



# **SCHEME OF WORK**

for

# **PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)**

April 2015

## Rationale

Personal, social and health education is a planned, developmental programme of learning through which children acquire the knowledge, skills and understanding they need to manage their lives now and in the future. PSHE supports removal of barriers to learning experienced by many of our pupils, significantly improving their capacity to learn and achieve. Our programme of PSHE makes a considerable contribution to pupils' spiritual, moral, social and cultural (SMSC) development; their personal development, behaviour and welfare; and the school's statutory safeguarding responsibility.

## Objectives

PSHE equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, and responsible lives in and beyond the local community. It supports their attitudes to learning in making effective transitions and working towards their aspirations. A critical component is providing opportunities for children to reflect on and clarify their own values and attitudes and explore the complex (and sometimes conflicting) range of values and attitudes they encounter now and in the future.

PSHE contributes to pupils' personal development, behaviour and welfare by helping pupils to build their confidence, resilience and self-esteem; to identify and manage risk; make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities; to understand and tolerate difference and change; to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others helps pupils to form and maintain healthy relationships; to develop essential skills; and to better enjoy and manage their lives in the local community.

## Content

PSHE is taught through six key topics:

1. Healthy lifestyles
2. Friendships
3. Drugs
4. Sex and relationships
5. Global dimensions
6. Economic well-being

These topics ensure coverage and progression from three overlapping and linked core themes:

1. Health and well-being
2. Relationships
3. Living in the wider world - economic well-being and becoming a responsible citizen

Core knowledge, understanding, language, skills and strategies are drawn from the school's programme of study for each key theme and are taught within the topics in accordance with pupils' readiness, building upon children's learning in the Early Years. These topics are supported with PSHE learning (across the curriculum and as part of assembly) linked to Social and Emotional Aspects of Learning (SEAL).

Teachers' planning for PSHE is built around the following overarching concepts:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
2. **Relationships** (including different types and in different settings)
3. **A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, exercise, and rest)
4. **Risk** (identification, assessment and how to manage risk) and **safety** (including behaviour and strategies to employ in different situations)

5. **Diversity** and **equality** (in all its forms)
6. **Rights** (including human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (how to manage it) and **resilience** (skills and strategies when faced with challenge)
8. **Power** (including persuasion, bullying and negotiation)

PSHE makes a significant contribution to the development of a wide range of essential skills:

<b>Essential Skills</b>		
<b><i>The intrapersonal skills required for self-management</i></b>	<b><i>The interpersonal skills required for positive relationships</i></b>	<b><i>Skills of enquiry</i></b>
<ul style="list-style-type: none"> <li>• Critical, constructive self-reflection</li> <li>• Learning from experience to seek out and make use of constructive feedback</li> <li>• Setting challenging personal goals</li> <li>• Making decisions</li> <li>• Recognising and avoiding distortion of events</li> <li>• Resilience</li> <li>• Self-regulation</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Empathy</li> <li>• Communication and assertiveness</li> <li>• Team working</li> <li>• Negotiation</li> <li>• Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>• Responding to the need for positive affirmation for self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Formulating questions</li> <li>• Gathering and using data</li> <li>• Analysis (separating fact from opinion)</li> <li>• Planning and deciding</li> <li>• Recalling and applying knowledge</li> <li>• Drawing conclusions based on evidence</li> <li>• Identification, prediction and assessment of risk</li> </ul>

During key stages 1 and 2, pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop in the Early Years with increasing independence, physical and social awareness. They learn skills to develop effective relationships assume greater personal responsibility and keep themselves safe.

This table sets out our programmes of study (within each of the three core themes) which are mapped (by number) to the school's six key topics and referenced in other curriculum areas:

