

PSHE Overview						
Rationale	The aim of our PSHE curriculum at Baden-Powell is to inform and mentor our children and support their personal development so they can move with confidence from childhood through adolescence into adulthood. We enable them to understand and respect who they are; empower them with a voice; and equip them for life and learning. We follow the SCARF scheme which takes a values-based and 'growth mindset' approach, promoting positive behaviour and relationships, positive physical and mental health and wellbeing as well as resilience and achievement. It also covers the five British Values and offers SMSC (Spiritual, Moral, Social, Cultural) development opportunities for our children. The knowledge and skills that we have chosen to include in our PSHE curriculum derive directly from the objectives set out in the National Curriculum (2014), and are in line with CLP guidance for PSHE. Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office which is faith-sensitive and inclusive and where the outcomes are aligned with our school values of Respect, Resilience, Aspiration, Compassion and Friendship. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of P.S.H.E. – safety, communication and diversity. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts:
Year 4	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts:
Year 5	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts:
Year 6	Being My Best	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts: 	Substantive concepts:

3 substantive concepts	
Safety	
Communicating	
Diversity	

P.S.H.E. Progression			
Year 3	The aim of our PSHE curriculum at Baden-Powell is to inform and mentor our children and support their personal development so they can move with confidence from childhood through adolescence into adulthood. We enable them to understand and respect who they are; empower them with a voice; and equip them for life and learning. We follow the SCARF scheme which takes a values-based and 'growth mindset' approach, promoting positive behaviour and relationships, positive physical and mental health and wellbeing as well as resilience and achievement. It also covers the five British Values and offers SMSC (Spiritual, Moral, Social, Cultural) development opportunities for our children. The knowledge and skills that we have chosen to include in our PSHE curriculum derive directly from the objectives set out in the National Curriculum (2014), and are in line with CLP guidance for PSHE. Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office which is faith-sensitive and inclusive and where the outcomes are aligned with our school values of Respect, Resilience, Aspiration, Compassion and Friendship. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of P.S.H.E. – safety, communication and diversity. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.		
	Autumn 1	Autumn 2	Spring 1
	Being My Best	Me & My Relationships	Valuing Difference
	Key Knowledge A healthy, balanced diet is a series of meals which have all the nutrients that our bodies need in the right quantities. Simple hygiene routines can help to reduce the risk of spreading of infectious illnesses. I am responsible for developing my talents and skills.	Key Knowledge There are reasons why we have rules—to stay safe. There are strategies for maintaining a positive relationship with their special people. Qualities of friendship may include kindness, compassion and respect.	Key Knowledge People can belong to different communities There are similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Repeated name calling is a form of bullying;
	Other Knowledge	Other Knowledge	Other Knowledge
	A poor, unhealthy diet is made up when not choosing carefully from all the food groups Obesity & tooth decay are risks to the body when you eat unhealthily. Some infectious illnesses are spread from one person to another People may say kind things to help us feel good about ourselves. Some groups of people are not represented as much on television/in the media. Working together in a collaborative manner can help everyone to achieve success; The brain sends and receives messages through the nerves. The names of the major internal body parts are: heart, blood, lungs, stomach, small and large intestines, liver, brain Food, water and air get into the body and blood by respiration and digestion People have different talents and skills.	Rules are different for different age groups, e.g. for internet-based activities. The appropriateness of rules depends on the context / settings, There are different consequences for breaking the rules. There are people with whom I have a special relationship It is important to have strategies for resolving given conflict situations now and in the future. There are reasons why friends sometimes fall out. It is important to express my own opinions but also to listen to and consider those of others. I could be asked to explain the thinking behind my ideas and opinions. A dare can be fun but can be unsafe No-one has the right to force me to do a dare. There are strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	Please and thank you are examples of respectful language; It is ok to challenge another's viewpoint, respectfully. There are many different types of family; 'Adoption' 'fostering' and 'same-sex relationships' are all ways to have a family There are benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. People living in the UK have different origins; There are qualities that people from a diverse range of backgrounds need in order to get on together Personality and likes are some of the factors that make people similar to and different from each other; Strategies for dealing with name calling can include talking to a trusted adult Popularity and low self-esteem are some of the reasons why different people are bullied; People can have prejudiced views
	Key Skills	Key Skills	Key Skills
	Choose foods that make a balanced meal. Explain how washing hands can prevent infections spreading. Describe how food, water and air get into the body and blood. Set goals and make a plan to develop a new skill.	Communicate my feelings and use this to try to manage my emotions. Accept I may not always agree with others. Listen and share my opinions respectfully. Explain why friends may fall out and how they can make up. Look after my friends and stay friends.	Identify different types of family and respect these differences. Identify different community groups. Explain what is good about having different community groups. Use respectful language and communication skills when discussing with others. Describe how respect and tolerance have helped our classroom be a happier, safer place. Name and use the different qualities needed for people from a diverse range of backgroundsto get on together. Suggest ways to deal with bullying and prejudice.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	balanced diet—a series of meals which have all the nutrients that our bodies need in the right quantities. healthy— feeling good and strong in your body and mind. proteins—a key part of a healthy diet, supporting growth and repair carbohydrates—a key part of a healthy diet, providing energy dairy—a food group where milk is the key ingredient obesity—a condition of being extremely overweight tooth decay—when teeth deteriorate infectious—a disease or illness which can spread and cause further infection / disease hygiene—a way to keep clean and healthy media—a way of communicating to many people collaborative—when you co-operate with other people nerves—cord-like structures which connect the brain to parts of the body talent—a natural ability to do something well	rules - a set of instructions and consequences that are established to keep people safe. safety - keeping yourself and others away from danger or harm. misinformation – wrong information shared by mistake. disinformation - when someone shares something that isn't true on purpose to trick people. friendship - a trusting relationship between people who like and care about each other. making up - saying sorry and being friends again after a disagreement. falling out - when friends have a disagreement and stop getting along for a while. compromise: when two people give up a little of what they want to agree on something. conflict - a disagreement or argument between people. opinion - what someone thinks, feels or believes about something. strategy - a plan of action to help achieve a goal qualities: the good things about someone, like being kind or helpful. apologise - to say sorry when you've done something wrong and want to make things better. respectful - being kind and polite and showing that you care about other people's feelings and ideas. courteous - being polite and using good manners. challenging - asking questions or thinking differently in a fair and respectful way. dare - something that someone asks you to do that might be hard, unusual, silly or unsafe persuade - to try to get someone to agree with you or to do something.	respect: treating people kindly and valuing their feelings, ideas and differences. cooperation: working together and helping each other to get something done. listening skills: ways to show you are listening, like looking at the speaker and not interrupting. courtesy: being polite and using kind words like 'please' and 'thank you.' manners: the way we behave to show kindness and respect family: people who love and care for each other. Families can look different for everyone. adoption: when a child becomes part of a new family who will love and care for them forever. fostering: when a family looks after a child for a while because they cannot live with their own family. same-sex couple: two grown-ups of the same gender who love each other and may live together as a family. blended family: a family where parents have children from other relationships and all live together. belonging: feeling happy and safe because you are part of a group or family. community: a group of people who live in the same place or share something in common. similarities: things that are the same between people or objects. differences: things that are not the same between people or objects. identify: to find out or say what something is. name calling: using unkind words to hurt someone's feelings. bullying: when someone is unkind or hurting another person several times on purpose. online bullying / cyber bullying - being mean or hurtful to someone using the internet or devices. upstander - a person who chooses to help, speak up or get support when they see bullying or someone being treated unfairly. bystander: a person who sees bullying happen but does not do anything about it. prejudice: having an unfair opinion about someone before you know them. race: big groups people belong to because of where their families come from in the world. colour: the shade of someone's skin, like light, dark or in between. gender: tells us whether someone is a boy, a girl or another way they feel about themselves. trolling - when someone is unkind online on purpose to upset or annoy others.
