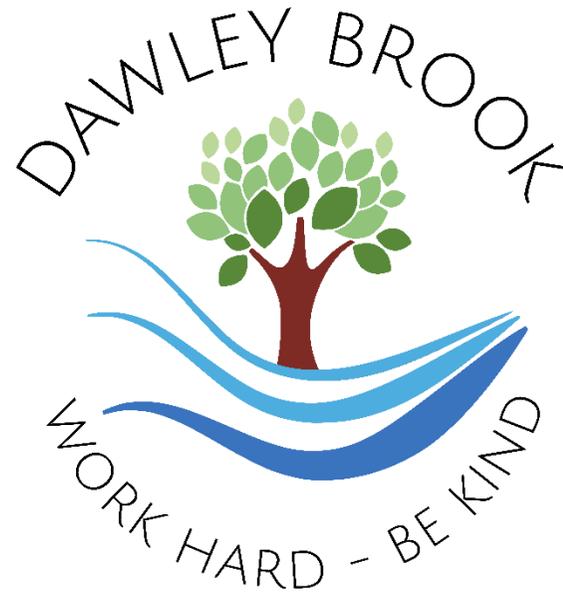


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CURRICULUM DEVELOPMENT DOCUMENT

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)



Historic England
Champion
Heritage School



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WHOLE SCHOOL DRIVERS

Dawley Brook Primary School: Curriculum Intent

At Dawley Brook Primary School, we intend to deliver a robust, holistic and inclusive whole school curriculum which enables all pupils to understand their place in the modern world with an increasing level of cognitive understanding. Our overall curriculum intention is for all pupils to develop a secure understanding of their self as an individual, a member of their local community and a global citizen.

All individual curriculum subjects at Dawley Brook Primary School will support each child's development of this understanding in different ways but it is through the effective delivery of our progressive curriculum as a whole which will enable this intention to be met.

We want our children to flourish as individuals and use the vibrancy of The Black Country to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have.

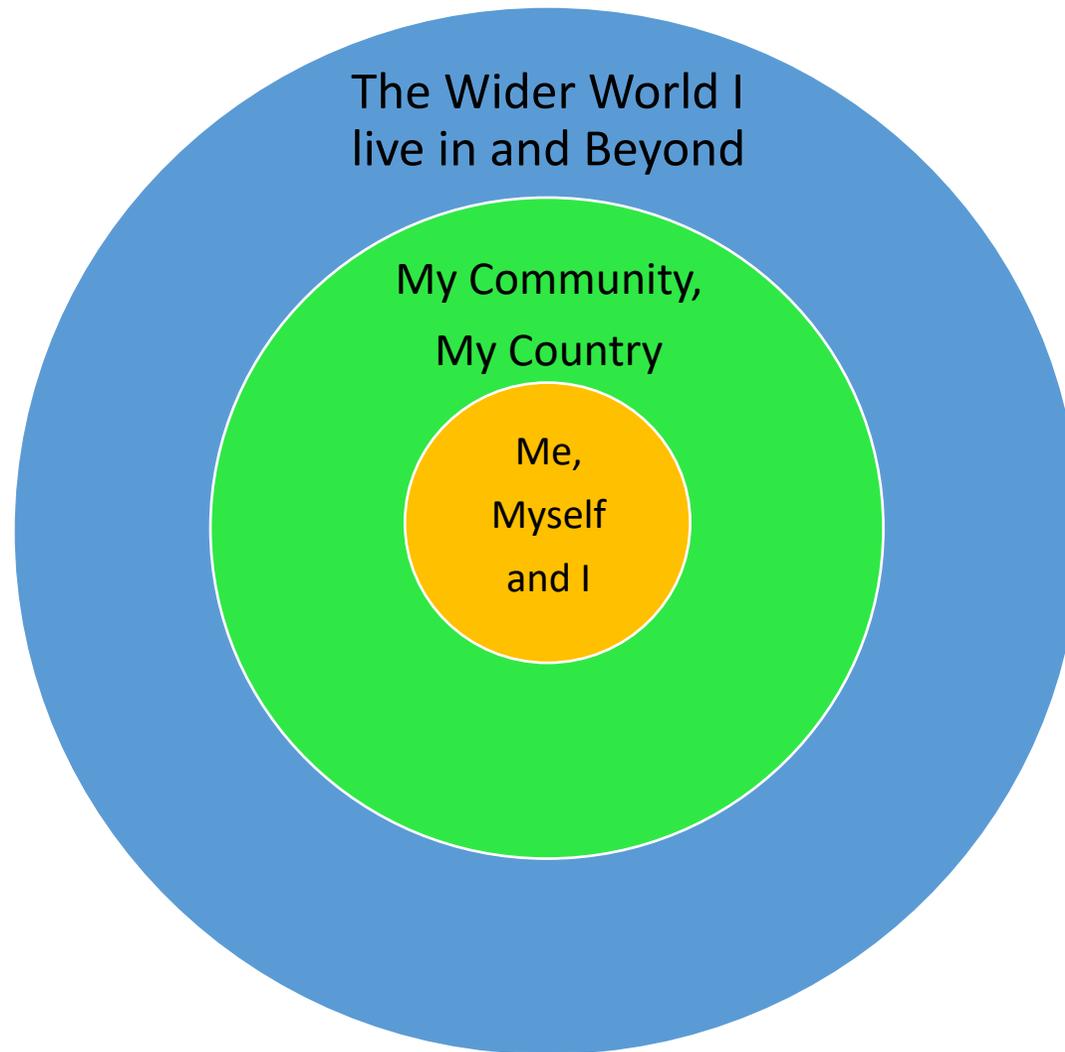
How does the PSHE curriculum support Dawley Brook Primary School's Curriculum Intent?

