

King's Oak Primary School
PSHE Progression Document EYFS-KS2

<p>Subject</p>	<p>Intent: At King's Oak, PSHE is an integral part of our daily teaching and school community. We want our pupils to be confident and respectful members of society, who are able to build strong and rewarding relationships with others and lead happy, successful lives. Our curriculum centres around three key themes; health and wellbeing, relationships and living in the wider world. In health and wellbeing, pupils gain knowledge about healthy lifestyles and develop the skills to make decisions about how best to care for their physical and mental health. They will learn how to keep themselves safe, how to assess and manage risks and where they can go for support at home, school and in the wider community. In the relationships curriculum, pupils will learn about a wide range of relationships and families and similarities and differences between their own experiences and others. They will learn how to assess how different relationships make them feel and learn skills to develop positive relationships with others. They will also learn what to do if a relationship makes them feel unhappy or unsafe, including online. In 'Living in the wider world', pupils will develop an understanding of their rights and responsibilities in society; locally and globally; and about the diversity of these community groups. They will learn about how their decisions will have an impact on them and those around them and gain knowledge of stereotyping and discrimination. They will develop key skills such as negotiation, teamwork and communication. Later on, they will also develop an understanding of money and evaluate different attitudes towards savings and finances.</p>
	<p>EYFS/Early Learning Goals</p>
	<p>3 - 4 year olds (Nursery) will be learning to: Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.</p> <p>Children in Reception will be learning to: See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian.</p> <p>Children at the expected level of development at the end of Reception year Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused</p>

	attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		
Vocabulary	friend, family, listening, talking, kindness, love, speaking, happy, brave, strong, proud, special, confident, aware, positive, negative, good, bad, sad, sleepy, feelings, angry, upset, cry, tired, scared, hurt, behaviour, confused, shy, excited, worried, safe, unsafe, no, yes, like, dislike Family members linked to own family and others in class (Mum, Dad, sister, brother, grandma etc)		
Skills & Knowledge	Year One	Year Two	End of KS1
Health & Wellbeing	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p> <p>I can justify my choices about food and medicines and explain healthy and safe ways in which</p>	<p>Pupils can describe how to look after themselves.</p> <p>Pupils can show someone how people can clean their teeth and talk about how people can help themselves to have good sleep (Science)</p> <p>Pupils can identify and list many healthy and less healthy foods.</p> <p>Pupils can name and talk about different kinds of exercise.</p> <p>Pupils can talk about their emotions, (such as when they are happy, sad, angry or afraid) and understand when those emotions are helpful.</p> <p>Pupils can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings.</p> <p>Pupils can list some of the ways that screens improve their lives.</p> <p>Pupils can list some rules about the limits for using screens that can keep people healthy.</p> <p>Pupils can identify how people use 'masks' online to be nasty and who to ask for help.</p> <p>Pupils can list what information should or should not be shared. (Safeguarding)</p> <p>Pupils can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say).</p>

	<p>healthy can help me feel happy</p> <p>Understand how to be healthy</p>	<p>they are good for my body.</p> <p>I can give evidence as to why my own and my friends' choices are healthy / less healthy.</p>			
Vocabulary	<p>teeth, toothbrush, toothpaste, brushing, washing, shower, bath, soap, healthy, unhealthy, balanced diet, dressed, clean, boy, girl, same, different, gender, hair, face, private, body parts, choices, young, old</p> <p>Note: teach body parts including private body parts (vagina, penis)</p>	<p>vitamins, minerals, medicine, goals, bad, good, actions, proud, respected, fulfilled, powerful, loving, important, brave, remorseful, abandoned, hateful, threatened, frustrated, furious, grumpy, boisterous, scared, excited, surprise, similar, different, gender roles, stereotypes, boy, girl, male, female, body parts (same as Y1), hygiene</p>			
			Year Three	Year Four	End of Year Four
			<p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be</p>	<p>I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles.</p> <p>I can explain why being resilient/having a positive attitude contributes to having greater chance of success.</p>

			<p>positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>resilient and to have a positive attitude.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>I can understand how to keep myself healthy and safe.</p>
Vocabulary			<p>Loss, death, separate, divorce, trusted adult, personal information, website, Internet, gaming, socialising, email, passwords, diet, nutrients,</p>	<p>aspirations, setting goals, ambitions, cooperation, self-control, enthusiasm, stress, habits, substances, drugs, alcohol, menstrual health (and vocab around</p>	

			<p>healthy, carbohydrates, fats, vitamins, minerals, fibre, water, protein, sugars, gym, balanced, emotions, health, mind, body, emotions, muscles, different, male, female, body parts, comfortable, uncomfortable, like, dislike, touch, hug, kiss, discomfort, unwanted, wanted, appropriate, inappropriate, Police, Ambulance, Fire engine, 999</p>	this)		
					Year Five	Year Six
					<p>I can explain different roles that food and substances can play in people's lives.</p> <p>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and manage stress and</p>