cross curricular links			

P.S.H.E. - Progression			
Year 3	Spring 2	Summer 1	Summer 2
	Keeping Safe	Rights & Respect	Growing & Changing
	Key Knowledge A trusted adult can help if a situation is unsafe. There are potential risks associated with browsing online. There are health risks associated with smoking and drinking alcohol.	Key Knowledge There are key people who are responsible for me to stay safe and healthy in different situations—teacher, doctor, lollipop person. It is important to distinguish between 'fact' and 'opinion'. People's incomes are determined by a range of factors	Key Knowledge It is important to respect someone's personal space. Parts of our body are private Periods are a normal part of growing up.
	Other Knowledge	Other Knowledge	Other Knowledge
	There are situations which are safe or unsafe; Listening to your feelings, saying no and talking to someone you trust are strategies for keeping safe. Strategies for dealing with a risky situation are stop, take a breath, weigh up the consequences, think, think a bit more and decide. Statements relating to online safety must be validated as they are not always correct Potential risks associated with browsing online are accessing inappropriate content, not knowing who you are talking to, being scammed, accessing inaccurate information. Strategies for safe browsing online are use 3 sources to check information, ask an adult, check in a book and use the search term 'for kids' Medicines are drugs and can be both helpful or harmful. Nicotine and alcohol are both drugs. Nicotine affects a person's breathing and can stain fingers and teeth. Alcohol can affect a person's brain and it can damage your liver. Most people choose not to smoke cigarettes; (Social Norms message)	An event can be perceived from different viewpoints. There are volunteers in the school community Volunteering can have mental health and wellbeing benefits to those who volunteer. There are times we can buy items we want and times when we need to save for items. Food, furniture, electricity etc are things that need to be paid for around the house. People earn their income through their jobs. Factors which affect income are skill, experience, training and responsibility There are different methods of looking after the school environment such as not wasting water, picking up litter and turning off lights.	We can have lots of different types of relationship. Positive relationships are good for our wellbeing. Relationships include interactions online. Respect is a key aspect of any relationship. We can invite people into our body space. Sometimes people come into our body space without meaning to. Feeling uncomfortable is a warning sign from the brain. It is NEVER your fault if someone touches you inappropriately. Personal information should never be shared online with people you don't properly know. You do not have to respond to people you don't know. Mammals grow babies inside the mother until they are ready to be born. Babies come from the joining of an egg and one sperm. Changes during puberty are preparing the body to create a baby. Key changes for girls are: breasts develop, periods start, hips widen, genitals mature. Key changes for boys are: facial hair, voice deepens, genitals mature. Other changes for both genders are: getting taller and bigger; pubic hair grows; may get spots and/or greasy hair; sweat glands are more active.