<b>Core Theme 1: Health and well-being</b>	
<p><i>Pupils are taught:</i></p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle</li> <li>• How to maintain physical, mental and emotional health and well-being</li> <li>• How to manage risks to physical and emotional health and well-being</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• About managing change, including puberty, transition and loss</li> <li>• How to make informed choices about health and well-being and to recognise sources of help with this</li> <li>• How to respond in an emergency</li> <li>• To identify different influences on health and well-being</li> </ul>	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p><i>Pupils have opportunities to learn:</i></p> <p>1.1 What constitutes a healthy lifestyle, including the benefits of physical activity, rest, healthy eating and dental health</p> <p>1.2 To recognise what they like and dislike; how to make choices that improve their physical and emotional health and to recognise that choices can have good/poor consequences</p> <p>1.3 To think about themselves, to learn from their experience, to recognise their strengths and set</p>	<p><i>Building on KS1, pupils have opportunities to learn:</i></p> <p>1.12 What positively and negatively affects their physical, mental and emotional health, including the media</p> <p>1.13 How to make informed choices (and recognise the consequences of these) and to begin to understand the concept of a "balanced" lifestyle</p> <p>1.14 To recognise opportunities to make their own choices about food, what might influence their choice and the benefit of a balance diet</p> <p>1.15 To recognise how images in the media do not</p>

<p>simple, challenging goals</p> <p>1.4 About good and not good feelings; basic vocabulary to describe these and simple strategies for managing their feelings</p> <p>1.5 About change and loss (and associated feelings)</p> <p>1.6 The importance of and how to maintain personal hygiene</p> <p>1.7 The names for the main parts of the body; the similarities/differences between boys and girls</p> <p>1.8 That household products, including medicines, can be harmful if not used properly</p> <p>1.9 Rules for and ways of keeping physically and emotionally safe (including on-line and 'bad' secrets)</p> <p>1.10 About people who look after them; who to go to if they are worried and how to attract their attention</p> <p>1.11 To recognise that they share a responsibility for keeping themselves and others safe and when to say "no"</p>	<p>always reflect reality and can affect how people feel about themselves</p> <p>1.16 To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>1.17 To deepen their understanding of good and not good feelings</p> <p>1.18 To recognise that they may experience conflicting emotions and when they might need to listen to or overcome them</p> <p>1.19 About change – including transition, loss, separation, divorce and bereavement</p> <p>1.20 To differentiate between the terms: risk, danger, hazard</p> <p>1.21 To deepen their understanding of risk by recognising, predicting and assessing risk in different situations, how to manage them and to use this to build resilience</p> <p>1.22 To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>1.23 That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources</p> <p>1.24 To recognise when and how to ask for help and use basic techniques for resisting pressure</p> <p>1.25 Which, why and how commonly available drugs (including alcohol and tobacco) could damage their immediate and future health; that some are legal, some are restricted and some are illegal</p> <p>1.26 How their body will and emotions may change as they approach and move through puberty</p> <p>1.27 About human reproduction</p> <p>1.28 About taking care of their body, understanding that they have the right to protect their body from unwanted contact; what actions are abuse and that these actions are criminal; how to get support for themselves or others</p> <p>1.29 Strategies for keeping physically and emotionally safe, especially on line and through responsible use of ICT and mobile phones</p> <p>1.30 The importance of protecting personal information and avoiding distribution of inappropriate images of themselves and others</p> <p>1.31 About people who are responsible for helping them stay healthy and safe and ways that they can help these people</p>
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### **Core Theme 2: Relationships**

*Pupils are taught:*

- How to develop and maintain a variety of healthy relationships within a range of social and cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

#### **Key Stage 1**

*Pupils have opportunities to learn:*

- 2.1 To communicate their feelings to others, to recognise how others show feelings and how to respond.
- 2.2 To recognise how their behaviour affects other people
- 2.3 The difference between secrets and surprises and the importance of not keeping adults' secrets

#### **Key Stage 2**

*Pupils have opportunities to learn:*

- 2.15 To recognise and respond to a wider range of feelings in others
- 2.16 To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

