

PDL Knowledge and Skills Progression – Living in the Wider World

| | Knowledge | Skills |
|-------------|---|--|
| Yr R | <p>The school values. The class rules.</p> | <p>Work as part of a group. Follow the class and school rules.</p> |
| Yr 1 | <p>What rules are, why they are needed, and why different rules are needed for different situations. The ways they are the same as, and different to, other people. That everyone has different strengths. The different groups they belong to. What money is, the forms that money comes in and that money comes from different sources. That jobs help people to earn money to pay for things. That people make different choices about how to save and spend money. How the internet and digital devices can be used safely to find things out and to communicate with others.</p> | <p>Follow the class and school rules and, with adult support, discuss what happens when they break these rules. With adult support, adjust their behaviour to different situations. Identify their own and others' strengths.</p> |
| Yr 2 | <p>The different roles and responsibilities people have in their community. That people and other living things have different needs. Things they can do to help look after their environment. The difference between needs and wants; that sometimes people may not always be able to have the things they want. That money needs to be looked after and there are different ways of doing this. Different jobs that people they know or people who work in the community do. About some of the strengths and interests someone might need to do different jobs. About the role of the internet in everyday life. That not all information seen online is true.</p> | <p>Follow the class and school rules and discuss what happens when they break these rules. Adjust their behaviour to different situations.</p> |
| Yr 3 | <p>The reasons for rules and laws and consequences of not adhering to rules and laws. The relationship between rights and responsibilities. Ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). The different groups that make up their community; what living in a community means. Ways in which the internet can be used both positively and negatively. About the different ways to pay for things and the choices people have about this. That people make spending decisions based on priorities, needs and wants. There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</p> | <p>Recognise positive things about themselves and their achievements and to set goals to help achieve personal outcomes. Value the different contributions that people and groups make to the community.</p> |
| Yr 4 | <p>There are human rights that are there to protect everyone. The importance of having compassion towards others and the shared responsibilities we all have for caring for other people and living things. About diversity: what it means and the benefits of living in a diverse community. About some of the different ways information and data is shared and used online, including for commercial purposes. That people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> | <p>Show care and concern for others. Care for other people and living things. Value diversity within communities. Assess the reliability of sources of information online and make safe, reliable choices from search results.</p> |

| | | |
|-------------|---|--|
| | <p>Different ways to keep track of money.</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> | |
| Yr 5 | <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others.</p> <p>Ways in which the internet and social media can be used both positively and negatively.</p> <p>How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>Rules surrounding distribution of images online.</p> <p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>The ways that money can impact on people's feelings and emotions.</p> <p>About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p>About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> | <p>Use strategies for challenging stereotypes.</p> <p>Recognise things appropriate to share and things that should not be shared on social media.</p> |
| Yr 6 | <p>About prejudice; how to recognise behaviours/actions which discriminate against others.</p> <p>How text and images in the media and on social media can be manipulated or invented.</p> <p>The risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>The kind of job that they might like to do when they are older.</p> <p>A variety of routes into careers (e.g. college, apprenticeship, university).</p> | <p>Use strategies to respond and challenge prejudice if witnessed or experienced.</p> <p>Use strategies to evaluate the reliability of sources and identify misinformation online.</p> |

Based on the PSHE Association Programme of Study.