not use a drug • I can describe strategies for managing peer influence in situations that might involve drugs • I can explain how to ask for help from a trusted adult if they have any worries or concerns about drugs and why this is important Understand that mixed messages about drug use can exist in the media • I can identify mixed messages in the media in relation to smoking/vaping and alcohol • I can analyse key messages, suggest who they are targeted at and why • I can describe how these messages might affect a person's thoughts, feelings and actions • I can explain what would help a person to make informed decisions about health and where I could find reliable information
Changing Adolescent Body	Understand that change is part of growing up. • I understand I have changed physically and developed skills in my life so far • I can identify some physical changes I will go through before I become an adult • I can identify things I will be able to do when I am an adult which I cannot do now	Explain the changes that occur during puberty • I understand that my body will change as I become an adult • I understand that different changes happen to males and females • I can identify some physical differences between males and females	Identify and name the male and female body parts • I understand how the body changes as a child becomes an adult • I can accurately label sexual external parts of the body • I can accurately label internal reproductive organs	Explain the physical and emotional changes that happen during puberty • I understand physical changes which happen during puberty for boys, girls and both • I can name the parts of the body • I can explain what attraction means

	Understand the importance of personal hygiene. • I can understand that as I grow older I need to take more responsibility for my personal hygiene • I can explain ways to look after my personal hygiene • I can sort hygiene products according to need.	• I can explain ways to look after my personal hygiene Understand the process of the menstrual cycle • I understand the process of the menstrual cycle • I can explain some changes I will go through during puberty • I know who I can go to for help if I need to	Explain the physical changes during puberty • I can explain some physical changes males and females will go through during puberty • I understand why the menstrual cycle happens • I know who I can go to for help if I need to talk about puberty Understand the emotional changes during puberty • I understand that puberty may change my feelings as well as my body • I understand that everyone is different and these differences are normal • I know who I can talk to if I am worried about anything	• I can use my knowledge of puberty and attraction to answer other people's problems
Sex Education				Understand how a baby is made • I understand the menstrual cycle • I understand how a baby is conceived • I know the legal age for sexual intercourse • I understand what is meant by consent



Curriculum For Life: Relationships - Progression Map

	Year 3	Year 4	Year 5	Year 6
Families & People Who Care For Me	Recognise the features of family life • I can recognise the features of family life • I can identify the qualities of different family relationships • I can explain how families can support and care for each other • I can describe positive aspects of belonging to a family	Describe different family structures • I can describe different family structures • I can identify what families have in common and how they can differ • I can recognise that all family types should be valued and celebrated	Describe some of the changes that can happen in a family • I can describe some changes that can happen in a family • I can recognise how changes in a family can make someone feel • I can identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy	Describe what commitment means and what it looks like • I can describe what commitment means and looks like • I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • I explain why commitment is important for people's health, wellbeing and relationships • I can reflect on what commitment means for me, and on my own commitments
Caring Friendships	Identify what makes a good friend • I understand what makes a good friend • I know why friends are important • I can set myself a friendship-themed goal	Understand that friendships have ups and downs • I understand that I may experience problems with my friends and this is normal • I can explain some steps I can take to resolve problems with my friends • I understand that violence is never the right way to solve a problem	Provide possible solutions to friendship problems • I understand that friendships have ups and downs • I can provide possible solutions to friendship problems • I understand that friendships can sometimes be strengthened after an issue has occurred	Explain how friends can support each other effectively • I can identify the qualities of healthy and unhealthy friendships • I can describe strategies for dealing with challenges in friendship • I can explain how friends can support each other effectively
Respectful Relationships	Respect			
	Understand courtesy and manners in a range of situations • I understand that expectation for manners change in different situations • I can identify some roles in society which are positions of authority • I can explain what manners might be appropriate in a given situation • I understand that good manners are one way of showing respect for others	Identify my positive attributes. • I can identify positive attributes in my peers • I can identify positive attributes that make me who I am • I understand that having respect for myself will help me make good choices.	Understand how opinions, beliefs and values are formed. • I can identify who or what influences my opinions and beliefs • I can describe how our opinions and beliefs affect how we think and act • I can explain why values are important to me.	Recognise prejudice and discrimination and know how this can be challenged • I understand what prejudice and discrimination are and why they are wrong. • I can explain how I might challenge prejudice and discrimination.
	Bullying			

