



# Filey Junior School

Widening Horizons and Reaching Our Potential. Respecting the World and Each Other.  
A Happy, Healthy and Positive Learning Community

PSHE Curriculum Pillars		
Respect & Tolerance	Wellbeing & Safety	Citizenship & Potential

PSHE Themes		
My Healthy Lifestyle	Me & My Relationships	Keeping Myself Safe
Becoming an Active Citizen		Me & My future

Pillars Progression			
Respect & Tolerance			
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>Show and understand how actions can make themselves and others feel</li> <li>Describe and embrace the differences between themselves and others and be respectful and polite towards those they do not know (both on and offline)</li> <li>Know what mutual respect is and show this both in school and in the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and show empathy and respect for the views of others both on and offline and with those of different religions and cultures to themselves</li> <li>Appreciate difference and diversity and develop and know that equality is important both in school and in society</li> <li>Be able to develop positive, healthy relationships with their peers and others both now and</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of being respectful to everyone and care about other people's feelings both on and offline</li> <li>Describe the benefits of living in a multifaith and multicultural society and the importance of tolerance in modern society</li> <li>Be aware of and value different relationships, understanding what makes them healthy, how to manage</li> </ul>	<ul style="list-style-type: none"> <li>Recognise features &amp; impact of positive &amp; negative relationships and build positive relationships both on and offline</li> <li>Value &amp; model mutual respect whilst having the confidence to appropriately challenge antisocial or discriminatory behaviour on &amp; offline</li> <li>Develop opinions and discuss controversial and relevant issues in a sensitive manner, and give relevant, sensible reasons for opinions and views</li> </ul>

in the future (on and offline)

them and appropriate boundaries.

## Wellbeing & Safety

### Year 3

### Year 4

### Year 5

### Year 6

- Make and recognise positive choices about my own lifestyle, including diet, hygiene and exercise
- Understand that mental well being is an important factor in staying healthy
- Identify and begin to manage risks both on and offline and know ways to reduce risk and have strategies to keep safe in a range of situations (road, water, beach, fire, stranger) including how to use the school red button and name a trusted adult

- Identify both positive and negative factors that affect physical and mental and health and be able to make sensible choices
- Recognise, predict and assess risks both on and offline and take responsibility for their own actions.
- Identify danger and strategies in a range of different situations (including online, beach, open water, rail) and know how to get help including red button, childline and trusted adults

- Know and recognise the importance of what makes a healthy lifestyle and identify factors that affect emotional & physical health and the affects these can have
- Identify strategies to keep myself safe both on and offline and in and out of school and show a responsibility towards the wellbeing and safety of others including basic first aid
- Know where individuals, families or groups can get help and support and when to seek help and be familiar with trusted adults (in and out of school) and Childline

- Independently manage how to look after health and wellbeing, identifying triggers and strategies and recognise responsibility on & offline due to increased independence
- Respond responsibly to challenges; recognising and assessing risks both on and offline in order to make informed decisions, including exit strategies
- Know who to talk to if feeling uncomfortable or concerned, and have a range of places, people and online sites to go to

## Citizenship & Potential

### Year 3

### Year 4

### Year 5

### Year 6

- Identify the British Values and how we relate them to our school rules and values
- Explore ways to express my opinions and begin to show empathy towards others when discussing topical issues and stories community
- Develop a sense of self-

- Recognise and relate to the British Values and why they are important both in our school and the wider community
- Respect others viewpoints when discussing topical events and issues in the media
- Identify their own and others

- Relate British Values to life in the community and wider world, recognising their importance and benefits
- Research, discuss and debate topical issues giving thoughtful responses whilst respecting the views of others
- Recognise the benefits of being part of a community and the importance of rules and laws

- Apply British Values in everyday life and be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of modern society
- Be aware of both the positive & negative consequences individuals can have on communities and society and how the choices they make can impact their own future.
- Develop a positive self image & recognise the positive and negative

worth and value positives in others	strengths, achievements and areas for improvement	<ul style="list-style-type: none"> <li>Develop a positive self image and identify strategies to improve resilience</li> </ul>	impact influences can have both on and offline
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## Themes Progression

