



PSHE CURRICULUM: Responsibilities in the Wider World

UPPER KEY STAGE TWO CURRICULUM PROGRESSION OVERVIEW

Aspect	Yr5 Essential Knowledge & Skills	Yr6 Essential Knowledge & Skills
Rights of others	<ul style="list-style-type: none"> • Recognise that human rights can be ‘absolute’, ‘limited’ or ‘qualified’ in certain circumstances. <ul style="list-style-type: none"> - Absolute human rights can never be interfered with, such as the right not to be hurt or tortured. - Limited human rights come with exceptions, such as the right to liberty, which can be lawfully restricted. - Qualified human rights can be interfered with by a government under special circumstances and when it is necessary in a democratic society, such as the right to peaceful assembly can be overridden when necessary to calm a riot. • Recognise how and why rules and laws that protect them and others are made and enforced. <ul style="list-style-type: none"> - Rules and laws are made to protect members of society. - Different rules and laws are needed in different situations. - People can take part in democratic activities. Eg voting in elections. - There are consequences of not following rules and laws, such as fines or imprisonment for breaking different laws. 	<ul style="list-style-type: none"> • Explain where human rights came from and that there are laws to protect human rights in the UK. <ul style="list-style-type: none"> - Human rights were set out in 1948 by the member countries of the United Nations to ensure the atrocities of the Holocaust never happened again. - The Human Rights Act 1998 was passed by Parliament to put the European Convention on Human Rights into British law. • Outline the universal human rights shared by all peoples and societies and recognise that children have special rights set out in the United Nations Convention on the Rights of the Child. <ul style="list-style-type: none"> - There are 30 universal human rights and freedoms. - There are also additional rights for children that have primacy over national law and family and community practices, such as the right to education and an adequate standard of living.
Additional Vocab		
Understanding key words	<ul style="list-style-type: none"> • Recognise the difference between the concepts of ‘interest’, ‘loan’, ‘debt’ and ‘tax’. <ul style="list-style-type: none"> - Interest is added to an amount of money that has been borrowed. - A loan is money that has been borrowed and must be paid back. - A debt is a sum of money that is owed to someone else. - Tax is a direct payment to the government, usually taken out of a monthly salary. 	<ul style="list-style-type: none"> • Recognise the difference between, and the terms associated with sex, gender identity and sexual orientation. <ul style="list-style-type: none"> - The sex of a person is whether they are male or female based on their reproductive system. - Gender identity is a personal sense of gender, irrespective of the sex of the person. - Sexual orientation refers to the gender to which a person is attracted. It includes being heterosexual (attracted to people of the opposite gender), homosexual (attracted to people of the same gender) or bisexual (attracted to people of both genders).
Additional Vocab		

LEAGRAVE PRIMARY SCHOOL
STRIVING FOR EXCELLENCE, LEARNING FOR LIFE

<p>Diversity: Compare & Contrast</p>	<ul style="list-style-type: none"> • Describe how our differences make us unique. <ul style="list-style-type: none"> - Every person is unique, which means there is only one of them. - This is because each individual has their own set of experiences, values, beliefs, culture, ethnicity and talents. • Recognise that forcing anyone to marry is a crime and that support is available to prevent forced marriage. <ul style="list-style-type: none"> - No one should marry if they are not making the decision freely or if they do not want to marry. - Forcing anyone to marry is a crime. Support is available from charities and helplines. 	<ul style="list-style-type: none"> • Recognise how a town/city is enriched by the diversity of people that live there. <ul style="list-style-type: none"> - Diverse means showing a great deal of variety. - Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills. • Recognise there are some cultural practices that are against British law and universal human rights, such as female genital mutilation (FGM). <ul style="list-style-type: none"> - Some cultural practices are not against British law, such as the food, clothing and language associated with a culture. - Some cultural practices are against British law, such as female genital mutilation (FGM). - There are support services available to anyone who may be at risk from some cultural practices, such as the FGM National Clinical Group
<p>Additional Vocab</p>		
<p>The Environment</p>	<ul style="list-style-type: none"> • Recognise that resources can be allocated in different ways and that this can affect individuals and communities. <ul style="list-style-type: none"> - There is an uneven allocation and distribution of resources across the world. - Trade agreements can help with resource allocation but do not always benefit all countries. 	<ul style="list-style-type: none"> • Debate the advantages and disadvantages of globalisation. <ul style="list-style-type: none"> - Globalisation is the increase of trade around the world. - There are some advantages, such as increased employment and fair trade. For example, the Fairtrade Foundation works to give farmers a fair price for products, giving opportunities to improve living standards, gain a stronger position in the global market and invest in local communities. - There are also some disadvantages of globalisation, such as pollution and the loss of indigenous peoples' culture and land.
<p>Additional Vocab</p>		