	Understand what bullying is • I understand what bullying is • I can explain some of the possible effects of bullying • I know what help is available in my school if someone is being bullied	Understand the impact of bullying and the responsibility of bystanders to help • I understand the impact bullying can have on individuals • I understand the role bystanders can play in stopping bullying • I am beginning to understand the reasons some children may bully others	Understand what might lead to someone bullying others • I understand what might lead to someone bullying others • I can explain how someone who is being bullied might feel • I know who I can talk to if I am worried about bullying	Describe the impact that bullying and cyberbullying can have on a person. • I can identify the meaning of bullying and cyberbullying and describe the impact it can have on a person • I can explore how young people can deal with bullying and cyberbullying safely • I can explain how to find support and advice on bullying and cyberbullying
	Stereotypes			
	Recognise gender stereotypes • I can understand that toys can reinforce gender stereotypes • I can explain how these stereotypes can be challenged • I am beginning to understand why stereotypes are negative Recognise that stereotypes exist based on different factors • I understand that stereotypes can be based on different factors • I can explain some stereotypes which exist about older people • I can explain why stereotypes are unfair	Identify fictional characters who reinforce gender stereotypes • I understand how there are established stereotypes for both genders • I can identify fictional characters who reinforce gender stereotypes • I understand that stereotyped characters might influence children • I can explain the negative impact of stereotypes Recognise that stereotypes can relate to a number of factors • I understand that stereotypes can affect how I see people • I can explain how stereotypes might have a negative affect on people • I can talk about people who do not conform to stereotypes	Recognise how attitudes to gender have changed over time • I understand that attitudes and laws relating to gender have changed over time • I can explain why gender equality is important Understand that stereotypes around race and religion can be harmful • I can explain how we make assumptions about people based on how they look • I understand that stereotypes around race and religion can be harmful • I can explain how stereotypes can affect the way people are treated and can lead to discrimination	Recognise and challenge stereotypes of visible difference • I can explain what a stereotype is and identify some examples. • I can describe how negative stereotypes of visible difference are often used in film and on TV. • I can explain the impact that stereotypical depictions of visible difference can have on people who look different. Suggest alternative ways to represent 'bad' characters • I can describe how the use of negative stereotypes might make people treat others who have a visible difference. • I can suggest alternative ways to represent 'bad' characters without using appearance-related stereotypes.
	Permission & Consent			
	Understand what it means to ask for permission • I can say why I should ask other people for permission in different situations, including when touching someone else • I can use simple phrases to ask for, give or not give permission	Understand the importance of giving and asking for permission • I can identify situations where permission needs to be asked for. • I can give examples of how to ask for, give, or not give permission. • I can explain why asking for permission is important in different situations.	Explain what consent and boundaries mean • I know what consent means • I know what boundaries are • I can explain why consent and boundaries are important, especially in relation to my body.	Understand what is meant by consent • I know that consent is about agreeing to let something happen • I know that consent must be gained; it should not be assumed in the absence of "No" • I understand that we all have the right to change our minds regarding consent
Online Relationships	Explain what it means to 'know someone' online	I am learning to recognise when someone is upset, hurt or angry online.	Describe how what one person perceives as playful joking and teasing	Describe how to capture bullying content as evidence