	Key Skills	Key Skills	Key Skills
	Explain how to make a situation less risky or not risky at all. Demonstrate strategies for dealing with a risky situation. Identify some key risks from and effects of cigarettes and alcohol. Give examples of strategies for safe browsing online. Identify personal information and when it is not appropriate or safe to share this. Get help when an unsafe situation online occurs.	Identify people who help me in different ways. Identify 'facts' and 'opinions' to help me share ideas. Identify different times and reasons to spend money.	Explain what body space is and how it feels when someone is too close to me. Describe the different relationships people can have. Identify qualities of a healthy, positive relationship. Identify the difference between a 'safe' and 'unsafe' secret. Describe how a girl's and boy's body will change when it reaches puberty. Explain the menstruation cycle. Administer first aid to a scald or burn.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
	trust - believing someone will be honest, kind and keep their promises. safe - being protected from harm or danger. unsafe: when something or someone makes you feel scared or in danger. danger / dangerous - something that could cause harm or get someone hurt. risk - a chance that something bad or unsafe might happen. feelings - emotions like happiness, sadness, anger or excitement. strategies - plans or ways to help us solve a problem or stay safe. consequence—something that happens as a result of a person's action, inaction or poor decision safer - less likely to cause harm; more protected than before. internet safety - ways to stay safe when using the internet, apps, and games. search engine - a tool that helps you find information online (like Google). phishing - when someone pretends to be friendly or real online to trick you into sharing information. browsing - looking at websites or information on the internet. fake news - stories that are not true but are made to look real to trick people. misinformation - wrong information shared by mistake. disinformation - wrong information shared on purpose to trick people. medicine - something that helps your body feel better when you are unwell. harmful - something that can hurt your body or feelings. drug - a substance that changes how your body or mind works; some drugs help you when used safely; others can be harmful. helpful - something that makes things better or safer. instructions - steps that tell you how to do something safely and correctly. cigarettes - small sticks people smoke that are very harmful to the body. nicotine - a harmful chemical in cigarettes that can make people addicted. alcohol - a drink for adults that can affect how people think and behave.	helper – a person who does kind things to make life easier for others. responsible – being someone others can trust to do the right thing and finish what they are supposed to do. safe - being protected from harm or danger. healthy – feeling good and strong in your body and mind. fact – something that is true and can be proven. opinion – what someone thinks or feels. It might be different from what others think. misinformation – wrong information shared by mistake. disinformation – wrong information that is shared on purpose to trick people. fake news - stories that are not true but are made to look real to trick people. volunteer – a person who chooses to help without getting paid. wellbeing - how healthy, happy and safe you feel in your body and mind. income – money you get for working or from other sources. saving – keeping something so you can use it again later e.g. money. spending – using money to buy things. earning – getting money for doing work or a job. environment – the surroundings or conditions in which a person, animal, or plant lives. waste – things we throw away because we do not need them anymore.	apologise - to say sorry when you've done something wrong and want to make things better. respect: treating people kindly and valuing their feelings, ideas and differences. disagree - when you don't think the same thing as someone else, and that's okay. responsibility - something you are expected to do or take care of. calm - feeling peaceful and in control of your emotions. dispute – a disagreement or an argument. arguments - when people speak angrily or strongly because they don't agree. feelings - emotions like happiness, sadness, anger or excitement. persuade - to try to get someone to agree with you or to do something. friendship - a trusting relationship between people who like and care about each other. opinion - what someone thinks, feels or believes about something. listening - paying attention to what someone is saying. family: people who love and care for each other. Families can look different for everyone. falling out - when friends have a disagreement and stop getting along for a while. special people - people who are important to you and make you feel safe, loved or supported.
cross curricular links			

P.S.H.E. Progression			
Year 4	The aim of our PSHE curriculum at Baden-Powell is to inform and mentor our children and support their personal development so they can move with confidence from childhood through adolescence into adulthood. We enable them to understand and respect who they are; empower them with a voice; and equip them for life and learning. We follow the SCARF scheme which takes a values-based and 'growth mindset' approach, promoting positive behaviour and relationships, positive physical and mental health and wellbeing as well as resilience and achievement. It also covers the five British Values and offers SMSC (Spiritual, Moral, Social, Cultural) development opportunities for our children. The knowledge and skills that we have chosen to include in our PSHE curriculum derive directly from the objectives set out in the National Curriculum (2014), and are in line with CLP guidance for PSHE. Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office which is faith-sensitive and inclusive and where the outcomes are aligned with our school values of Respect, Resilience, Aspiration, Compassion and Friendship. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of P.S.H.E. – safety, communication and diversity. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.		
	Autumn 1	Autumn 2	Spring 1
	Being My Best	Me & My Relationships	Valuing Difference
	Key Knowledge	Key Knowledge	Key Knowledge
	Everyone is unique in different ways The body gets energy from food, water and oxygen and that exercise and sleep are important to our health; There are ways in which they can contribute to the care of the environment (using some or all of the seven Rs);	Successful qualities of teamwork and collaboration include listening and working together. There are times when they might need to say 'no' to a friend and describe appropriate assertive strategies for saying 'no' to a friend. There are different strategies to respond to being bullied.	Conflict or differences can be managed through negotiation and compromise. There are strategies for dealing with someone who is behaving aggressively. People have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)
	Other Knowledge	Other Knowledge	Other Knowledge
	There are times when they will make the same choices as their friends and times when they will choose differently Some choices they make for themselves and some choices others make for them; There are different ways people can support the school community; People have different qualities and attributes and these can help them to support the school community.	A 'positive, healthy relationship' is one that makes people happy and feel good Other people have qualities I can admire. 'Good' and 'not so good' feelings can affect our physical state. Different words can express the intensity of feelings. You can feel a wide range of feelings. Different people can have different feelings in the same situation. Feelings can be linked to physical state. Pressure to behave in an unhealthy, unacceptable or risky way might come from lots of different places such as peer groups or even family members.	Some of the ways that people are different to each other include differences of race, gender and religion. There are consequences of aggressive behaviour. There are ways of showing respect to others' differences. Stereotypes can be promoted in the media. They have the right to protect their personal body space. Others' non-verbal signals can indicate how they feel when people are close to their body space. There are people they can talk to if they feel uncomfortable with other people's actions towards them.
cross curricular links	Key Skills	Key Skills	Key Skills
	Say how being unique makes everyone special, different and valuable. Give examples of choices I make and the choices others make for me. Plan a healthy, balanced meal. I can give examples of the ways people can look after their physical and mental wellbeing. Give different examples of some of the things that I do already to help look after my environment.	Describe appropriate assertive strategies for saying 'no' to a friend in a calm and controlled way. Describe how feelings change and can be different for others. Identify different emotions by a person's body language. Identify some qualities or strategies that help teamwork, including showing an awareness of the needs of others. Explain what to do if I am, or a friend is, hurt or bullied by another person. Recognise the qualities of a healthy relationship.	Explain how differences sometimes cause conflict but can also be something to celebrate. Manage some conflict by using negotiation and compromise. List strategies for dealing with someone who is behaving aggressively. Challenge stereotypes that might be applied to me or others.
