

PSHE Progression of Skills and Key Vocabulary - Living in the Wider World - Taking Care of the Environment

Pupils should be taught:

1. about respect for self and others and the importance of responsible behaviours and actions 2. about rights and responsibilities as members of families, other groups and ultimately as citizens 3. about different groups and communities 4. to respect equality and to be a productive member of a diverse community 5. about the importance of respecting and protecting the environment 6. about where money comes from, keeping it safe and the importance of managing it effectively 7. how money plays an important part in people's lives 8. a basic understanding of enterprise

Taking Care of the Environment - KS1			
Year group	Year R	Year 1	Year 2
Taking Care of the Environment	To learn about their environment - Where do they live? - School is different to home	To learn about looking after the local environment - What is the environment like? - Pleasant and unpleasant - Ways of caring for the environment	To explain how to look after the local environment - What is a nice environment? - Improvements - Shared responsibility
Specific Vocab	Environment, school, home	Environment, pleasant, unpleasant, responsible	Environment, pleasant, unpleasant, responsibility, improvements, suggestions
	EYFS	Key Stage 1- Taking Care of the Environment	
National Curriculum End of Key Stage Aims	UW: TW 40-60m They talk about the features of their own immediate environment and how environments might vary from one another.	L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)	L5. what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)

Taking Care of the Environment - KS2				
Year group	Year 3	Year 4	Year 5	Year 6
Taking Care of the Environment	To learn about their responsibilities, rights and duties - Home , school and the environment - Feelings associated with responsibility To learn about the sustainability of the environment - Worldwide	To be able to explain their responsibilities, rights and duties - Home , school and the environment - Feelings associated with responsibility To explain how to sustain the environment - Worldwide - Earth's resources - What can be done in school to help the	To be able to explain their responsibilities, rights and duties - Home , school and the environment - Feelings associated with responsibility To learn about how resources are allocated and the effect this has on individuals, communities and the environment	To be able to describe and explain their responsibilities, rights and duties - Home , school and the environment - Feelings associated with responsibility To be able to explain how resources are allocated and the effect this has on individuals, communities and the environment - Tax

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	<ul style="list-style-type: none"> - Earth's resources - What can be done in school to help the environment? 	environment?	<ul style="list-style-type: none"> - Tax - Impact - Opinions/points of view 	<ul style="list-style-type: none"> - Impact - Opinions/points of view
Specific Vocab	Environment, pleasant, unpleasant, responsibility, improvements, suggestions, sustainability, rights, duties, home, school, environment, resources, choices, economics	Environment, pleasant, unpleasant, responsibility, improvements, suggestions, sustainability, rights, duties, home, school, environment, resources, choices, economics	Environment, pleasant, unpleasant, responsibility, improvements, suggestions, sustainability, rights, duties, home, school, environment, resources, choices, economics, effect/affect, tax, allocate	Environment, pleasant, unpleasant, responsibility, improvements, suggestions, sustainability, rights, duties, home, school, environment, resources, choices, economics, effect/affect, tax, allocate, change, sustain
National Curriculum End of Key Stage Aims - KS2				
	<p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p>	<p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L10. to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities</p> <p>L9. what being part of a community means, and about the varied institutions that support communities locally and nationally</p> <p>L15. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>