### My healthy lifestyle

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Mental &amp; physical health</b> <ul style="list-style-type: none"> <li>Know good habits to look after myself and benefits of exercise and time outdoors</li> <li>Understand the importance of handwashing</li> <li>Know techniques to look after mental wellbeing</li> </ul>	<b>Mental &amp; physical health</b> <ul style="list-style-type: none"> <li>Develop ways to counteract negative factors on health (mental and physical)</li> <li>Describe healthy diet and make choices</li> <li>Identify ways to keep physically healthy</li> <li>Understand sun safety</li> </ul>	<b>Mental &amp; physical health</b> <ul style="list-style-type: none"> <li>Recognise the importance of a positive self-image.</li> <li>Understand good oral hygiene &amp; regular dental visits</li> <li>Identify strategies to keep physically and emotionally healthy</li> </ul>	<b>Mental &amp; physical health</b> <ul style="list-style-type: none"> <li>Recognise influences &amp; how to make better food choices</li> <li>Understand the impact of growth and adolescence</li> <li>Understand risks associated with unhealthy lifestyle &amp; early signs of physical illness</li> <li>Understand how to reduce the risk of sun damage &amp; skin cancer</li> </ul>
<b>Feelings &amp; emotions</b> <ul style="list-style-type: none"> <li>Communicate &amp; recognise feelings &amp; respond appropriately to others feelings</li> <li>Understand what being resilient means</li> <li>Know the importance of valuing yourself</li> <li>Understand some changes are hard and take a long time</li> </ul>	<b>Feelings &amp; emotions</b> <ul style="list-style-type: none"> <li>Describe the emotional and physical effect of feelings</li> <li>Have strategies to manage and control emotions</li> <li>Understand what being resilient means to me</li> <li>Identify positive self-image and how to learn from mistakes</li> <li>Understand why people behave differently when they are finding change difficult</li> </ul>	<b>Feelings &amp; emotions</b> <ul style="list-style-type: none"> <li>Deal positively with feelings &amp; recognise others emotions</li> <li>Explain the intensity of feelings</li> <li>Understand what resilience is and have strategies to use</li> <li>Resolve differences, looking at alternatives, making decisions and explaining choices</li> <li>Know ways to deal with feelings arising from change</li> </ul>	<b>Feelings &amp; emotions</b> <ul style="list-style-type: none"> <li>Recognise conflicting emotions &amp; when &amp; how to overcome emotions</li> <li>Have an understanding of mental ill health &amp; how to get early help</li> <li>Know the media can have positive and negative effects on mental health</li> <li>Have strategies to be resilient</li> </ul>

## Me and my relationships

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Understand growing means increasing independence, new opportunities and responsibilities</li> </ul>	<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Understand my body &amp; emotions will change as I grow older</li> <li>Know the importance of taking care of my body</li> <li>Know how children develop in puberty and how girls manage periods                             <ul style="list-style-type: none"> <li>Feel good about myself and my body</li> </ul> </li> </ul>	<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Know how children develop in puberty and how to deal with emotions positively</li> <li>Know about human reproduction including conception</li> <li>Understand how the media presents 'body image'</li> </ul>	<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>Understand physical and emotional changes experienced during puberty &amp; good hygiene</li> <li>Know about human reproduction including conception</li> </ul>
<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>Identify different relationships (inc same sex)</li> <li>Show ways to maintain healthy relationships and friendships</li> <li>Understand relationships change</li> <li>Show respect for families who are different</li> <li>Know families are characterised by love and care</li> <li>Name people who look after me and name trusted adults</li> </ul>	<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>Recognise what love is &amp; that there are different kinds of families and partnerships including marriage and civil partnerships</li> <li>Understand the importance of stable, loving &amp; caring relationships</li> <li>Identify features of good healthy friendship and how to manage falling out</li> <li>Recognise my own &amp; others worth as individuals</li> </ul>	<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>Be aware of different relationships and what makes them healthy</li> <li>Understand appropriate boundaries on and offline</li> <li>Have skills to form and maintain healthy relationships</li> <li>Know where individuals &amp; families can get help &amp; support</li> <li>Value good friendships and how to manage a fall out</li> </ul>	<p><b>Healthy relationships</b></p> <ul style="list-style-type: none"> <li>Know relationships change &amp; the features of a positive healthy relationship</li> <li>Understand civil partnerships and marriages are stable, loving relationships freely entered into</li> <li>Recognise aggressive and assertive behaviour, &amp; developed strategies to resolve disputes and conflict</li> </ul>
<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Describe bullying ( on and offline) and where to get help</li> <li>Know ways to respond to negative behaviours</li> <li>Understand how my actions can make and others feel</li> <li>Know about change and loss including separation, divorce and bereavement and associated feelings</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Describe the nature and consequences of bullying ( on and offline) and how to get help</li> <li>Listen to and show respect for the views of others both on and offline</li> <li>Empathise with other people and understand how people feel</li> <li>Recognise and challenge stereotypes</li> <li>Acknowledge others have different points of view both on and offline</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Respond safely &amp; appropriately to adults(on &amp; offline) I don't know</li> <li>Understand the importance of being respectful to everyone and care about others people's feelings both on and offline</li> <li>If appropriate, feel able to confidentially challenge other's view point / stereotypes</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>Know consequences of antisocial and aggressive behaviour, (bullying, cyber-bullying, homophobia, transphobia, biphobia, racism)</li> <li>Recognise &amp; challenge discrimination &amp; stereotyping ( cultural, ethnic, religious, sexuality, gender &amp; disability)</li> <li>Know strategies to resist pressure to do something dangerous, unhealthy, uncomfortable, and when to share a confidential secret (on &amp; offline)</li> <li>Understand nature, causes, law and consequences of hate crime</li> </ul>