Developing an understanding of their self as an individual: Our PHSE curriculum aims to support the development of self by providing the children with a coherent understanding of relationships around us within our lives. We want our children at Dawley Brook to develop and understanding of empathy, compassion, resilience and teamwork enabling them to work well with their peers to form and maintain good positive relationships.

Developing an understanding of their self as a member of their local community: Our PHSE curriculum aims to support the development of children's understanding of our ever changing wider world. Through our progressive coverage children will begin to understand the importance of internet safety and understand how to use information within their local community on the world wide web. We look at rules and laws, rights, freedom and how the impact of money and work within our local community and beyond.

Developing an understanding of their self as a global citizen: Our PSHE curriculum aims to support the development of our children physical health and mental health. Children explore the importance of keeping healthy, managing ones self, lifestyle choices and the positive and negative impact all of our choices can have on our physical and mental wellbeing. Children discover how we all grow and change overtime and the things we can do to keep safe as these changes happen as we become young adults. This then prepares us for adulthood and we begin to have an impact not on just our local community, but on the wider world.

WHOLE SCHOOL DRIVERS



WHOLE SCHOOL AIMS

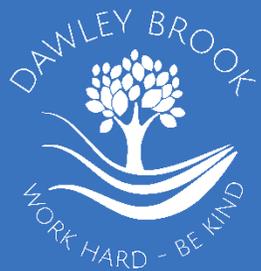
To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Relationships Education, Relationships and Sex Education (RSE) and Health Education – Page 8

PSHE teaching in Dawley Brook Primary School aims to help pupils to:

- Develop an interest in family and friendship structures and how each one is individual;
- Develop a knowledge of safe relationships throughout adolescence;
- Understand how to respect ourselves and each other by recognising differences and similarities within our local community;
- Appreciate our belonging within our local community and beyond;
- Understand the nature of modern media literacy and help children develop digital resilience through technological devices;
- Develop an appreciation of money and the use of it while exploring and prompting the positivity of careers and jobs;
- Begin to understand our physical health and mental health by being able to recognise both forms and how to look after them;
- Develop an understanding of growth and change through adolescence and how to recognise physical and mental feelings;
- Understand how to keep safe within our immediate environment, wider community and online through the use of technology.



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND THE EARLY YEARS FOUNDATION STAGE

DEVELOPING AN EARLY UNDERSTANDING OF PSHE AT DAWLEY BROOK PRIMARY SCHOOL

Early Years Foundation Stage Requirements

At Dawley Brook Primary School, we see key areas of learning within the Early Years Foundation Stage as precursors to the development of early skills which will lead directly into the PSHE curriculum taught within Key Stage One and Key Stage Two.