<p>2.4 To recognise what is fair and unfair, kind and unkind, what is right and wrong</p> <p>2.5 To share their opinions and explain their views through discussion</p> <p>2.6 To listen to other people; play and work co-operatively and resolve arguments</p> <p>2.7 To identify and respect the differences and similarities between people</p> <p>2.8 To identify their special people, what make them special and how they look after each other</p> <p>2.9 To judge what kind of physical contact is acceptable and unacceptable</p> <p>2.10 That people's bodies and feelings can be hurt</p> <p>2.11 To recognise when people are being unkind to them or others; how to respond and who to tell</p> <p>2.12 That there are different types of teasing and bullying; that these are wrong and unacceptable.</p> <p>2.13 How to resist teasing or bullying; whom to go to and how to get help</p> <p>2.14 That bullying is repeated or persistent unkindness to one or more children</p>	<p>2.17 To recognise ways in which a relationship can be unhealthy and who to go to for support.</p> <p>2.18 That marriage and civil partnerships are examples of stable, loving relationships</p> <p>2.19 That their actions affect themselves and others.</p> <p>2.20 To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>2.21 When we should/should not agree keeping secrets or confidentiality and when it is right to tell someone</p> <p>2.22 To develop strategies to resolve disputes and conflict through negotiation and compromise to support others as well as themselves.</p> <p>2.23 That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <p>2.24 To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, use of prejudiced-based language); how to respond and ask for help</p> <p>2.25 To recognise and challenge stereotypes.</p>
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**Core Theme 3: Living in the wider world – economic well-being and becoming a responsible citizen**

*Pupils are taught:*

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, school, groups and the community
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from; the importance of looking after money and how it plays an important role in people's lives

**Key Stage 1**

*Pupils have opportunities to learn:*

- 3.1 To help construct and agree to follow rules and to understand how these roles help them and others
- 3.2 That people and other living things have needs and that they have responsibilities to meet them
- 3.3 That they belong to various groups and communities.
- 3.4 What improves and harms their local, natural and built environments and about some of the ways people look after them

**Key Stage 2**

*Pupils have opportunities to learn:*

- 3.5 To research, discuss and debate topical issues, problems and events concerning health and well-being
- 3.6 Why different rules are needed in different situations
- 3.7 To understand that everyone has human rights and these protect everyone
- 3.8 To know that there are some cultural practices that against British law
- 3.9 To realise the consequences of anti-social and aggressive behaviours on individuals and communities.
- 3.10 That there are different kinds of responsibilities, rights and duties at home, school and in the community.
- 3.11 To resolve differences by looking at alternatives and respecting others' points of view, making decisions and choices
- 3.12 What being part of a community means
- 3.13 To appreciate the range of religious and ethnic identities in the UK
- 3.14 To think about the lives of people living in other places, and people with different values and customs
- 3.15 That money comes from different sources and can be used for different purposes, including saving
- 3.16 About the role money plays in people's lives and that people make choices how to spend money and why they make these choices

## **Planning and Delivery of Lessons**

Teaching grids (see next pages) support teachers to ensure coverage of the school's programmes of study by making certain that every programme of study is covered at least once then returned to (particularly through KS2) providing a spiral programme of attitudinal development so that pupils consistently deepen their knowledge, skills and understanding. These are colour coded to clearly show where the programmes of study should be:

- Taught as part of discrete PSHE lessons (red)
- Taught as part of lessons across the curriculum (blue)
- Taught through SEAL topics in assembly and across lessons (green)

In addition, teachers systematically plan opportunities across the curriculum for children to practise and apply knowledge, skills and understanding that they have learned through the programmes of study. Clearly this takes account of the extensive overlap between the three core themes and taught across the six topics when teachers' planning will draw on more than one theme. This is important so that pupils can see how the skills they have acquired through looking at one issue can be transferable to other contexts.

The programmes of study are not mandatory and have therefore been collated to reflect the needs of pupils and their families in our community because we recognise that many lifestyle choices take place in social situations. The content within this scheme will therefore be regularly reviewed (through pupils' and teachers' evaluations of lessons and the impact on children's learning) to continue to address local need, informed by a wealth of local knowledge such as the health needs assessment.

## **Assessment**

Opportunities for both 'assessment for learning' (AFL) and 'assessment of learning' (AOL) are regularly built into provision. Baseline assessment, in order for teachers to grasp pupils' understanding of prior learning, is essential to ensure new learning is relevant and progress can be assessed. Providing pupils with opportunities to reflect on and assess their learning, recognising its relevance to their day-to-day lives and how they are progressing is a fundamental aspect of PSHE. Assessment of PSHE encompasses opportunities for teacher, peer and self-assessment. Pupils' progress in PSHE is recorded and reported to parents in line with all other non-core curriculum subjects.