	● I can explain what it means to 'know' someone. ● I can give different examples of how well I know people e.g. friends, family, teachers. ● I can explain the differences between 'knowing' someone online compared to offline Identify how bullying behaviour could appear online and how someone can get support. ● I can say what bullying behaviour is ● I can describe methods people may use to bully others including online and offline methods ● I can provide simple examples of where online bullying can take place and what it might look like ● I can explain why I should be kind online vs. unkind ● I know how I should act online ● I can explain how I make sure I am being kind online Explain how to search for information about others online ● I can use a search engine to find information about me and my family ● I can use " " to narrow my search ● I understand that I should check the images, news and video results as well as the regular search results Give examples of what anyone may or may not be willing to share about themselves online. ● I understand what 'personal' information is ● I know that I must always ask before I share information about others online ● I can name 3 different places or people that I can go to if I am unsure if information is safe to share ● I can explain the need to be careful before sharing anything personal.	● I understand that these are emotions that can be expressed online ● I understand how being upset, hurt or angry could look online and what someone who is feeling these emotions likely exhibit online ● I understand bullying behaviour can make someone feel upset, hurt or angry I am learning to describe ways people can be bullied through a range of media ● I know what online technologies means I know online technologies may include i.e. games, apps, social media ● I can describe different media you can be unkind on i.e. images, texts, videos ● I can simply describe what bullying online may look like on these different forms of media ● I know what common online technologies I use I am learning to describe strategies for safe and fun experiences in a range of online social environments. ● I can describe what it feels like to be safe online. ● I can list a number of things I can do to make sure I have a positive and safe experience online. ● I can give examples of when I have used or may have to use these in my online life. I am learning to give examples of how to be respectful to others online. ● I can describe how to recognise healthy and unhealthy online behaviours. ● I understand and can explain what is meant by respect. ● I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs. ● I can give examples of how online behaviour is either respectful or disrespectful. ● I can describe how it is possible to be respectful online	might be experienced by others as bullying. ● I can explain the types of bullying behaviour. ● I know the differences between types of bullying. ● I can demonstrate how online bullying is different to offline bullying. ● I can explore the roles in a 'bullying' situation. Explain how to block abusive users. ● I know how to block abusive users on the different platforms, apps and games that I use ● I know how to report posts, images, videos and photos on the different platforms, apps and games that I use ● I could describe this to someone else Give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs). ● I can understand that communication online does not have to be text-based. ● I can understand that a variety of communication methods have been developed specific to online communication eg gifs, memes. ● I can understand that the appropriate use of technology specific communication eg meme and gifs depends on circumstance and context Explain that there are some people I communicate with online who may want to do me or my friends harm. ● I can describe what is meant by harm. ● I understand that not everyone I communicate with online is pleasant and may not have my best intentions at heart ● I can explain why some people choose to act in a certain way online, that it is their decision and that I am not responsible.	● I know I should try and screenshot the bullying behaviour ● I know I should reach out to responsible adults with evidence of the bullying behaviour ● I can list people who can help me with this Explain how to identify, flag and report inappropriate content ● I know ways to report illegal content on different platforms ● I understand that there are different types of illegal content online ● I know some of the laws that relate to different types of illegal content Describe how to be kind and show respect for others online ● Understand what 'boundaries' are, including online. ● Understand the concepts of respect and self-respect and give examples of how this can be shown online. ● Understand how to respect others' boundaries online, particularly regarding sharing information about them Explain how taking or sharing inappropriate images of someone may have an impact ● Understand the term inappropriate, give alternatives, and understand that 'inappropriate' might mean different things to different people. ● Understand what an 'inappropriate' picture might be and give examples. ● Understand the potential impact of sharing 'inappropriate' pictures, both for the sharer and the person having pictures shared.
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Being Safe	Boundaries			
	Understand the PANTS rule • I can name body parts and know which parts should be private • I know the difference between appropriate and inappropriate touch • I understand that I have the right to say “no” to unwanted touch • I can start thinking about who I trust and who I can ask for help.	Understand personal boundaries and why there are important • I can explain what is meant by personal space and personal boundaries and why these are important. • I can describe how boundaries might be different for different people or in different relationships. • I can identify what might make someone feel uncomfortable and what they could do, or who they could go to for help and support.	Identify the difference between appropriate and inappropriate touch • I can identify the differences between appropriate and inappropriate touch. • I can explain strategies for responding to unwanted physical contact. • I can identify who to tell and what to do if any physical contact makes them feel unsafe, uncomfortable, or worried.	Recognise different types of abuse and where to seek support • I can name different types of abuse • I can describe some of the features of abuse • I know where to seek support if I am worried about myself or someone else.
	Privacy and Secrecy		Analysing Risk	
	Understand the difference between a good secret and a bad secret. • I can understand the difference between a good secret and a bad secret. • I can give suggestions for what to do in secret situations. • I know who I can talk to if I am worried.	Understand the concept of privacy and the difference between secrets and surprises • I can explain the difference between a secret and a surprise • I understand the difference between private and public • I know who I can talk to if I am worried or uncomfortable about something an adult does	Assess how risky everyday activities are • I can assess how risky different everyday activities are • I can describe how important it is to ‘stop and think’ before taking a risk • I can explain what makes a risk worth taking and what makes it too risky	Understand the consequences of anti-social behaviour • I can describe a range of feelings associated with being out and about with more freedom as I get older • I can identify risks and risky behaviour out and about in the local environment / • I know and understand the consequences of anti-social behaviour • I can describe possible ways to resist peer pressure