Personal, Social and Emotional Development (PSED)

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Range 4 – 24 to 36 months	Range 5 – 36 to 48 months	Range 6 – 48 to 60 months	End of Reception ELG
PSED: Self-Regulation	<ul style="list-style-type: none"> Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions 	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants. Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable condition. 	<ul style="list-style-type: none"> Understands their own and other people’s feelings, offering empathy and comfort Talks about their own and others’ feelings and behaviour and its consequences Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Seeks support, “emotional refuelling” and practical help in new or challenging situations. Is aware of behavioural expectations and sensitive to ideas of justice and fairness Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise 	<ul style="list-style-type: none"> 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 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.

Early Years Foundation Stage Requirements

	Range 4 – 24 to 36 months	Range 5 – 36 to 48 months	Range 6 – 48 to 60 months	End of Reception ELG
PSED: Managing Self	<ul style="list-style-type: none"> • Knows their own name, their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions 	<ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers • Is sensitive to others' messages of appreciation or criticism • Enjoys a sense of belonging through being involved in daily tasks • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs/ask adults for help • Tells adults when hungry/ full or tired, when they want to rest, sleep or play • Observes and can describe in words or actions the effects of physical activity on their bodies. • Can wash and can dry hands effectively and understands why this is important • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. 	<ul style="list-style-type: none"> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience 	<ul style="list-style-type: none"> • 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

Early Years Foundation Stage Requirements

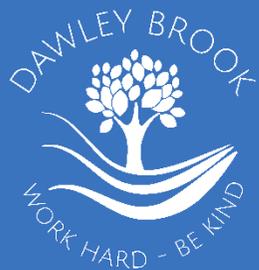
	Range 4 – 24 to 36 months	Range 5 – 36 to 48 months	Range 6 – 48 to 60 months	End of Reception ELG
PSED: Building Relationships	<ul style="list-style-type: none"> Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest 	<ul style="list-style-type: none"> Seeks out companionship with adults and other children, sharing experiences and play ideas Uses their experiences of adult behaviours to guide their social relationships and interactions Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play 	<ul style="list-style-type: none"> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations Is proactive in seeking adult support and able to articulate their wants and needs Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship 	<ul style="list-style-type: none"> 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.

Early Years Foundation Stage Requirements

Understanding of the World (UTW)

Children’s early understanding of the world is an important platform that begins to get their minds thinking, exploring and putting the pieces of the jigsaw together on how things work in the world and why. Fundamentals on topics such as their immediate environment, growth and change, local communities, animals, plants and the natural world start the children on their journey of curiosity and helps shapes their interests in life early on. Children should be supported by given the opportunity to explore such topics through first hand experiences within the classroom environment and outdoor facilities. Through adult modelling and guidance, they will learn about life cycles, people and communities, environmental changes, seasons, wildlife and changing states of matter.

	Range 4 – 24 to 36 months	Range 5 – 36 to 48 months	Range 6 – 48 to 60 months	End of Reception ELG
UTW: People, Culture and Communities	<ul style="list-style-type: none"> Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from, others 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors 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 	<ul style="list-style-type: none"> Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
UTW: The Natural World	<ul style="list-style-type: none"> Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake 	<ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work Developing an understanding of growth, decay and changes over time Shows care and concern for living things and the environment Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change in nature Knows about similarities and differences in relation to places, objects, materials and living things Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND THE PRIMARY NATIONAL CURRICULUM

MEETING THE STATUTORY REQUIREMENTS OF THE PRIMARY NATIONAL CURRICULUM

KEY STAGE ONE: COVERAGE

Pupils should begin to develop an awareness of themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. Children should learn the basic rules and skills for keeping themselves safe and healthy as well as behaving well inside and outside of education settings. They should begin to learn about their own and other's feelings and become aware of the views, needs and rights of other children and older people. They should learn social skills such as sharing, taking turns, helping one another and resolving arguments. Children should begin to take an active part in the life of their school and its local community.

Pupils should be taught :

- To recognise their likes and dislikes, understand what is fair and unfair as well as understanding what is right and wrong;
- To share opinions on things and explain their views while being able to recognise, name and deal with their own feelings in a positive way;
- To think about themselves, learn from experiences, recognise what they are good at and understand how to set simple goals;
- To take part in discussions and debates with one another and whole class around topical issues;
- To recognise choices they can make, recognise the difference between right and wrong, agree to follow rules and understand how rules help us;
- To realise that people and other living things have needs and responsibilities;
- How to makes simple choices that improve their health and wellbeing;
- To maintain personal hygiene and understand how some diseases spread and how they can be controlled;
- To understand the process of growing from young to old, how people's needs change and to name main body parts;
- To understand all household produces, including medicines can be harmful if not used properly while understanding rules and ways of keeping safe such as basic road safety;
- To recognise how their behaviour affects other people;
- To listen to others while working and playing cooperatively identifying and respecting differences and similarities between people;
- To understand that family and friends should care for each other;
- To understand there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying if it should occur.