					<p>is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p> <p>I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Pressure.</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p>
Vocabulary					<p>die, grief, sadness, death, pass away, argument, resolution, argue, conflict, unhealthy, healthy, obese, drugs, tablets, alcohol, drink, abuse, unit,</p>	<p>aspirations, setting goals, ambitions, cooperation, self-control, enthusiasm, future, emotions, health, mind, body, emotions, muscles, active, gym, mental</p>

					healthy, unhealthy, fast food, fruit, vegetables, meat, fish, plant based, vegan, vegetarian, pescatarian, reproduction, puberty	health, physical health, self-care, puberty, rights
			End of Key Stage Two			
			<p>Pupils can explain why it is important to look after themselves.</p> <p>Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this.</p> <p>Pupils can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so.</p> <p>Pupils can explain why good sleep and rest are important and what the effects of not getting enough sleep can be.</p> <p>Pupils can plan a healthy diet and describe the dangers of an unhealthy one.</p> <p>Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</p> <p>Pupils can talk about how people can express their emotions such as anger and fear.</p> <p>Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others.</p> <p>• Pupils can understand that keeping healthy physically and spiritually will help their mental health. Pupils can identify some of the worries and concerns that people might feel moving to a new school. Pupils can identify ways in which someone can positively manage such a move.</p> <p>Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</p> <p>Pupils can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm.</p> <p>Pupils can explain the facts and laws surrounding the use of alcohol, smoking and drugs.</p> <p>Pupils show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/ vaping, alcohol and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break.</p> <p>Pupils can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p>			

			<p>Pupils can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.</p> <p>Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).</p>
Relationships and Sex Education	Year One	Year Two	End of Key Stage One
	<p>I can explain what bullying is and how being bullied might make somebody Feel.</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.</p> <p>I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> <p>I can compare how I am now to when I was a baby and explain some of the</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend.</p> <p>I can also explain why it is OK to be different from my Friends.</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples</p>	<p>Pupils can talk about the people who care for them and give them love, and the things that they do to share that care.</p> <p>Pupils can talk about the ways that they might show that they enjoy being in their families.</p> <p>Pupils can show that they understand that different people have different kinds of families.</p> <p>Pupils can talk about what is the same across all families.</p> <p>Pupils can tell you who they might go to for help if they feel unsafe or unhappy in their family.</p> <p>Pupils can describe what a good friend is like.</p> <p>Pupils can talk about how someone can show kindness to someone who is a friend in a way that they will like.</p> <p>Pupils can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity.</p> <p>Pupils can talk about what you can do if you fall out with your friend.</p> <p>Pupils can describe what bullying is, the different kinds of bullying and why it is hurtful.</p> <p>Pupils can talk about where to go for help if they are bullied.</p> <p>Pupils can talk about why it is good to be kind to people.</p> <p>Pupils can talk about how you might support someone who has been hurt because someone has been unkind to them.</p> <p>Pupils can talk about how their bodies belong to them, are incredibly special and should be protected.</p> <p>Pupils can identify what is safe and unsafe touching.</p> <p>Pupils can describe why it is wrong to keep bad secrets and that people should not ask us to do that.</p> <p>Pupils will be able to explain how someone can tell a trusted adult.</p>

	<p>changes that will happen to me as I get older.</p> <p>I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others .</p>	<p>of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>	
<p>Vocabulary</p>	<p>unkind, kind, bully, rude, attitude, respect, friendship, bored, happy, sad, angry, surprised, sick, embarrassed, tired, scared, share, give, receive, partner, friendly,</p>	<p>friends, enemies, kind, companion, acquaintance, caring, brave, good listener, considerate, co-operation</p>	

	<p>caring, members, kind-hearted, loving, safe, unsafe, special, opinion, view, right, wrong, respond, fair, unfair, correct, incorrect, equal, unequal, one-sided, secrets, expected, unexpected</p> <p>Family members linked to own family and others in class (Mum, Dad, sister, brother, grandma etc)</p>				
			Year Three	Year 4	End of Year Four
			<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Pupils will develop their knowledge about dealing with conflict, anger and new challenges.</p> <p>Pupils will have an understanding of who they are and their relationships with others.</p> <p>Pupils will understand changes that will occur to their body and how to keep healthy</p>

I can explain why my choices might affect my family, friendships and people around the world who I don't know.

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

I can recognise how people are feeling when they miss a special person or animal.

I can give ways that might help me manage my feelings when missing a special person or animal.

I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.

I can explain some of the choices I might make in the future and some of the choices that I have no control over.

I can offer suggestions about how I might manage my feelings when changes happen.

Vocabulary			family, fostering, adoption, relationship, stereotypes, gender roles, worship, genetics, religion, culture, traditions, independence, responsibility, carer, consent, neglect	self esteem, dignity, self-respect, pride, proud, perseverance, continuation, determination, purpose, flexible, loss, death, separate, divorce, trusted adult, parents, step family, half sister, half brother, friends, helping, kind, respectful, good friend, listens, advises, fact, opinions, different, similar, answer, listening, respond, advice, team, teamwork, community, gender, stereotype, female, male, discrimination, empowerment, perspective, social		
					Year Five	Year Six
					I can explain the differences between direct and indirect types of bullying and can	I can explain ways in which difference can be a source of conflict or a cause for celebration.