Curriculum For Life: Citizenship - Progression Map

	Year 3	Year 4	Year 5	Year 6
Rights & Responsibilities	Understand that children have specific rights. • Understand that there are specific rights for children; • Consider why children need special protections; • Think about children's rights at school; • Learn about individuals and groups that campaign for and support children's rights; • Take action in support of children's rights.	Understand what human rights are and why they are important. • Understand the term 'human rights'. • Understand that we all have human rights which are set out in the Universal Declaration of Human Rights. • Examine individual human rights and discuss why they are important to all people.	Understand the terms 'rights' and responsibilities • Appreciate how rights are balanced against responsibilities; • Prepare and agree to a class charter that reflects my rights and responsibilities as a pupil.	Understand what is meant by rights being in conflict. • Think about how we can find resolution when rights are in conflict.
Rules & Laws	Explain what the law is and how it affects our lives. • Explain that the law is like a set of rules for everyone to follow; • Describe how the law is in our lives every day; • Describe what role judges, lawyers and MPs play in the law.	Explain why we have laws. • Understand the different roles of parliament, government and the justice system; • Explain what the rule of law means; • Explain how laws are made; • Identify ways in which they can participate in our democracy.	Explain what happens when laws are broken. • Describe three different people that someone accused of a crime might meet and what their roles are; • Explain what a sentence is and their five main purposes; • Describe four different types of sentence; • Explain what the words aggravating and mitigating mean and identify a number of different aggravating and mitigating factors in a case.	Understand the law in relation to social media posts. • Consider a series of online posts and decide if they think they were acceptable to post or not, giving clear reasons for their choices; • Describe a number of different offences that could be committed by people posting online; • Apply their knowledge of the law to a range of real-life scenarios to decide if any laws have been broken and what the consequences might be. • Explain whether or not they think the current laws are fair and why.
Democracy	Understand how to share my views and opinions. • Learn to share views and opinions. • Think about two sides of an argument. • Consider how we use democracy in our school.	Understand what the word democracy means. • Understand how a general election works. • Explain the role of the Prime Minister and Members of Parliament. • Understand what we mean by a political party, and the names of the main political parties. • Examine how we can find out about the	Understand the role of central and local government. • Explain the role of central government; • Explain role of local government; • Understand happens in Parliament; • Identify ways in which they can participate in our democracy.	

		views of politicians, and why this is important. • Understand what we mean by a secret ballot, and why this is important. • Explain the historical and political significance of the Suffragette Movement.		
Citizenship / Social Action	Consider the benefits of living in a society. • Understand the term society; • Identify roles that are essential to a strong society; • Research a career of their choice and reflect upon how this role supports a strong society.	Understand what is meant by the terms citizen and citizenship. • Develop an understanding of the terms 'citizen' and 'citizenship'; • Identify ways to be an active citizen who makes a positive difference.	Identify the qualities and skills of an active citizen. • Explore what it means to be an active citizen; • Reflect on what characteristics are needed to help create positive and active school communities; • Develop strategies for supporting one another at school.	Understand what it means to be a global citizen. • Explore how we are connected to other people and places around the world; • Explore how our actions can have an impact on others, both locally and all over the world; • Consider how our actions can help to bring about change.
Climate Change / The Environment	Understand threats to local habitats. • Understand the term endangered species; • Understand threats to local habitats; • Research a local habitat; • Be involved in local habitat renewal.	Understand what climate change is and what is causing it. • Understand the terms greenhouse effect, climate change and fossil fuels; • Explore the impact of climate change both locally, nationally and internationally; • Explore what the government and other organisations are doing in response to climate change; • Explore different ways that they can personally take responsibility for tackling climate change	Identify what actions can be taken to tackle climate change. • Explain what the COP26 is; • Describe what the four goals of the COP26 are and explain why they are important; • Identify a number of actions that the Government is currently taking to tackle climate change and consider how effective these are; • Design a 'school of the future' which will help to tackle climate change; • Choose at least one idea from the 'school of the future' which could be put in place now.	Explore the history and function of the G7. • Explain what the role of the G7 is and who the seven member countries are; • Identify some of the key achievements of the G7; Present ideas relating to the issue of climate change • Examine what sort of global topics the G7 discusses and the influence they have on these; • Present their own ideas on the global issue of climate change at a mock G7 Summit.