KEY STAGE ONE: COVERAGE

Term	Autumn: Relationships			Spring: Living in the Wider World			Summer: Health and Wellbeing		
Year Group	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year One	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year Two	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies

KEY STAGE TWO: COVERAGE

Pupils should begin to become more mature, independent and self confident within their learning and attitude towards life in school. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Pupils should be taught:

- To talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- To look after their money and realise that future wants and needs may be met through saving;
- To research, discuss and debate topical issues, problems and events;
- Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;
- To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;
- To resolve differences by looking at alternatives, making decisions and explaining choices;

KEY STAGE TWO: COVERAGE

Pupils should be taught:

- What democracy is, and about the basic institutions that support it locally and nationally;
- To recognise the role of voluntary, community and pressure groups;
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;
- To explore how the media present information.
- What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices;
- That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;
- About how the body changes as they approach puberty;
- Which commonly available substances and drugs are legal and illegal, their effects and risks;
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable;
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- School rules about health and safety, basic emergency aid procedures and where to get help.
- That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- To think about the lives of people living in other places and times, and people with different values and customs;
- To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;
- To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;

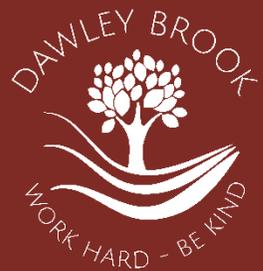
KEY STAGE TWO: COVERAGE

Pupils should be taught:

- To recognise and challenge stereotypes;
- That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- Where individuals, families and groups can get help and support.

KEY STAGE TWO: COVERAGE

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Year Group	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year Three	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and re-framing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year Four	Positive friendships, including online	Responding to hurtful behaviour; managing confidence; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year Five	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year Six	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



IMPLEMENTATION OF THE PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION CURRICULUM

A PROGRESSION IN KNOWLEDGE, SKILLS AND UNDERSTANDING

ESSENTIAL LEARNING OBJECTIVES

At Dawley Brook Primary School, we aim to develop nine essential learning objectives through the progressive teaching of PSHE knowledge, skills and understanding. These essential learning objectives are based on the requirements of the New National Curriculum Programmes of Study for Key Stages One and Key Stage Two.

These are:

- To understand families and relationships.
- To build and understanding of safe relationships
- To develop an understanding of respecting ourselves and others.
- To understanding our place and belonging to the local community in which we live in.
- To explore media Literacy and digital resilience in a modern world.
- To investigate money, work, jobs and aspirations.
- To develop an understanding of physical wellbeing and mental wellbeing.
- To recognise changes as we are growing into young adults
- To understand how to keep safe online and offline.

KEY STAGE ONE PROGRESSION

		Year One	Year Two
Relationships	Family and Friendships	<ul style="list-style-type: none"> About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers; The role these different people play in children’s lives and how they care for them; What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.; About the importance of telling someone — and how to tell them — if they are worried about something in their family. 	<ul style="list-style-type: none"> How to be a good friend, e.g. kindness, listening, honesty; About different ways that people meet and make friends; Strategies for positive play with friends, e.g. joining in, including others, etc.; About what causes arguments between friends; How to positively resolve arguments between friends; How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.
	Safe Relationships	<ul style="list-style-type: none"> About situations when someone’s body or feelings might be hurt and whom to go to for help; About what it means to keep something private, including parts of the body that are private; To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches); How to respond if being touched makes them feel uncomfortable or unsafe; When it is important to ask for permission to touch others; How to ask for and give/not give permission. 	<ul style="list-style-type: none"> How to recognise hurtful behaviour, including online; What to do and whom to tell if they see or experience hurtful behaviour, including online; About what bullying is and different types of bullying; How someone may feel if they are being bullied; About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help; How to resist pressure to do something that feels uncomfortable or unsafe; How to ask for help if they feel unsafe or worried and what vocabulary to use.
	Respecting ourselves and others	<ul style="list-style-type: none"> What kind and unkind behaviour mean in and out school; How kind and unkind behaviour can make people feel; About what respect means; About class rules, being polite to others, sharing and taking turns. 	<ul style="list-style-type: none"> About the things they have in common with their friends, classmates, and other people; How friends can have both similarities and differences; How to play and work cooperatively in different groups and situations; How to share their ideas and listen to others, take part in discussions, and give reasons for their views.