## **Review**

Our world is rapidly changing and, whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities that children may face in their future. Consequently, this scheme of work will be reviewed on an annual basis using local data (such as public health data sets) and knowledge of pupils' needs within the community to prioritise learning most relevant to children at Ash Green. Consequently, they will both broaden and deepen their understanding of key concepts and develop competence in essential skills within a relevant, local context.

<b>AUTUMN 1: HEALTHY LIFESTYLES (linked to SEAL Theme 1: New Beginnings)</b>			
<b>Cohort</b>	<b>DISCRETE LESSONS:</b>	<b>TAUGHT THROUGH OTHER LESSONS:</b>	<b>SEAL:</b>
YEAR 1	1.1; 1.2; 1.3; 1.6; 1.9; 1.10; 1.11	2.1; 2.2; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13; 3.1	1.1; 1.6; 2.10
YEAR 2	1.1; 1.2; 1.3; 1.6; 1.9; 1.10; 1.11	1.3; 2.2; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13	1.1; 1.6; 2.10
YEAR 3	1.14; 1.16; 1.20; 1.31; 3.5; 3.9; 3.10; 3.12	1.13; 1.16; 1.18; 1.22; 1.29; 2.15; 2.19; 2.21; 2.22; 2.25; 3.6; 3.11	1.12; 1.16; 1.19; 2.15; 2.19; 2.22; 3.6
	<b>CROSS-CURRICULAR TEACHING</b>		<b>SEAL</b>
	<b>Core Performance Indicators</b>	<b>Secondary Performance Indicators</b>	
YEAR 4	1.13; 1.17; 1.21; 1.22; 1.29; 2.20; 2.21	1.16; 1.18; 2.15; 2.19; 2.22; 2.25; 3.6; 3.11	1.12; 1.16; 1.19; 2.15; 2.19; 2.22; 3.6
YEAR 5	1.15; 1.18; 1.21; 1.23; 1.24; 2.19	1.22; 1.29; 1.31; 2.24	1.15; 1.17; 1.21; 1.22; 1.23; 1.28; 1.30;
YEAR 6	1.18; 1.22; 1.23; 1.24; 2.21; 2.22; 3.11	1.21; 3.9; 3.10	1.28; 1.29; 1.30; 1.31; 3.10

<b>AUTUMN 2: FRIENDSHIPS (linked to SEAL Theme 2: Getting On and Falling Out and SEAL Theme 3: Say No to Bullying)</b>			
<b>Cohort</b>	<b>DISCRETE LESSONS:</b>	<b>TAUGHT THROUGH OTHER LESSONS:</b>	<b>SEAL:</b>
YEAR 1	2.1; 2.2; 2.4; 2.6; 2.8; 2.10; 2.11; 2.12; 2.13; 2.14	1.2; 1.3; 1.9; 1.10; 1.11; 2.5; 2.9; 2.10; 2.11; 2.13	1.11; 2.1; 2.2; 2.11; 2.12; 2.13; 2.14
YEAR 2	2.1; 2.2; 2.4; 2.6; 2.8; 2.10; 2.11; 2.12; 2.13; 2.14	1.2; 1.3; 1.9; 1.10; 1.11; 2.5; 2.9; 2.10; 2.11; 2.13	1.11; 2.1; 2.2; 2.11; 2.12; 2.13; 2.14
YEAR 3	1.18; 2.20; 2.22; 2.24; 3.9; 3.11	1.16; 1.20; 1.21; 1.22; 1.29; 2.15; 2.16; 2.17; 2.19; 2.25; 3.9; 3.10; 3.12	1.17; 1.18; 1.29; 2.15; 2.19; 2.23; 2.24; 2.25; 3.9
	<b>CROSS-CURRICULAR TEACHING</b>		<b>SEAL</b>
	<b>Core Performance Indicators</b>	<b>Secondary Performance Indicators</b>	
YEAR 4	1.21; 2.15; 2.20; 2.21; 2.22; 2.24; 3.11	1.16; 1.17; 1.18; 1.23; 1.29; 1.30; 2.17; 2.19; 2.25; 3.6; 3.10; 3.12	2.15; 2.19; 2.23; 2.24; 2.25; 3.6; 3.7; 3.9; 3.10; 3.11
YEAR 5	1.13; 1.23; 1.24; 2.19; 2.23; 2.24; 3.9; 3.11	1.16; 1.17; 1.22; 1.29; 2.16; 2.17; 2.20; 2.25	1.23; 1.24; 1.29; 2.15; 2.19; 2.24; 3.0
YEAR 6	1.21; 1.29; 1.30; 2.17; 2.20; 2.23; 2.24; 2.25	1.12; 1.18; 1.31; 2.19; 3.7; 3.9; 3.11	1.29; 2.13; 2.19; 2.24; 3.9

