LONGMAN'S HILL CP SCHOOL CURRICULUM PROGRESSION TABLE - **PSHCE-Me and my future**

PHSCE: Me and My future	EYFS :Personal, Social & Emotional development/ Managing Self		
EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
 Show resilience and perseverance in the face of challenge. [PSED P33]	• Offer constructive support and recognition of child's personal achievements. • Provide opportunities for children to tell each other about their work and play. • Help them reflect and self-evaluate their own work. Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. • Help children to set own goals and to achieve them	• Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting. • Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented. • Help children to learn positive attitudes and challenge negative attitudes. • Share stories that promote character development, personal dispositions and the school values.	• Children will learn the school values of: ambition, courage, creativity and respect. • Children join in with whole school assemblies that promote positive attitudes and character development. • Join in with Fab Family events with the rest of school. • Use the EY moto of 'If we have a go, our brains will grow!' • Join in with the whole school celebration assembly and receive awards for the effort, perseverance and behaviour. • Join in with some Forest Schools sessions and learn the art of mediation and sit spots. • Provide carefully set challenges in provision for children to have a go at. • Introduction of growth mindset activities and discussion. • All children are given a set area of the classroom to be responsible for. To encourage a sense of belonging and responsibility. They are encouraged to work as a team to tidy their area. • Have the opportunity to join in with 'Special Box' show and tell sessions. Children bring in a box of 'special' items that they can talk about.

ELG: Managing Self (PSED)

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

PHSCE Me and my future	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
THRESHOLD CONCEPT	← Preparing for My future →					
 KNOWLEDGE (Semantic)	I know that we have to pay for what we buy I know how to keep money safe I know that I don't have to spend my money but can save it to use later	I know that we can pay for things in a range of ways and that even when not using cash, money is being used I understand that the choices we make affect ourselves and others I understand individuals and families have to find ways to balance wants and needs I understand that it may not be possible to have everything you want, straight away, if at all I am aware of stereotypes and that everyone does have the same choices and opportunities in learning, careers and work (genders, different ethnicities, different backgrounds, etc)	I know how to look after and handle money in everyday situations I know there are different ways to gain money, including earning it through work I understand that money is a finite resource for individuals, institutions and the community I begin to understand why we have charities I am aware that the learning choices I make will affect my future options.	I recognise the range of jobs carried out by people they know I can explain how I will develop skills for work in the future I am aware that the learning choices I make will affect my future options.	I am able to make considered decisions about saving, spending and giving I understand 'value for money' and can make informed choices to get 'value for money' I am able to assess 'best buys' in a range of circumstances I am able to understand and manage feelings about money, my own and others I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly I know and understand how I can develop skills to make a contribution in the future I am starting to consider what I like , what I am good at and what I enjoy doing and can talk positively about my strengths I know that there are a range of earnings for different jobs I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)	I know that people buy things online and have online bank accounts and passwords to keep money safe I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act I know how to keep myself safe when working and what the law says to protect workers I understand that money we earn also supports the community

 SKILLS (Procedural knowledge)	I can recognise the coins and notes we use I can choose the correct value of coins and calculate change I can set myself simple goals I can identify positive things about myself and recognise and celebrate my strengths and say what I enjoy about school and things I do outside of school I can describe the work that people do in my family, my school and where I live. I can identify positive achievements during my time in Year 1 I can identify my strengths, areas for improvement and set myself some goals for Year 2	I can explain the difference between needs and wants I can describe why learning is important I am positive about who I am, what I have achieved and take into account what other people say about me I can identify positive achievements during my time in Year 2 I can identify my strengths, areas for improvement and set myself some goals for Year 3	I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes I can talk positively about what I like to do and what I would like to do in the future I can identify positive achievements during my time in Year 3 I can identify my strengths, areas for improvement and set myself some goals for Year 4	I can demonstrate how to look after and save money I can begin to develop an understanding that people have different financial circumstances I can begin to understand the different values and attitudes that people have with regard to money I can identify my strengths, areas for improvement and set high aspirations and goals I can identify positive achievements during my time in Year 4 I can identify my strengths, areas for improvement and set myself some goals for Year 5	I can differentiate between essentials and desires – needs and wants I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this I can identify positive achievements during my time in Year 5 I can identify my strengths, areas for improvement and set myself some goals for Year 6	I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices I can describe a range of local businesses and how they are run and the products and / or services they provide I can identify positive achievements during my time in Primary School I can explain what I am worried about and what I am looking forward to in Year 7

SUBJECT SPECIFIC VOCABULARY	Coins Notes Change Value Saving Spending Safe Goals Strengths Achievements Aspiration Career Calculate Positive Wages Community Future	Credit Card Debit Card Contactless Needs Wants Stereotype – gender, ethnicities Respect Resilience Balance Unique	Budgeting Finance Bank Account Gaining Earning Enterprise Charity Finite Debt In Credit Poverty	Attitudes Needs Wants Values Debt Ambition Reflection Job prospects Poverty Benefits – what are they? Food Bank Discount Work, life balance	Essentials Desires Cheap Expensive Bargain Saving Spending Discount 'Value for money' Recruitment Interview Incomings Outgoings Contributing Loan Tax Bill Benefits Manage Money CV Cost of living 'best buys'	Employer Employee Employability Enterprise Online Banking Equality Discrimination Entrepreneur Pay Scale Pay Progression Business Interest Equalities act Credit Card Debit Card Contactless Passwords Pin Number Chip & pin Mortgage Insurance