cross curricular links	Key Vocabulary	Key Vocabulary	Key Vocabulary
	attributes—a quality or feature of a person's character community—a group of people who live in the same place or share something in common. unique—being the only one of its kind; unlike anything else environment—the surroundings or conditions in which a person, animal, or plant lives talent—a natural ability to do something well personality—characteristics or qualities that form an individual's character appearance—the way someone or something looks mutual respect—treating other people with dignity and recognising their value environmental sustainability—the ability for the planets natural environment to survive and thrive benefits—an advantage or profit gained from something	collaboration: working together with others to get something done. teamwork: helping each other and sharing ideas to reach a goal as a group. positive, healthy relationship: a friendship or connection where people are kind, caring, and treat each other well. respect: treating people how you want to be treated and listening to others. responsibility: something you are expected to do or take care of. qualities: the good things about someone, like being kind or helpful. excluded: left out of a group or activity on purpose. assertive: speaking up for yourself in a confident, calm and respectful way. aggressive: acting in a way that is mean, loud or hurtful to others. negotiation: talking and listening to find a fair way to solve a problem or make a decision. friendly: being kind, caring, and easy to talk to. rude: saying or doing things that hurt others' feelings or show bad manners. face-to-face: talking to someone in person, not through a screen or phone. compromise: when two people give up a little of what they want to agree on something. physical effects: changes in your body, like feeling tired, shaky, or having a fast heartbeat. unkind: not being nice; saying or doing things that hurt someone. tease: making fun of someone in a way that might upset them. bully: someone who keeps being mean or hurting others on purpose. pressure: feeling pushed to do something, even if you don't want to. independent: doing things by yourself and making your own choices.	negotiation: talking and listening to each other to find a way that works for everyone. compromise: when two people give up a little of what they want so they can agree on something together. aggressive: acting in a way that is mean, loud or hurtful to others. apologise - to say sorry when you've done something wrong and want to make things better. similarities: things that are the same between people or objects. responsibility: something you are expected to do or take care of. respect: treating people kindly and valuing their feelings, ideas and differences. stereotype - a fixed idea about a group of people that is often untrue or unfair. sharing: letting someone else use or have something that belongs to you. acquaintance: someone you know but not very well. body space: the area around your body that feels comfortable and safe. invade: to go into someone's space or place without asking.
P.S.H.E. - Progression			
Year 4	Spring 2	Summer 1	Summer 2
	Keeping Safe	Rights & Respect	Growing & Changing
	Key Knowledge	Key Knowledge	Key Knowledge
	We can be influenced both positively and negatively Sharing online could be a safety risk. As all medicines are drugs, we need to use them according to instructions.	Being responsible' means being dependable, making good choices and taking accountability for your actions You can influence outcomes of situations by speaking out and standing up. Your own opinions should be based on factual information and expressed or presented in a respectful and courteous manner	Change can have emotional as well as physical impact Puberty happens to transition from a child to an adult There are different types of partnerships
	Other Knowledge	Other Knowledge	Other Knowledge
	Hazard' means something which could cause harm; this is different to risk and danger; Dangerous, risky or hazardous situations include crossing a busy road, talking to a stranger or jumping off a cliff. The word 'dare' means 'someone asking you to do something risky which you feel uncomfortable with and might get you into trouble or cause harm' Strategies for managing dares include saying no, explaining the consequences and being firm. The stages of identifying and managing risk are to ask a trusted adult, know it is acceptable to say no and to trust your feelings. A trusted adult or trusted friend can be asked for help in managing risk. One of the consequences of behaving in an unacceptable, unhealthy or risky way is bullying. Some of the implications of sharing images online without consent are photos can be altered digitally by others and reused, geotagging, bullying etc Safety issues for medicine use are using them improperly and being allergic. Alternatives to taking a medicine when unwell are to get some fresh air; drink water; eat fruit; have a rest or sleep Strategies for limiting the spread of infectious diseases include hand-washing routines.	There are different people in the school and local community who can help others stay healthy and safe Those who help others stay healthy and safe have various responsibilities You can help the people who keep them healthy and safe by being responsible, listening well and following rules Humans have rights and responsibilities. They can contribute to the decision-making process in school through pupil voice and school council Everyone can make a difference within a democratic process. Influence means a thing or person that has the power to affect another Reports in the media can influence the way they think about a topic A bystander is someone who sees or hears bullying behaviour taking place and that they can influence bullying or other anti-social behaviour. A payslip shows both pay and deductions.	There are different changes that happen to people during their lives; The Learning Line can be used as a tool to help manage change more easily; There are different people who may be able to help them deal with change. There are different reasons why young people sometimes fall out with their parents. Periods are a normal part of puberty for girls. There is a difference between a safe and an unsafe secret. Different surprises and secrets can give us different feelings. It is important to talk to a trusted adult if a secret makes you feel uncomfortable or unsafe. Marriage is a commitment to be entered into freely and not against someone's will. Marriage includes same sex and opposite sex partners. The legal age for marriage in England or Scotland is ? There are reasons why a person would want to be married, or live together, or have a civil ceremony.
	Key Skills	Key Skills	Key Skills
	Demonstrate strategies for dealing with a risky situation. Give examples of people or things that might influence me to take risks and make decisions. Explain what might happen if people take unsafe or inappropriate risks. Identify images that are safe or unsafe to share online.	Identify some responsibilities and rights that I have. Share ideas and make decisions that affect others. Give my own opinion based on facts, opinions and other influences. Identify how I can support others as a bystander. Explain how others have a financial responsibility to their families and community. Identify choices and decisions with money that will affect me.	Describe how change can make a person feel (both negative and positive). Explain why young people can have mixed up feelings when they go through puberty. Explain why puberty happens. Discuss how people feel during puberty and the menstruation cycle. Identify ways to help cope with the changes. Explain why some people choose to get married, have a civil ceremony or live together.