KEY STAGE ONE PROGRESSION

		Year One	Year Two
Living in the Wider World	Belonging to a community	<ul style="list-style-type: none"> About examples of rules in different situations, e.g. class rules, rules at home, rules outside; 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, e.g. recycling. 	<ul style="list-style-type: none"> About being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups; 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.
	Media Literacy and Digital Resilience	<ul style="list-style-type: none"> How and why people use the internet; The benefits of using the internet and digital devices; How people find things out and communicate safely with others online. 	<ul style="list-style-type: none"> The ways in which people can access the internet e.g. phones, tablets, computers; 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 e.g. news, games, videos; That information online might not always be true.
	Money and Work	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

KEY STAGE ONE PROGRESSION

		Year One	Year Two
Health and Wellbeing	Physical Health and Mental Wellbeing	<ul style="list-style-type: none"> • What it means to be healthy and why it is important; • Ways to take care of themselves on a daily basis; • About basic hygiene routines, e.g. hand washing; • About healthy and unhealthy foods, including sugar intake; • About physical activity and how it keeps people healthy; • About different types of play, including balancing indoor, outdoor and screen-based play; • About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors; • How to keep safe in the sun. 	<ul style="list-style-type: none"> • About routines and habits for maintaining good physical and mental health; • Why sleep and rest are important for growing and keeping healthy; • That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies; • The importance of, and routines for, brushing teeth and visiting the dentist; • About food and drink that affect dental health; • How to describe and share a range of feelings; • Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others; • How to manage big feelings including those associated with change, loss and bereavement; • When and how to ask for help, and how to help others, with their feelings.
	Growing and Changing	<ul style="list-style-type: none"> • To recognise what makes them special and unique including their likes, dislikes and what they are good at; • How to manage and whom to tell when finding things difficult, or when things go wrong; • How they are the same and different to others; • About different kinds of feelings; • How to recognise feelings in themselves and others; • How feelings can affect how people behave. 	<ul style="list-style-type: none"> • About the human life cycle and how people grow from young to old; • How our needs and bodies change as we grow up; • To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles); • About change as people grow up, including new opportunities and responsibilities; • Preparing to move to a new class and setting goals for next year.
	Keeping Safe	<ul style="list-style-type: none"> • How rules can help to keep us safe; • Why some things have age restrictions, e.g. TV and film, games, toys or play areas; • Basic rules for keeping safe online; • Whom to tell if they see something online that makes them feel unhappy, worried, or scared. 	<ul style="list-style-type: none"> • How to recognise risk in everyday situations, e.g. road, water and rail safety, medicines; • How to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'; • To identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger; • How to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products; • About things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel; • How to respond if there is an accident and someone is hurt; • About whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.

LOWER KEY STAGE TWO PROGRESSION

		Year Three	Year Four
Relationships	Family and Friendships	<ul style="list-style-type: none"> To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents; That being part of a family provides support, stability and love; About the positive aspects of being part of a family, such as spending time together and caring for each other; About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty; To identify if/when something in a family might make someone upset or worried; What to do and whom to tell if family relationships are making them feel unhappy or unsafe. 	<ul style="list-style-type: none"> About the features of positive healthy friendships such as mutual respect, trust and sharing interests; Strategies to build positive friendships; How to seek support with relationships if they feel lonely or excluded; How to communicate respectfully with friends when using digital devices; How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know; What to do or whom to tell if they are worried about any contact online.
	Safe Relationships	<ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online; About what privacy and personal boundaries are, including online; Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision; That bullying and hurtful behaviour is unacceptable in any situation; About the effects and consequences of bullying for the people involved; About bullying online, and the similarities and differences to face-to-face bullying; What to do and whom to tell if they see or experience bullying or hurtful behaviour. 	<ul style="list-style-type: none"> To differentiate between playful teasing, hurtful behaviour and bullying, including online; How to respond if they witness or experience hurtful behaviour or bullying, including online; Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable; How to manage pressures associated with dares; When it is right to keep or break a confidence or share a secret; How to recognise risks online such as harmful content or contact; How people may behave differently online including pretending to be someone they are not; How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online.
	Respecting ourselves and others	<ul style="list-style-type: none"> To recognise respectful behaviours e.g. helping or including others, being responsible; How to model respectful behaviour in different situations e.g. at home, at school, online; The importance of self-respect and their right to be treated respectfully by others; What it means to treat others, and be treated, politely; The ways in which people show respect and courtesy in different cultures and in wider society. 	<ul style="list-style-type: none"> To recognise differences between people such as gender, race, faith; To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations; About the importance of respecting the differences and similarities between people; A vocabulary to sensitively discuss difference and include everyone.