## Keeping myself safe

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Managing Risk</b> <ul style="list-style-type: none"> <li>Resist negative peer pressure</li> <li>Explain how my behaviour may have consequences</li> <li>Identify risk of roads and open water and how to get help</li> </ul>	<b>Managing Risk</b> <ul style="list-style-type: none"> <li>Describe what risk means to me on &amp; offline</li> <li>Take responsibility for my actions and understand consequences</li> <li>Have strategies to cope with peer influence and peer pressure</li> </ul>	<b>Managing Risk</b> <ul style="list-style-type: none"> <li>Know commonly available substances and drugs are legal and illegal, their effects and risks</li> <li>Know pressure to behave in a risky way can come from a variety of sources</li> </ul>	<b>Managing Risk</b> <ul style="list-style-type: none"> <li>Make informed decisions relating to risk taking in relation to drugs (including vaping)</li> <li>Understand the term, 'habit'</li> <li>Understand risk associated with gambling</li> <li>Know where pressure can come from including people I know &amp; social media</li> </ul>
<b>Safety procedures</b> <ul style="list-style-type: none"> <li>Demonstrate basic safety around the home &amp; for sun protection</li> <li>Know the green cross code</li> <li>Have strategies to keep safe by roads, open water and stranger danger</li> <li>Recognise how school rules help keep us safe</li> <li>Learn basic first-aid (bites and stings and head injuries) &amp; how to call 999</li> </ul>	<b>Safety procedures</b> <ul style="list-style-type: none"> <li>Demonstrate basic safety procedures including medicines &amp; sun protection</li> <li>Know how to get help and stay safe(includes risks in the home, road, water, rail, beach , electricity and personal safety)</li> <li>Know how to call 999 in an emergency</li> <li>Learn basic first-aid (asthma and allergies) &amp; how to use 999</li> </ul>	<b>Safety procedures</b> <ul style="list-style-type: none"> <li>Understand how to prevent the spread of bacteria &amp; viruses &amp; the importance of immunisation</li> <li>Know how to get help and stay safe in a variety of different settings including those in the local area (includes countryside, road, water, rail, beach, electricity and personal safety)</li> <li>Know when it is appropriate to call 999 (use LIONEL)</li> <li>Learn basic first-aid (bleeding &amp; burns &amp; scalds)</li> </ul>	<b>Safety procedures</b> <ul style="list-style-type: none"> <li>Be responsible for my own safety and know about health and safety</li> <li>Be aware of &amp; have strategies to stay safe in the local area and wider community (including how and where to get help if needed)</li> <li>Know where to get help, including when to call 999 in an emergency</li> <li>Know basic first-aid (choking, primary survey and recovery position )</li> </ul>
<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>E-Safety</b> <ul style="list-style-type: none"> <li>Discuss why I should balance time on and offline and adhere to age ratings of computer games &amp; films</li> <li>Understand risks when communicating online</li> <li>Demonstrate ways of reducing risk online</li> <li>Know how to report concerns and get support with issues online</li> </ul>	<b>E-Safety</b> <ul style="list-style-type: none"> <li>Know I need to balance time on &amp; offline and be aware of games &amp; social media age ratings</li> <li>Know not everything on the internet is true and what to do if something makes me unhappy</li> <li>Understand the need to keep some information private</li> <li>Understand people on-line may not be who they say they are.</li> <li>Know online communication may be used for manipulation or</li> </ul>	<b>E-Safety</b> <ul style="list-style-type: none"> <li>Balance time on &amp; offline &amp; know why social media &amp; games have age ratings</li> <li>Understand how online technology can be used to bully and how to seek help</li> <li>Understand risks of providing personal information and strategies to protect myself</li> <li>Know how to manage requests for images of myself or others &amp; what is and is not appropriate to</li> </ul>	<b>E-Safety</b> <ul style="list-style-type: none"> <li>Balance time online &amp; appreciate age ratings of social media platforms and effects of viewing inappropriate content</li> <li>Collaborate and communicate confidently, respectfully &amp; safely</li> <li>Recognise harmful content and contact and how to report</li> <li>Be aware of online abuse (trolling, bullying, harassment) &amp; its impact on mental health</li> <li>Know the legal consequences for offensive communications</li> </ul>