					<p>offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are Unkind.</p> <p>I can express how I feel about discriminatory Behaviour</p> <p>I can compare different types of friendships and the feelings associated with them.</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can also summarise the process of conception.</p>	<p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these feelings and situations.</p> <p>I can describe how a baby develops from conception</p>
--	--	--	--	--	---	---

					<p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
Vocabulary					<p>secret, hidden, private, respectful, answer, advice, ambitions, aspirations, community, local, global, residential, school, team, teamwork, helping, social, cyber-bullying</p>	<p>race, ethnicity, culture, nationality, religion, country, gender, stereotype, female, male, discrimination, LGBT, lesbian, gay, bisexual, transgender, empowerment, perspective, links, ties, family, friendship, blood, step, family, fostering, adoption, marriage, parents, children, genetics, civil partnerships, commitment</p>
			End of Key Stage Two			
			<p>Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another.</p> <p>Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them.</p>			

		<p>Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multigenerational families).</p> <p>Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc).</p> <p>Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.</p> <p>Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.</p> <p>Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.</p> <p>Pupils can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices.</p> <p>Pupils can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.</p> <p>Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong.</p> <p>Pupils will be able to give examples of positive long term relationships that bring joy and meaning to those involved.</p> <p>Pupils can explain the benefits of strong life-long relationships: they are good for people, through relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</p> <p>Pupils can show understanding about the different types of bullying that people can encounter.</p> <p>Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</p> <p>Pupils can explain what stereotyping is and how bullying can be damaging for someone.</p> <p>Pupils can explain how people can keep themselves safe and ask for help when bullied.</p> <p>Pupils can describe how not to be a bystander when someone else is bullied.</p> <p>Pupils can explain how to report bullying and support someone who has suffered unkindness.</p> <p>Pupils can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public.</p>
--	--	--

			<p>Pupils can explain what a bad secret is like and how to get help.</p> <p>Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby.</p> <p>Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually.</p> <p>Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time.</p> <p>Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage.</p> <p>Pupils can talk about puberty and how it affects girls and boys, particularly the emotional and physical changes including menstruation; about key facts about the menstrual cycle, menstrual wellbeing and wet dreams. (Science)</p> <p>Pupils can identify the external genitalia and internal reproductive organs in males and females and explain how the process of puberty relates to human reproduction. (Science)</p> <p>Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice.</p> <p>Pupils can show that they know that in the UK it is unlawful to have sex until you are 16.</p> <p>Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science)</p> <p>Pupils can talk about why having a baby is wonderful but a huge responsibility.</p>
Living in the Wider World	Year One	Year Two	End of Key Stage One
	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p> <p>I can tell you some ways that I am</p>	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p> <p>I can explain how I</p>	<p>Pupils can explain how their class should make them feel happy and safe and know where to go to ask for help if they do not feel this way.</p> <p>Pupils can explain how their behaviour impacts on others around them.</p> <p>Pupils can identify how it feels to be part of a group/class/school.</p>

	<p>different and similar to other people in my class, and why this makes us all special.</p>	<p>played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work .</p>			
Vocabulary	<p>expected, unexpected, respectful, respect, rules, change, ownership, feelings, reflect, achievement, community, local, global, road crossing, vehicle, Zebra crossing, Pelican crossing, pedestrian traffic, lights, seat belt, safe, unsafe, reflective, fluorescent, career, jobs, pounds, pence, currency, notes, coins</p>				
			Year Three	Year Four	End of Year Four
			<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class</p>	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can</p>	<p>Pupils will know how to keep safe and who in the community is there to help and support.</p> <p>Pupils can understand the importance of rules to keep people safe in school and the wider community and to help them learn in school.</p> <p>Pupils can explain how other cultures can positively impact their own lives.</p>

			<p>learn.</p> <p>I can explain why it is important to feel valued.</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p>	<p>help me and others feel valued.</p>		
Vocabulary			<p>tolerance, consequence, law, legal, illegal, democracy, liberty, British values, obey, listen, understand, pounds, currency, economy, pence, notes, coins, disease, risk, danger, hazard, dangerous, pressure, conflicting, media, alternatives, abuse</p>	<p>communities, school, local, global, religious, ethnic, cultural, LGBT lesbian, gay, bisexual, transgender, social, anti-social, aggressive, environment</p>		
					Year Five	Year Six
					<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities</p>	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p>

					<p>to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> <p>I can explain different ways to work with other to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>
Vocabulary					<p>tolerance, consequence, law, legal, illegal, democracy, liberty, British values, obey, listen, understand, rights, spending, saving, social media, universal, volunteer,</p>	<p>budget, spending, expenditure, tax, insurance, wage, job, career, enterprise, profit, loss, interest, loan, debt</p>

					sustainability	
			End of Key Stage Two			
			Pupils will be well prepared for new experiences at secondary school and know the rights and responsibilities they hold in the world, both on and off line.			