cross curricular links	Key Vocabulary	Key Vocabulary	Key Vocabulary
	danger / dangerous - something that could cause harm or get someone hurt. risk - a chance that something bad or unsafe might happen. hazard / hazardous - something that is unsafe and can cause harm or an accident. dare - something that someone asks you to do that might be hard, unusual, silly or unsafe assertive: speaking up for yourself in a confident, calm and respectful way. online challenge - a task shared on the internet that encourages people to try something and post it online. critical thinking - thinking carefully about something before believing it or doing it. persevere - to keep trying, even when something is hard. influence – the power to change what someone thinks or does. consequences—something that happens as a result of a person's action, inaction or poor decision influencer - a person online who affects what others think, like or do. aggressor - a person who starts being mean or tries to hurt someone. target - a person who is being picked on or treated badly. online bullying / cyber bullying - being mean or hurtful to someone using the internet or devices. privacy - keeping your personal information safe and not shared with everyone. privacy settings - controls that help you choose who can see your information online. security - ways to stay safe and protected, especially online. AI – Artificial Intelligence - smart technology that can learn, think or help people, like a computer brain. medicine - something that helps your body feel better when you are unwell. drug - a substance that changes how your body or mind works; some drugs help you when used safely; others can be harmful.	laws – rules made by the government that everyone in a country must follow. rights – things every person should have or be able to do, like being safe and treated fairly. United Nations – a group of countries that work together to help keep peace and make the world better. democracy – a way of running a country where people choose their leaders by voting. influence – the power to change what someone thinks or does. influencer - a person online who affects what others think, like or do. misinformation – wrong information shared by mistake. disinformation - when someone shares something that isn't true on purpose to trick people anti-social behaviour – acting in a way that upsets or harms other people or the community. witness – a person who sees something happen. Income tax – money people pay to the government from what they earn to help pay for the country's needs. National Insurance – money workers pay to help cover things like healthcare and pensions. VAT (Value Added Tax) – a small extra amount of money added to the price of many things you buy. deductions – money taken out of your pay for taxes or other costs. public services – services that the government provides for everyone, like schools, hospitals, roads, and emergency services.	breasts - soft parts on a person's chest that grow during puberty; in adults they can make milk for a baby. testicles - two small organs inside the scrotum that make sperm and hormones. womb - the place inside a woman's or girl's body where a baby can grow. choice - picking between different options or deciding what you want to do. civil partnership - a legal way for two adults to commit to each other, similar to marriage. sperm - tiny cells made in the testicles that can help make a baby. penis - a body part on boys and some men used for weeing and, in adults, for making a baby. hormones - chemicals in your body that help control growth, feelings and changes during puberty. pubic hair - hair that grows around the genitals during puberty. periods - monthly bleeding from the vagina as part of the menstrual cycle. marriage - when two adults make a legal and loving commitment to share their lives. love - a strong feeling of care, kindness and connection towards someone. puberty - the time when your body changes from a child's body to an adult's body. live together - when two adults share a home because they care about each other. uncomfortable feelings - emotions that don't feel nice, like worry, fear or confusion. menstruation - the monthly process when a girl or person with a uterus bleeds a little from their vagina. vagina - the tube-like opening inside the body that leads to the womb. vulva - the outside parts of the female genitals, including the labia and clitoris. compromise: when two people give up a little of what they want to agree on something. sharing: letting someone else use or have something that belongs to you. ovaries - two small organs that store eggs and make hormones.

P.S.H.E. Progression			
Year 5	The aim of our PSHE curriculum at Baden-Powell is to inform and mentor our children and support their personal development so they can move with confidence from childhood through adolescence into adulthood. We enable them to understand and respect who they are; empower them with a voice; and equip them for life and learning. We follow the SCARF scheme which takes a values-based and 'growth mindset' approach, promoting positive behaviour and relationships, positive physical and mental health and wellbeing as well as resilience and achievement. It also covers the five British Values and offers SMSC (Spiritual, Moral, Social, Cultural) development opportunities for our children. The knowledge and skills that we have chosen to include in our PSHE curriculum derive directly from the objectives set out in the National Curriculum (2014), and are in line with CLP guidance for PSHE. Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office which is faith-sensitive and inclusive and where the outcomes are aligned with our school values of Respect, Resilience, Aspiration, Compassion and Friendship. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of P.S.H.E. – safety, communication and diversity. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.		
	Autumn 1	Autumn 2	Spring 1
	Being My Best	Me & My Relationships	Valuing Difference
	Key Knowledge Being independent and showing responsibility are important. What makes people attractive is not just how people look but also how they behave. The way people are portrayed in the media isn't always an accurate reflection of them in real life.	Key Knowledge Negotiation and compromise are strategies used to help solve a disagreement. Certain behaviours can make a relationship unhealthy; People have basic emotional needs which can change according to circumstance.	Key Knowledge Key qualities of friendship include honesty, kindness and listening to each other. There are benefits of living in a diverse society. Discrimination is not right or fair.
	Other Knowledge Some harmful effects of smoking and drinking alcohol can be lung and liver damage food, water and oxygen, sleep and exercise are good for the human body and its health. Some people see smoking as the norm but this is a misconception The digestive, nervous, respiratory and circulatory system are important to our health. The four systems are inter-related. The heart is responsible for pumping blood around the body. Everyone has strengths and talents. Some areas need improvement and their strategies for achieving those improvements. Parents, trusted adults, and close family and friends are responsible for helping them stay healthy and safe.	Other Knowledge Collaboration means to work with others There are different ways to work collaboratively; There are strategies for resolving difficult issues or situations It is important to respond to a wide range of feelings in others in a certain way; Reflecting on their own friendship qualities can help you be a better friend There are people they could talk to if they needed help. Situations have risk factors It is important to consider outcomes of risk taking, including emotional risks. There are characteristics of passive, aggressive and assertive behaviours;	Other Knowledge Some ways of making a friendship last can be trusting each other, being compassionate and compromising. Friendships sometimes end. Active listening skills include keeping eye contact and asking questions. Respectfulness is important when responding to others. It is important to show empathy towards people who have been, and currently are, subjected to injustice, including racism. Discriminatory behaviour can be challenged in different ways. There are different groups that make up my school, my wider community and other parts of the UK. It is important to have mutual respect for different faiths and beliefs. Some people can get bullied because of the way they express their gender. There are ways that bullying behaviours can be stopped.
	Key Skills Explain how one organ functions and how it contributes to the health of my body. Explain how choices relating to smoking and drinking can effect a persons health. Think of ways to improve a skill and the strategies that will help me do this. Name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. Give examples of how I am independent and manage my own success.	Key Skills Be assertive to keep myself happy, healthy and safe. Use strategies to resolve arguments or disagreements. Reflect on my behaviour, attitudes and qualities. Show awareness of the warning signs that a relationship could be unhealthy or unsafe. Manage my emotional needs and any risks to them. Respond to emotions according to the situation and person.	Key Skills Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Empathise with people who have been, and currently are, subjected to injustice, including through racism. Explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. Give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) Reflect on how individual/group actions can impact on others in a positive or negative way.