	<ul style="list-style-type: none"> <li>persuasion &amp; how to manage this.</li> <li>Recognise and display respectful behaviour online</li> </ul>	<ul style="list-style-type: none"> <li>ask for or share;</li> <li>Know who to talk to if I feel uncomfortable and are concerned by such a request</li> <li>Recognise not all information on the internet is accurate or unbiased (advertising)</li> </ul>	<ul style="list-style-type: none"> <li>Understand how the media influences opinions &amp; choices</li> <li>Know how information and data is shared and used</li> <li>Manage requests for images and know what is appropriate</li> <li>Be a responsible user of mobile phones</li> </ul>
<b>Personal Safety</b> <ul style="list-style-type: none"> <li>Identify physical contact is acceptable</li> <li>Recognise when permission should be sought</li> <li>Know what a trusted adult is</li> <li>Understand not to keep adult secrets on and offline and when to support a friend to tell a trusted adult</li> </ul>	<b>Personal Safety</b> <ul style="list-style-type: none"> <li>Name people who look after me, and who to go to if I am worried</li> <li>Understand why personal space and personal boundaries are important and should be respected</li> <li>Identify physical contact is acceptable and unacceptable</li> </ul>	<b>Personal Safety</b> <ul style="list-style-type: none"> <li>Know different people to go to if I am worried or need support</li> <li>Know the difference between appropriate and inappropriate touch</li> <li>Have strategies for responding to unwanted touch and the importance of consent</li> </ul>	<b>Personal Safety</b> <ul style="list-style-type: none"> <li>Be aware of &amp; have strategies to stay safe in the local area and wider community (including identifying signs of county lines and child sexual exploitation)</li> <li>Judge what physical contact is acceptable or unacceptable</li> <li>Understand the law regarding consent in different situations</li> </ul>

## Becoming an active citizen

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Rules, Laws &amp; Justice</b> <ul style="list-style-type: none"> <li>Start to understand democracy in school</li> <li>Participate in rule making</li> <li>Know our school rules and values and can give examples of how to achieve them</li> <li>Know why different rules are needed in different situations</li> </ul>	<b>Rules, Laws &amp; Justice</b> <ul style="list-style-type: none"> <li>Begin to understand why democracy is important</li> <li>Know why and how rules and laws are made and enforced, why different rules are needed in different situations</li> <li>Explore, follow and value rules in school, online and in the community</li> </ul>	<b>Rules, Laws &amp; Justice</b> <ul style="list-style-type: none"> <li>Know what democracy is and how a democratic government works</li> <li>Understand consequences of breaking the law and how the criminal justice system works</li> <li>Know circumstances in other countries &amp; cultures may be different from here</li> <li>Explore the rule of law &amp; how it protects individuals</li> </ul>	<b>Rules, Laws &amp; Justice</b> <ul style="list-style-type: none"> <li>Understand how democracy works at local, regional &amp; national level</li> <li>Understand there are other forms of government that are not democratic</li> <li>Understand &amp; appreciate the role of the police in a democratic society</li> <li>Know examples of non-democratic countries and how this makes life different</li> </ul>
<b>Community (local to global)</b> <ul style="list-style-type: none"> <li>Know the choices we make can impact on the local, national and global communities</li> <li>Know British Values are and understand what they mean to me</li> </ul>	<b>Community (local to global)</b> <ul style="list-style-type: none"> <li>Understand how my choices may impact on the environment</li> <li>Describe the values of the school and know why they are important</li> <li>Describe 'British Values' and give examples of what they</li> </ul>	<b>Community (local to global)</b> <ul style="list-style-type: none"> <li>Know why some people choose to leave their country and migrate to the UK and the difference between economic migrant, asylum seeker and refugee</li> <li>Understand 'poverty' may have different meanings to people in</li> </ul>	<b>Community (local to global)</b> <ul style="list-style-type: none"> <li>Describe what being part of a community means &amp; take part more fully in school and community activities</li> <li>Identify the mental health benefits of community participation and volunteering</li> <li>Understand resources can be allocated in different ways and economic choices</li> </ul>