Curriculum For Life: Economic Wellbeing - Progression Map

	Year 3	Year 4	Year 5	Year 6
How to Manage Money	Ways To Pay	Keeping Records	Simple Financial Records & Budgets	Foreign Currency
	Describe different payment methods • I can describe a range of ways to pay that don't involve cash • I understand that a debit card is used to spend money from a bank account • I understand that a credit card is used to borrow money that has to be paid back and that you have to pay back more than you borrow because of 'interest' • I can give reasons for spending choices and for using different methods of payment.	Recognise how to make choices and track money • I know some different ways of keeping track of my money. • I can plan and track my spending and saving by keeping simple records. • I understand why it is important to keep track of my spending and saving.	• I can use simple financial information to plan and manage a basic budget. • I understand that planning spending helps me to stay in control of my money	Calculate foreign currency using exchange rates • I know that different forms of money are used in other countries. • I can carry out simple calculations based on exchange rates. • I understand why it is important to understand other currencies, particularly when I am visiting another country.
Being a Critical Consumer	Choices About Spending & Saving	Choices About Spending & Saving	Influences on Spending & Saving	Influences on Spending & Saving
	Recognise my financial needs • I can make spending and saving choices based on my own needs. • I understand that it may not be possible to have everything I want straightaway, if at all. Understand the impact of money on myself and other • I know that the choices I make about spending and saving my money can be influenced by, and have an impact on, other people. • I can take account of other people's ideas and opinions when making decisions about spending and saving my money. • I am beginning to understand that different people have different attitudes to, and feelings about, spending and saving money.	Prioritise between needs and wants • I know I will have to prioritise between needs and wants. Recognise how to make choices and track money • I know that the choices I make about spending and saving my money can be influenced by, and have an impact on, other people. • I can take account of other people's ideas and opinions when making decisions about spending and saving my money. • I am beginning to understand that different people have different attitudes to, and feelings about, spending and saving money.	Recognise when people are trying to influence my money choices • I know that manufacturers and shops advertise to persuade me to spend my money. • I can recognise when people are trying to influence my choices about money • I understand that we should all be critical consumers, but that the choices we make will be affected by income, commitments, values and culture.	Make informed decisions about money • I know that manufacturers and shops advertise to persuade me to spend my money. • I can recognise when people are trying to influence my choices about money..
			Value For Money	
			Explain and make informed decisions about money. • I understand why making informed decisions will help me make the most of the money I spend and save.	
Managing Risks and Emotions		Using Accounts To Keep Money Safe	Borrowing & Saving	Borrowing & Saving
		Explain ways in which to save money and keep it safe	Understand what interest means • I know that interest may be added to	Understand the risks involving borrowing money

		• I know I can keep money in an account and can explain why I might use a bank, building society or credit union. • I know that managing money can be complex and that using an account is one way of making it easier.	money if I save or borrow.	• I know that interest may be added to money when I save or borrow. • I can explain some of the risks involved in borrowing money and how unmanageable debt can make people unhappy. • I understand it is important to consider the risks and potential consequences before borrowing money, including the impact on my feelings and those of others.
				Gambling
				Explain the risks involved in gambling • I can explain risk in relation to gambling • I can identify how winning and losing makes someone feel and what makes them want to take the risk • I can describe what can influence someone to gamble or feel pressure to do so
The Important Role Money Plays in Our Lives	Earning Money	Earning Money	Links Between Work and Money	Wider and Global communities
	Identify paid and unpaid jobs. • I know that there are a range of jobs - paid and unpaid.	Describe different jobs. • I know that there is a range of jobs – paid and unpaid. • I can describe different jobs that I might do to earn money when I am older. • I understand that some jobs pay more than others.	Understand how work and money choices will affect my life. • I can describe how having a job will allow me to achieve certain goals in my life, including financial ones. • I am beginning to understand that the choices I make about work and money will affect my life.	Understand how taxes support the wider community • I know that money is deducted from earnings to provide for the things we need. • I can describe some ways in which the government uses money to provide for my needs and the needs of those in my local community. • I am beginning to understand why and how some of the money we earn supports the wider community.
	The Role of Charities			
	Understand what charities are and how they help others. • I know what charities are for and what some might do. • I can explain how charities can help others.			