LOWER KEY STAGE TWO PROGRESSION

		Year Three	Year Four
Living in the Wider World	Belonging to a community	<ul style="list-style-type: none"> 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 including the rights of children; About how they have rights and also responsibilities; That with every right there is also a responsibility e.g. the right to an education and the responsibility to learn. 	<ul style="list-style-type: none"> The meaning and benefits of living in a community; To recognise that they belong to different communities as well as the school community; About the different groups that make up and contribute to a community; About the individuals and groups that help the local community, including through volunteering and work; How to show compassion towards others in need and the shared responsibilities of caring for them.
	Media Literacy and Digital Resilience	<ul style="list-style-type: none"> 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 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; How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication. 	<ul style="list-style-type: none"> 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; To compare content shared for factual purposes and for advertising; Why people might choose to buy or not buy something online e.g. from seeing an advert; That search results are ordered based on the popularity of the website and that this can affect what information people access.
	Money and Work	<ul style="list-style-type: none"> About jobs that people may have from different sectors e.g. teachers, business people, charity work; That people can have more than one job at once or over their lifetime; About common myths and gender stereotypes related to work; To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM; 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; How to set goals that they would like to achieve this year e.g. learn a new hobby. 	<ul style="list-style-type: none"> 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.

LOWER KEY STAGE TWO PROGRESSION

		Year Three	Year Four
Health and Wellbeing	Physical Health and Mental Wellbeing	<ul style="list-style-type: none"> • About the choices that people make in daily life that could affect their health; • To identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep); • What can help people to make healthy choices and what might negatively influence; • About habits and that sometimes they can be maintained, changed or stopped; • The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally; • That regular exercise such as walking or cycling has positive benefits for their mental and physical health; • About the things that affect feelings both positively and negatively; • Strategies to identify and talk about their feelings; • About some of the different ways people express feelings e.g. words, actions, body language; • To recognise how feelings can change overtime and become more or less powerful. 	<ul style="list-style-type: none"> • To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally; • What good physical health means and how to recognise early signs of physical illness; • That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary; • How to maintain oral hygiene and dental health, including how to brush and floss correctly; • The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.
	Growing and Changing	<ul style="list-style-type: none"> • That everyone is an individual and has unique and valuable contributions to make; • To recognise how strengths and interests form part of a person's identity; • How to identify their own personal strengths and interests and what they're proud of (in school, out of school); • To recognise common challenges to self -worth e.g. finding school work difficult, friendship issues; • Basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. 	<ul style="list-style-type: none"> • How to identify external genitalia and reproductive organs; • About the physical and emotional changes during puberty; • Key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams; • Strategies to manage the changes during puberty including menstruation • The importance of personal hygiene routines during puberty including washing regularly and using deodorant; • How to discuss the challenges of puberty with a trusted adult; • How to get information, help and advice about puberty.
	Keeping Safe	<ul style="list-style-type: none"> • How to identify typical hazards at home and in school; • How to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen; • About fire safety at home including the need for smoke alarms; • The importance of following safety rules from parents and other adults; • How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety. 	<ul style="list-style-type: none"> • The importance of taking medicines correctly and using household products safely; • To recognise what is meant by a 'drug'; • That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing; • To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects; • To identify some of the risks associated with drugs common to everyday life; • That for some people using drugs can become a habit which is difficult to break; • How to ask for help or advice.