<ul style="list-style-type: none"> <li>I know how to welcome people who are different from me (gender, appearance, families, cultural backgrounds etc)</li> </ul>	<p>mean in school and in society</p> <ul style="list-style-type: none"> <li>Recognise anti-social behaviours such as discrimination and the effects on individuals and communities (travellers, refugees)</li> </ul>	<p>different circumstance</p> <ul style="list-style-type: none"> <li>Know individual and community rights need to be taken into account when making decisions</li> <li>Be aware individual's choices can have a community and national impact</li> </ul>	<p>affect individuals, communities &amp; the environment</p> <ul style="list-style-type: none"> <li>Appreciate the range of identities in the UK and benefits of being a multicultural nation</li> </ul>
<p><b>Rights, respect &amp; equality</b></p> <ul style="list-style-type: none"> <li>Know everyone in a community has rights and responsibilities</li> <li>Identify and respect the similarities differences between people</li> <li>Explore ways I am free to be an individual</li> <li>Know what mutual respect is and ways to show this</li> </ul>	<p><b>Rights, respect &amp; equality</b></p> <ul style="list-style-type: none"> <li>Recognise how people in Britain are different and celebrate diversity</li> <li>Know that equality and mutual respect is important in school and society</li> <li>Begin to respond to, or challenge, negative behaviours such as stereotyping, homophobia, racism</li> <li>Demonstrate respect and tolerance towards people different from myself</li> </ul>	<p><b>Rights, respect &amp; equality</b></p> <ul style="list-style-type: none"> <li>Recognise and challenge stereotypes &amp; discrimination &amp; the importance and responsibility of treating people fairly</li> <li>Explore the importance of individual liberty for myself and others</li> <li>Describe benefits of living in a multifaith and multicultural society &amp; the importance of tolerance</li> <li>Know about Fair Trade and what it means to communities</li> </ul>	<p><b>Rights, respect &amp; equality</b></p> <ul style="list-style-type: none"> <li>Understand everyone has human rights &amp; children have rights set out in the UN Declarations</li> <li>Demonstrate a sense of social justice and moral responsibility</li> <li>Challenge prejudicial or discriminatory behaviour</li> <li>Explore ways to support others individual liberty, freedom and rights</li> <li>Know what discrimination and hate speech are and the associated law</li> </ul>
<p><b>Topical issues &amp; the Media</b></p> <ul style="list-style-type: none"> <li>Be aware of events in the media</li> <li>Understand the media can be biased</li> <li>Empathise with other people and situations through topical issues, problems and local and global events</li> </ul>	<p><b>Topical issues &amp; the Media</b></p> <ul style="list-style-type: none"> <li>Discuss reasons why the media can be biased</li> <li>Respond to current events and media stories</li> <li>Respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints</li> </ul>	<p><b>Topical issues &amp; the Media</b></p> <ul style="list-style-type: none"> <li>I know where to find impartial advice to inform my decision making and understand about media bias</li> <li>Explore ways to express views confidently whilst respecting the views of others</li> <li>I can talk about my opinions confidently and listen to and show respect for the opinions of others</li> <li>Begin to debate topical issues giving thoughtful responses and opinions</li> </ul>	<p><b>Topical issues &amp; the Media</b></p> <ul style="list-style-type: none"> <li>Be aware of how the media present information and that the media can be both a positive and negative influence</li> <li>Critique how the media present information</li> <li>Discuss controversial issues in a sensitive manner, such as terrorism, migration and racism.</li> <li>Research, discuss and debate topical issues &amp; events</li> </ul>
<b>Me and my future</b>			
<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>
<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Know how to gain, look after</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to look after</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Make considered decisions</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Know people buy things online &amp; have</li> </ul>