**SPRING 1: DRUG EDUCATION (linked to SEAL Theme 4: Going for Goals)**

<b>Cohort</b>	<b>DISCRETE LESSONS:</b>	<b>TAUGHT THROUGH OTHER LESSONS:</b>	<b>SEAL:</b>
YEAR 1	1.4; 1.8; 2.4; 3.1	1.2; 1.9; 1.10; 1.11; 2.1; 2.2; 2.6; 2.4; 2.5; 2.9; 2.10; 2.11; 2.13	1.4; 1.8; 1.9; 1.11
YEAR 2	1.4; 1.8; 2.4; 3.1; 3.2	1.9; 1.10; 1.11; 2.1; 2.2; 2.6; 2.4; 2.5; 2.9; 2.10; 2.11; 2.13	1.4; 1.8; 1.9; 1.11
YEAR 3	1.12; 1.14; 1.16; 1.21; 1.25	1.13; 1.17; 1.29; 2.15; 2.19; 2.25; 3.5; 3.6; 3.9	1.16; 2.19; 3.15
	<b>CROSS-CURRICULAR TEACHING</b>		<b>SEAL</b>
	<b>Core Performance Indicators</b>	<b>Secondary Performance Indicators</b>	
YEAR 4	1.12; 1.13; 1.18; 1.20; 1.21; 1.25; 1.29; 1.31; 3.9	1.17; 1.18; 1.22; 1.23; 1.24; 2.16; 2.19; 2.21; 2.25; 3.5; 3.6; 3.9; 3.10	1.16; 2.19; 3.15
YEAR 5	1.13; 1.14; 1.15; 1.25; 2.19; 3.9; 3.10	1.12; 1.28; 1.31; 3.11; 3.16	1.12; 1.25; 2.19; 3.5
YEAR 6	1.21; 1.22; 1.25; 1.28; 1.31	3.8; 3.9; 3.10; 3.16	1.12; 1.25; 1.28; 2.19; 3.6; 3.9

**SPRING 2: SEX AND RELATIONSHIPS (linked to SEAL Theme 5: Good to be Me)**

<b>Cohort</b>	<b>DISCRETE LESSONS:</b>	<b>TAUGHT THROUGH OTHER LESSONS:</b>	<b>SEAL:</b>
YEAR 1	1.4; 1.5; 1.7; 2.1; 2.3; 2.4; 2.9	1.2; 1.9; 1.10; 1.11; 2.1; 2.2; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13	1.4; 1.5; 2.1
YEAR 2	1.4; 1.5; 1.7; 2.1; 2.3; 2.4; 2.9	1.9; 1.10; 1.11; 2.1; 2.2; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13	1.4; 1.5; 2.1
YEAR 3	1.19; 1.26; 1.28; 2.20; 2.21; 2.23	1.12; 1.13; 1.17; 1.18; 1.20; 1.22; 1.29; 2.15; 2.24; 2.25	1.16; 1.18; 1.22; 2.19; 2.15; 2.25; 3.7; 3.11
	<b>CROSS-CURRICULAR TEACHING</b>		<b>SEAL</b>
	<b>Core Performance Indicators</b>	<b>Secondary Performance Indicators</b>	
YEAR 4	1.12; 1.15; 1.18; 1.19; 1.26; 1.28; 2.16; 2.20; 2.21; 2.23; 2.24; 2.25	1.13; 1.21; 1.22; 1.29; 1.30; 2.15; 2.17; 2.18; 3.7; 3.14	1.16; 1.18; 1.22; 2.19; 2.15; 2.25; 3.7; 3.11
YEAR 5	1.17; 1.18; 1.26; 1.27; 1.28; 1.29; 1.30; 2.16; 2.18	1.19; 1.22; 2.17; 2.20; 2.21; 2.23; 3.7; 3.13	1.18; 1.19; 1.26; 1.27; 1.28; 2.17; 2.20
YEAR 6	1.16; 1.26; 1.27; 1.28; 1.29; 1.30; 2.17; 2.18; 2.21; 3.8	2.16; 2.23; 2.25; 3.13	1.26; 1.27; 1.28; 2.17; 2.20; 3.8