UPPER KEY STAGE TWO PROGRESSION

		Year Five	Year Six
Relationships	Family and Friendships	<ul style="list-style-type: none"> • What makes a healthy friendship and how they make people feel included; • Strategies to help someone feel included; • About peer influence and how it can make people feel or behave; • The impact of the need for peer approval in different situations, including online; • Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication; • That it is common for friendships to experience challenges; • Strategies to positively resolve disputes and reconcile differences in friendships; • That friendships can change over time and the benefits of having new and different types of friends; • How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable; • When and how to seek support in relation to friendships. 	<ul style="list-style-type: none"> • What it means to be attracted to someone and different kinds of loving relationships; • That people who love each other can be of any gender, ethnicity or faith; • The difference between gender identity and sexual orientation and everyone’s right to be loved; • About the qualities of healthy relationships that help individuals flourish; • Ways in which couples show their love and commitment to one another, including those who are not married or who live apart; • What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults; • That people have the right to choose whom they marry or whether to get married; • That to force anyone into marriage is illegal; • How and where to report forced marriage or ask for help if they are worried.
	Safe Relationships	<ul style="list-style-type: none"> • To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations; • How to ask for, give and not give permission for physical contact; • How it feels in a person’s mind and body when they are uncomfortable; • That it is never someone’s fault if they have experienced unacceptable contact; • How to respond to unwanted or unacceptable physical contact; • That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about; • Whom to tell if they are concerned about unwanted physical contact. 	<ul style="list-style-type: none"> • To compare the features of a healthy and unhealthy friendship; • About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong; • Strategies to respond to pressure from friends including online; • How to assess the risk of different online ‘challenges’ and ‘dares’; • How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable; • How to get advice and report concerns about personal safety, including online; • What consent means and how to seek and give/not give permission in different situations.
	Respecting ourselves and others	<ul style="list-style-type: none"> • To recognise that everyone should be treated equally; • Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own; • What discrimination means and different types of discrimination e.g. racism, sexism, homophobia; • To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment. 	<ul style="list-style-type: none"> • About the link between values and behaviour and how to be a positive role model; • How to discuss issues respectfully; • How to listen to and respect other points of view; • How to constructively challenge points of view they disagree with; • Ways to participate effectively in discussions online and manage conflict or disagreements.

UPPER KEY STAGE TWO PROGRESSION

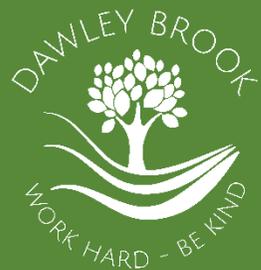
		Year Five	Year Six
Living in the Wider World	Belonging to a community	<ul style="list-style-type: none"> About how resources are allocated and the effect this has on individuals, communities and the environment; The importance of protecting the environment and how everyday actions can either support or damage it; How to show compassion for the environment, animals and other living things; About the way that money is spent and how it affects the environment; To express their own opinions about their responsibility towards the environment. 	<ul style="list-style-type: none"> What prejudice means; To differentiate between prejudice and discrimination; How to recognise acts of discrimination; Strategies to safely respond to and challenge discrimination; How to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups; How stereotypes are perpetuated and how to challenge this.
	Media Literacy and Digital Resilience	<ul style="list-style-type: none"> 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 (e.g. research, news, reviews, blogs) 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. 	<ul style="list-style-type: none"> About the benefits of safe internet use e.g. learning, connecting and communicating; 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 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.
	Money and Work	<ul style="list-style-type: none"> To identify jobs that they might like to do in the future; About the role ambition can play in achieving a future career; How or why someone might choose a certain career; 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 e.g. college, apprenticeships, university, training. 	<ul style="list-style-type: none"> About the role that money plays in people’s lives, attitudes towards it and what influences decisions about money; 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.

UPPER KEY STAGE TWO PROGRESSION

		Year Five	Year Six
Health and Wellbeing	Physical Health and Mental Wellbeing	<ul style="list-style-type: none"> • How sleep contributes to a healthy lifestyle; • Healthy sleep strategies and how to maintain them; • About the benefits of being outdoors and in the sun for physical and mental health; • How to manage risk in relation to sun exposure, including skin damage and heat stroke; • How medicines can contribute to health and how allergies can be managed; • That some diseases can be prevented by vaccinations and immunisations; • That bacteria and viruses can affect health; • How they can prevent the spread of bacteria and viruses with everyday hygiene routines; • To recognise the shared responsibility of keeping a clean environment. 	<ul style="list-style-type: none"> • That mental health is just as important as physical health and that both need looking after; • To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support; • How negative experiences such as being bullied or feeling lonely can affect mental wellbeing; • Positive strategies for managing feelings; • That there are situations when someone may experience mixed or conflicting feelings; • How feelings can often be helpful, whilst recognising that they sometimes need to be overcome; • To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available; • Identify where they and others can ask for help and support with mental wellbeing in and outside school; • The importance of asking for support from a trusted adult; • About the changes that may occur in life including death, and how these can cause conflicting feelings; • That changes can mean people experience feelings of loss or grief; • About the process of grieving and how grief can be expressed; • About strategies that can help someone cope with the feelings associated with change or loss; • To identify how to ask for help and support with loss, grief or other aspects of change; • How balancing time online with other activities helps to maintain their health and wellbeing; • Strategies to manage time spent online and foster positive habits e.g. switching phone off at night; • What to do and whom to tell if they are frightened or worried about something they have seen online.