	Key Vocabulary harmful - something that can hurt your body or feelings. alcohol - a drink for adults that can affect how people think and behave. oxygen—a chemical element found in the air which is essential to life. misperception—a wrong or inaccurate understanding. function—an action that is natural or purposeful. inter-related—things that relate or connect to one another. portrayed—something which is described or shown in a certain way. celebrity—a famous or well-known person.	Key Vocabulary collaborate: to work together with others to get something done. negotiation: talking and listening to find a fair way to solve a problem or make a decision. compromise: when two people give up a little of what they want to agree on something. conflict: a disagreement or argument between people. resolution: finding a way to solve a problem or fix a disagreement. sensitive: caring about other people's feelings and noticing when someone is upset. insensitive; not thinking about how others feel or saying things that might hurt someone. emotions: feelings like happiness, sadness, anger, or fear. emotional needs: things we need to feel safe, loved and understood. assertive: speaking up for yourself in a confident, calm and respectful way. aggressive: acting in a way that is mean, loud or hurtful to others. passive: not speaking up even when something is wrong or unfair. unhealthy relationship: a friendship or relationship that makes you feel sad, scared, or not respected. verbal abuse: using words to hurt or upset someone. physical abuse: hurting someone's body on purpose. sexual abuse: when someone touches you or makes you do things with your body that are wrong or make you feel scared or uncomfortable. uncomfortable touching: any touch that makes you feel upset, scared, or unsure. unsafe: when something or someone makes you feel scared or in danger.	Key Vocabulary friendship - a trusting relationship between people who like and care about each other. listening skills: ways to show you are listening, like looking at the speaker and not interrupting. respect: treating people kindly and valuing their feelings, ideas and differences. excluded: left out of a group or activity on purpose. discrimination: treating someone unfairly because of who they are or what they look like. prejudice: having an unfair opinion about someone before you know them. diverse: made up of different kinds of people, ideas, or things. metaphor: a way of describing something by saying it is something else (e.g., 'He is a shining star'). multi-cultural society: a community where people from many different cultures live together. self-esteem: how much you value and feel good about yourself. fake news - stories that are not true but are made to look real to trick people. misinformation – wrong information shared by mistake. disinformation - when someone shares something that isn't true on purpose to trick people. online bullying / cyber bullying - being mean or hurtful to someone using the internet or devices. biological sex: whether someone is male or female based on their body parts. sexual orientation: who someone loves or feels attracted to. gender identity: how a person feels inside about being male, female or something else. gender expression: how a person shows their gender through clothes, hair or actions. verbal abuse: using words to hurt or upset someone. physical abuse: hurting someone's body on purpose.
cross curricular links			

P.S.H.E. - Progression			
Year 5	Spring 2	Summer 1	Summer 2
	Keeping Myself Safe	Rights & Respect	Growing & Changing
	Key Knowledge Cyberbullying or online bullying is repetitive, disrespectful behaviour which happens through digital technology. Online content (people, events, places) cannot always be trusted and can carry risk. A key emotional risk is looking inferior or weak.	Key Knowledge It is important to express their opinions on an issue concerning health and wellbeing Biased reporting is when one point of view is portrayed as more important than another and so we need to think critically about things we read. If responsibilities are not carried out, this will impact on individuals and the wider community.	Key Knowledge Confidence may sometimes need to be broken to keep someone safe. It is even more important to maintain good hygiene during puberty. Knowing the correct information about the changes during puberty can help manage response to change.
	Other Knowledge Some strategies for supporting others who are bullied include sticking up for them, telling the bully to stop or telling an adult. Disrespectful behaviour online can include posting nasty comments, changing someone's security settings and imitating someone without their permission. There is a difference between online/cyberbullying and face-to-face bullying. Information can be safe/unsafe to share offline and online. Personal information online should be protected. There are consequences of not keeping personal information private. There are risks of being friends online with a person I have not met face-to-face. Someone might give a dare to make people laugh There are potential health risks of vaping (that are not yet fully known) Companies selling vaping products do so to make money. Some of the possible outcomes of taking a risk could be injury, hurting someone's feelings, loss of friends. Actual norms around smoking/alcohol exist and there are reasons for common misperceptions of these.	Other Knowledge It is important to be able to make recommendations on an issue concerning health and wellbeing. Some examples of voluntary groups could include food banks and homeless shelters There are various costs involved in producing and selling an item. Questions a consumer should ask before buying a product can include: Is it worth the money? Will you still want it in a few months' time? Can you buy it cheaper anywhere else? There is advice available for a range of situations involving personal finance.	Other Knowledge There are a range of words and phrases to describe the intensity of different feelings such as angry, cross, furious There are good and not so good feelings There are some products that they may need during puberty such as deodorant, shower gel, spot cream. Menstruation is the 2–7 days that a girl or woman has her menstrual flow, which is when blood and tissue leave her body through her vagina. Not all types of touch are acceptable There is a difference between secret and unsafe secrets There are correct terms for external sexual organs
	Key Skills Support someone who is being bullied. Recognise disrespectful behaviour online. Identify the risks in a specific situation (including emotional risks). Suggest strategies when faced with a risky situation. Protect my personal information online. Discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.	Key Skills Develop and present ideas and opinions based on a current issue. Identify how the responsibilities of others impact me and my community. Identify barriers that can stop others following their responsibilities. Identify some of the rights and responsibilities I have as I grow older, at home, in my community and in the environment. Suggest ways to spend and save money responsibly.	Key Skills Build resilience to manage challenging emotions. Describe some of the different relationships they have. Identify what qualities a healthy positive relationship has. Describe how a girl's and boy's body will change when it reaches puberty. Explain what happens to a woman's body when the sperm does not meet the egg.