<ul style="list-style-type: none"> <li>and handle money</li> <li>● Make simple financial decisions &amp; consider how to spend money, including pocket money &amp; contributions to charity</li> <li>● Understand money is a finite resource for individuals, institutions &amp; the community</li> <li>● Explain why we have charities, and name some</li> </ul>	<ul style="list-style-type: none"> <li>and save money</li> <li>● Develop an understanding that people have different financial circumstances</li> <li>● Begin to understand the different values and attitudes that people have to money</li> <li>● Know some local charities and how they support the community</li> </ul>	<ul style="list-style-type: none"> <li>about saving, spending &amp; giving</li> <li>● Differentiate between essential &amp; desires – needs and wants</li> <li>● Make informed choices about how to get 'value for money and assess 'best buys' in a range of circumstances</li> <li>● Understand &amp; manage feelings about money</li> </ul>	<ul style="list-style-type: none"> <li>online bank accounts and passwords to keep money safe</li> <li>● Understand advantages and disadvantages of different payment methods (including debit &amp; credit cards)</li> <li>● Understand money we earn also supports the community</li> <li>● Know how charities can help on a local, national and international scale and how to support them</li> </ul>
<p><b>Jobs &amp; Employment</b></p> <ul style="list-style-type: none"> <li>● Explain why people work and different jobs they do</li> <li>● Explore the wide range of different jobs and careers</li> <li>● Challenge work stereotypes (particularly gender)</li> </ul>	<p><b>Jobs &amp; Employment</b></p> <ul style="list-style-type: none"> <li>● Recognise the range of jobs carried out by people they know and in the local community</li> <li>● Describe some of the reasons people work</li> <li>● Explain how I will develop skills for work in the future</li> </ul>	<p><b>Jobs &amp; Employment</b></p> <ul style="list-style-type: none"> <li>● Know about the range of jobs carried out by people and some of the stereotypes surrounding some careers</li> <li>● Know the importance of making a good impression &amp; the skills required to do this</li> <li>● Understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)</li> </ul>	<p><b>Jobs &amp; Employment</b></p> <ul style="list-style-type: none"> <li>● Describe how people's careers are different and how they develop in different way and people feel differently about different types of work they do</li> <li>● Describe a range of local businesses, how they are run &amp; the products/ services they provide</li> <li>● Understand employers must treat all employees equally and there are protected characteristics under the Equalities Act</li> <li>● Know how to keep myself safe when working and what the law says to protect workers</li> </ul>
<p><b>My Future</b></p> <ul style="list-style-type: none"> <li>● Be aware that the learning choices I make affect my future.</li> <li>● Talk positively about what I like to do &amp; would like to do in the future</li> <li>● Identify positive achievements made in Y3</li> <li>● Identify strengths, areas for improvement and set myself some goals for Year 4.</li> </ul>	<p><b>My Future</b></p> <ul style="list-style-type: none"> <li>● Be aware that the learning choices I make will affect my future options.</li> <li>● Identify my strengths, areas for improvement and set high aspirations and goals</li> <li>● Identify positive achievements during my time in Year 4</li> <li>● Identify strengths, areas for improvement and set myself some goals for Year 5</li> </ul>	<p><b>My Future</b></p> <ul style="list-style-type: none"> <li>● Understand how to develop skills to make a contribution in the future</li> <li>● Consider what I like, what I am good at and what I enjoy doing and talk positively about my strengths</li> <li>● Identify positive achievements during my time in Y5 &amp; identify my strengths, areas for improvement &amp; set myself goals for Y6</li> </ul>	<p><b>My Future</b></p> <ul style="list-style-type: none"> <li>● Reflect on what I have learnt about careers, employability and enterprise and relate to my choices</li> <li>● Recognise and start to demonstrate key qualities and skills employers are looking for and to be enterprising</li> <li>● Identify positive achievements during my time in Primary School</li> <li>● Explain what I am worried about and what I am looking forward to in Y7</li> </ul>