UPPER KEY STAGE TWO PROGRESSION

		Year Five	Year Six
Health and Wellbeing	Growing and Changing	<ul style="list-style-type: none"> About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes; That for some people their gender identity does not correspond with their biological sex; How to recognise, respect and express their individuality and personal qualities; Ways to boost their mood and improve emotional wellbeing; About the link between participating in interests, hobbies and community groups and mental wellbeing. 	<ul style="list-style-type: none"> To recognise some of the changes as they grow up e.g. increasing independence; About what being more independent might be like, including how it may feel; About the transition to secondary school and how this may affect their feelings; About how relationships may change as they grow up or move to secondary school; Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school; Identify the links between love, committed relationships and conception; What sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults; How pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb; That pregnancy can be prevented with contraception; About the responsibilities of being a parent or carer and how having a baby changes someone's life.
	Keeping Safe	<ul style="list-style-type: none"> To identify when situations are becoming risky, unsafe or an emergency; To identify occasions where they can help take responsibility for their own safety; To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour; How to deal with common injuries using basic first aid techniques; How to respond in an emergency, including when and how to contact different emergency services; That female genital mutilation (FGM) is against British law; What to do and whom to tell if they think they or someone they know might be at risk of FGM. 	<ul style="list-style-type: none"> How to protect personal information online; To identify potential risks of personal information being misused; Strategies for dealing with requests for personal information or images of themselves; To identify types of images that are appropriate to share with others and those which might not be appropriate; That images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be; What to do if they take, share or come across an image which may upset, hurt or embarrass them or others; How to report the misuse of personal information or sharing of upsetting content/ images online; About the different age rating systems for social media, T.V, films, games and online gaming; Why age restrictions are important and how they help people make safe decisions about what to watch, use or play; About the risks and effects of different drugs; About the laws relating to drugs common to everyday life and illegal drugs; To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs; About the organisations where people can get help and support concerning drug use; How to ask for help if they have concerns about drug use; About mixed messages in the media relating to drug use and how they might influence opinions and decisions.



ANALYSING THE IMPACT OF THE PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION CURRICULUM

REVIEWING THE IMPLEMENTATION TO ENSURE AIMS AND INTENT ARE MET

SUBJECT DEVELOPMENT PLAN

Key Outcome Indicator	School Focus/planned impact on pupils	Actions to Achieve	Planned Funding	Actual Funding	Actual impact (following review) on pupils
To develop a clear and progressive subject specific curriculum offer which supports the schools curriculum vision and intent.	All pupils receive a broad and balanced curriculum offer which allows them to develop their understanding of their position in a personal, local, national and global context.	The subject leader knows what the curriculum offer is for their subject and demonstrates an understanding of the curriculum intent justifying the choices that were made.	£68		
	All pupils use an engaging curriculum as a vehicle to develop historical knowledge and skills coherently and progressively.	A subject specific policy has been created which includes both an overview of curriculum coverage and underlining principles.	£102		
	All pupils develop a coherent understanding of their personal history and local heritage.	A subject specific knowledge and skills progression document has been created which demonstrates the sequencing of the curriculum.	£360		
	Parents receive an accurate picture of their child's development in History as a curriculum subject.	Information regarding the schools curriculum offer and knowledge and skills progression is available to all stakeholders <i>e.g. this could be through being published on the school website, reported to Governors or shared at parent forum.</i>	£68		
		Evidence of staff development in the use of the created documents is apparent <i>e.g. staff meeting, professional discussion etc.</i>	£212		
		Assessment procedures have been developed which allow for summative and formative assessments to be made related to the specific subject.	£360		

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