	Key Vocabulary	Key Vocabulary	Key Vocabulary
cross curricular links	bullying: when someone is unkind or hurting another person several times on purpose. online bullying / cyber bullying - being mean or hurtful to someone using the internet or devices. bystander: a person who sees bullying happen but does not do anything about it. upstander - a person who chooses to help, speak up or get support when they see bullying or someone being treated unfairly. aggressor - a person who starts being mean or tries to hurt someone. target - a person who is being picked on or treated badly. personal information - details about you that should be kept safe, like your full name, address, school, passwords, or phone number. privacy settings - controls that help you choose who can see your information online. habit - something you do often without thinking about it... addiction - when someone finds it very hard to stop doing something, even if it is not good for them. assessing risk - thinking carefully about what could go wrong before making a choice. pressure: feeling pushed to do something, even if you don't want to. influence – the power to change what someone thinks or does. risk taking - doing something that could be dangerous or cause harm, substance - a material or chemical that can change how your body or brain works. stimulant - a type of substance that makes your body feel more awake, energetic, or alert. assertive: speaking up for yourself in a confident, calm and respectful way.	misinformation – wrong information that is shared by mistake. disinformation – wrong information that is shared on purpose to trick people. AI – artificial Intelligence - Smart technology that can learn, think or help people, like a computer brain. biased – when someone unfairly prefers one side and does not think about the other side. unbiased – being fair and looking at all sides without picking a favourite. fake news - stories that are not true but are made to look real to trick people. voluntary group – a group of people who choose to help others without being paid. community - a group of people who live in the same place or share something in common. pressure (action) group – a group of people who work together to try to change rules or decisions about something they care about. duties – things you are expected to do because it is your job or role. costs – the amount of money needed to buy something. wages – money earned for work, usually paid every week or by the hour. salaries – money earned for work, usually paid every month or year. rent – money you pay to live in someone else's house or use their property. fairtrade – a system that makes sure workers are paid fairly. borrow – to take something with permission and return it later. loan – money that you borrow and must pay back later. credit – money you can spend now but must pay back later. debt – money taken straight out of your bank account to pay for something. interest – extra money you pay when you borrow money or extra money you earn when you save money.	respect: treating people kindly and valuing their feelings, ideas and differences. wellbeing - how healthy, happy and safe you feel in your body and mind. trust - believing someone will be honest, kind and keep their promises. hormones - chemicals in your body that help control growth, feelings and changes during puberty. mood swings - when your feelings change quickly, like going from happy to upset in a short time. confidential - something that is private and should not be shared without permission. resilience - being able to bounce back after something difficult happens. puberty - the time when your body changes from a child's body to an adult's body. crush - when you like someone in a special way and enjoy being around them. embarrassed - feeling uncomfortable or shy because of something that happened. menstruation - the monthly process when a girl or person with a uterus bleeds a little from their vagina. unwanted attention - when someone gives you attention you don't want, like staring or bothering you. separation - when people or things that are usually together are apart, like parents living in different homes. unwanted touch - any touch you don't like or didn't agree to; it's always okay to say no. period products - items like pads, tampons or period underwear that help manage bleeding during a period.

P.S.H.E. Progression		
Year 6	The aim of our PSHE curriculum at Baden-Powell is to inform and mentor our children and support their personal development so they can move with confidence from childhood through adolescence into adulthood. We enable them to understand and respect who they are; empower them with a voice; and equip them for life and learning. We follow the SCARF scheme which takes a values-based and 'growth mindset' approach, promoting positive behaviour and relationships, positive physical and mental health and wellbeing as well as resilience and achievement. It also covers the five British Values and offers SMSC (Spiritual, Moral, Social, Cultural) development opportunities for our children. The knowledge and skills that we have chosen to include in our PSHE curriculum derive directly from the objectives set out in the National Curriculum (2014), and are in line with CLP guidance for PSHE. Our school's approach to Relationships, Sex and Health Education (RSHE) follows that of the Church of England Education Office which is faith-sensitive and inclusive and where the outcomes are aligned with our school values of Respect, Resilience, Aspiration, Compassion and Friendship. Lastly, we aim to highlight three substantive concepts which we consider to be integral to the subject of P.S.H.E. – safety, communication and diversity. We weave these ideas throughout our topics to further increase the relevance and real-world application of the learning the children encounter.	
	Autumn 1	Autumn 2
	Being My Best	Me & My Relationships
	Key Knowledge	Key Knowledge
	The outcomes of risk-taking in a given situation can vary from serious to mild and can involve physical and emotional injury Ways to overcome problems and challenges include being patient, asking for help and trying a different way. An emotional risk could be something that upsets you and a physical risk is something that causes you injury	There are certain challenges that arise from friendships Some types of touch are against the law It is important to recognise peer influence and pressure
	Other Knowledge	Other Knowledge
	People have aspirational goals and that actions need to be set to achieve these. The five ways to wellbeing are; to connect, be healthy, take notice, keep learning and be active. The five ways to wellbeing contribute to a healthy lifestyle and there are various ways to implement them There can be risk factors in a given situation; A risk can be reduced; by thinking before they act There are risks related to growing up and explain the need to be aware of these;	Strategies for dealing with such challenges include being respectful and assertive. It is important to recognise and empathise with patterns of behaviour in peer-group dynamics. There are strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. Using some assertive behaviours, through role-play, can help to resist peer influence and pressure. People show their commitment to each other in different ways A person can marry at 18 Everyone has the right to be free to choose who and whether to marry. Some types of physical contact can produce strong negative feelings.
	Key Skills	Key Skills
	Explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. Set goals so that I can achieve an aspiration. Tell you how I can overcome problems and challenges on the way to achieving my goals. Identify risk factors in a given situation. Assess the level of risk and explain how a risk can be reduced.	Work through challenges I have with my friends with respect, assertiveness and understanding. Explain what negotiation and compromise look like. Apply the skills of negotiation and compromise. Suggest ways of getting help if someone experiences inappropriate or illegal touch. Use assertive behaviours to keep myself safe from peer influence or pressure. Explain what bystanders do when someone is being bullied.
cross curricular links	Key Vocabulary	Key Vocabulary
	implementation—to start using a plan or system achievement—a result gained by effort contribute—to give something e.g money/time/ideas success—to have a good or favourable result; do well. media—a way of communicating to many people relevant—related to what is being discussed or is presently important risk - a chance that something bad or unsafe might happen. social norms—beliefs and actions that are seen as acceptable within society consequences—something that happens as a result of a person's action, inaction or poor decision benefits—an advantage or profit gained from something. cooperation: working together and helping each other to get something done. enterprise—a plan or project that is risky, bold, or difficult to carry out documentary—a film, which shows real events or provides information about a particular subject.	collaboration: working together with others to get something done. teamwork: helping each other and sharing ideas to reach a goal. dispute: a disagreement or an argument. mutual: feelings or actions experienced or done by each of two or more parties (or people) towards each other. concession: a thing that is granted, especially in response to demands. balanced friendship: a friendship where both people are kind, listen, and care about each other equally. respectful - being kind and polite and showing that you care about other people's feelings and ideas. assertive: speaking up for yourself in a confident, calm and respectful way. resolution: finding a way to solve a problem or fix a disagreement. marriage - when two adults make a legal and loving commitment to share their lives. civil partnership - a legal way for two adults to commit to each other, similar to marriage. forced marriage: when someone is made to marry without giving consent. This is illegal. arranged marriage: when parents arrange the marriage but the 2 people involved have a choice whether to go through with it.