### SUMMER 1: GLOBAL DIMENSIONS (linked to SEAL Theme 6: Relationships)

<b>Cohort</b>	<b>DISCRETE LESSONS:</b>	<b>TAUGHT THROUGH OTHER LESSONS:</b>	<b>SEAL:</b>
YEAR 1	1.3; 2.2; 2.7; 3.3; 3.4	1.2; 1.3; 1.9; 1.10; 1.11; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13	3.1; 3.2; 3.3
YEAR 2	1.3; 2.2; 2.7; 3.3; 3.4	1.2; 1.3; 1.9; 1.10; 1.11; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13	3.1; 3.2; 3.3; 3.4
YEAR 3	1.12; 1.15; 1.19; 1.28; 1.30; 2.15; 2.22; 2.24; 2.25; 3.6; 3.7	1.13; 1.16; 1.22; 1.29; 1.30; 3.5; 3.10; 3.11; 3.12; 3.13; 3.14	1.19; 1.22; 2.15; 2.16; 2.19; 2.20
	CROSS-CURRICULAR TEACHING		SEAL
	Core Performance Indicators	Secondary Performance Indicators	
YEAR 4	1.19; 2.19; 2.23; 2.24; 2.25; 3.7; 3.8; 3.10; 3.13; 3.14	1.13; 1.15; 1.18; 1.29; 1.30; 2.15; 3.5; 3.6; 3.11; 3.12; 3.16	1.17; 1.18; 1.19; 1.22; 2.15; 2.16; 2.17; 2.19; 2.20
YEAR 5	1.15; 1.16; 2.17; 2.23; 2.24; 2.25; 3.7; 3.13; 3.14	1.17; 2.21; 3.5; 3.8; 3.12	2.23; 2.25; 3.10; 3.13; 3.14
YEAR 6	1.16; 1.18; 2.15; 2.16; 2.17; 2.22; 3.9; 3.10; 3.11	1.29; 2.18; 2.24; 3.7; 3.12	1.18; 1.19; 1.22; 2.23; 3.11

### SUMMER 2: ECONOMIC WELL-BEING (linked to SEAL Theme 7: Changes)

<b>Cohort</b>	<b>DISCRETE LESSONS:</b>	<b>TAUGHT THROUGH OTHER LESSONS:</b>	<b>SEAL:</b>
YEAR 1	1.3; 3.2; 3.4	1.2; 1.3; 1.9; 1.10; 1.11; 2.2; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13	1.5; 2.7
YEAR 2	1.3; 3.2; 3.4	1.2; 1.3; 1.9; 1.10; 1.11; 2.2; 2.4; 2.5; 2.6; 2.9; 2.10; 2.11; 2.13	1.5; 2.7
YEAR 3	1.18; 1.19; 1.24; 1.31; 3.10 3.15; 3.16;	1.22; 1.26; 3.5	1.19; 1.26; 3.16
	CROSS-CURRICULAR TEACHING		SEAL
	Core Performance Indicators	Secondary Performance Indicators	
YEAR 4	1.15; 1.16; 1.28; 2.15; 2.19; 2.20; 2.23; 2.24; 2.25; 3.7	1.18; 1.29; 2.16; 2.21; 3.6; 3.9; 3.10; 3.11; 3.14	1.19; 1.26; 1.30; 3.16
YEAR 5	3.5; 3.10; 3.13; 3.14; 3.15; 3.16	1.24; 2.19; 3.11; 3.12	1.16; 3.6; 3.10; 3.12; 3.15; 3.16
YEAR 6	1.16; 1.19; 1.22; 2.15; 3.6; 3.10; 3.12	1.23; 1.24; 1.29; 1.30; 2.19; 2.22; 3.11; 3.13; 3.14	1.18; 1.19; 1.22; 2.23; 3.11