P.S.H.E. - Progression		
Year 6	Spring 2	Summer 1
	Keeping Safe	Rights & Respect
	Key Knowledge	Key Knowledge
	Addiction is a form of behaviour and means it is hard to stop doing something. All humans have basic emotional needs that include needing to have friends, need some time on my own and need to feel safe and secure. There are risks of sharing photos and films, directly or online.	Legal ages are imposed to safeguard the user. People's lives are much more balanced in real life (with positives and negatives). There are different ways money can be saved and there are pros and cons of each.
	Other Knowledge	Other Knowledge
	Drugs can have both medical and non-medical uses. It is illegal to create and share sexual images of children under 18 years old. Some risks of sharing photos and films of themselves with other people directly or online are being sent inappropriate messages or images, getting in trouble with the police, not knowing who you are talking to. Drugs can be categorised into different groups depending on their medical and legal context. There are laws that control drugs in this country. There are actual norms around drinking alcohol but there are often common misperceptions of these	An example of the language and techniques that make up a biased report is hyperbole. It is important to be able to analyse a report and extract the facts from it. The legal age for having a social media account is 13. There are reasons why people don't tell the truth and often post only the good bits about themselves online e.g. they want to appear more popular. The benefits of saving money can be that you can buy more expensive products There are costs that go into producing an item such as manufacture. There are a range of factors that need to be considered when deciding sale prices for a variety of items. Living in an environmentally sustainable way means living in a way that doesn't destroy the environment or use up the earth's resources Actions could be taken to live in a more environmentally sustainable way e.g. composting food waste and re-using it rather than throwing it away; recycling food packaging; cycling to school etc
	Key Skills	Key Skills
	Use safe, respectful and responsible behaviours and strategies when using social media. Give examples of how to safely share images online. Explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. Suggest positive ways to meet my emotional needs and how this impacts my behaviour. Make decisions independently and responsibly.	Discuss reasons why people post online and the positive and negative effects relating to social media. Describe how a group of people can make a change and reflect on my role in making a change in the community or to the environment Suggest ways to help the environment. Explain why we need a democratic society and how laws keep us safe.
cross curricular links	Key Vocabulary	Key Vocabulary
	social media - websites or apps where people can talk, share pictures, videos, and messages with others. parental consent - when a parent or carer says it is okay for a child to do something. trolling - when someone is unkind online on purpose to upset or annoy others. online safety - making good choices online to stay safe, like not sharing personal information and speaking to trusted adults if something feels wrong bot - a computer program that acts like a person online and sends messages automatically. troli- a person who is mean or rude online to get attention or cause trouble. digital footprint - the trail of information you leave behind when you use the internet. right to privacy - the right to keep your personal information safe and not shared without permission. sharing online - putting messages, photos or videos on the internet for others to see. permission - being allowed to do something. illegal - something that is against the law. sexual images - pictures that show private parts of the body and are not appropriate for children. sexting - sending private or inappropriate messages or pictures using a phone or the internet. nudes - pictures of someone without clothes on. These should never be shared by or with children. habit - something you do often without thinking about it. addiction - when someone finds it very hard to stop doing something, even if it is not good for them. emotional needs: things we need to feel safe, loved and understood. drug - a substance that changes how your body or mind works; some drugs help you when used safely; others can be harmful. legal - something that is allowed by law. medical - to do with doctors, medicine, or helping people get better. non-medical - not used for health or medicine. drug laws - rules about which drugs are allowed and which are not. age restrictions - rules that say how old you must be to do something or use something. possess - to have or own something. supply - to give or sell something to others. penalties - punishments given when someone breaks the law. alcohol - a drink for adults that can affect how people think and behave. short-term effects - things that happen quickly and do not last very long. long-term effects - things that happen over a long time and may last for years. risk - a chance that something bad or unsafe might happen. norms - behaviours that most people think are normal or acceptable	profile – your personal page online with information about you. saving – keeping something so you can use it again later e.g. money. bank (building society) account – a safe place to keep your money. debit card – a card you use to spend money from your bank account. interest – extra money you pay when you borrow money or extra money you earn when you save money. junior ISA – a special savings account for children where money can grow over time. cash – coins and notes used to pay for things. value – how much something is worth. environmentally sustainable – doing things in a way that protects the Earth for the future. composting – turning food and garden waste into soil to help plants grow. energy – power we use to make things work (like electricity or fuel). shop local – buying things from nearby shops. food miles – the distance food travels from where it is grown to where it is eaten. fairtrade – a system that makes sure workers are paid fairly. democracy – a way of running a country where people choose their leaders by voting. elections – when people vote to choose leaders. manifesto – a list of promises made by a political party. candidate – a person who wants to be chosen in an election. voting – choosing someone or something in an election. policies – plans or ideas about how things should be done. voting booth – a private place where you vote. ballot slip – a piece of paper used to record your vote. ballot box – a sealed box where votes are put. constituencies – areas of the country that elect one representative. House of Commons – the part of Parliament where elected MPs meet and make laws. MP (Member of Parliament) – a person elected to represent people in an area. proposal – an idea or plan suggested for others to think about. debate – a discussion where people share different ideas. amendments – changes made to improve something (like a law). penalties - punishments given when someone breaks the law. enforcement – making sure rules and laws are followed. majority – more than half of a group. House of Lords – the part of Parliament that checks and reviews laws.