

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living in the wider world	Shared responsibilities, looking after the environment	<p>Road Safety (Spr 1/2) -Know that roads can be dangerous and safety when crossing the road is important. -Know the steps to cross the road safely. (Stand on the kerb, look both ways, listen, hold hands walk sensibly. Cross at a crossing if there is one)</p> <p>Foods and being healthy (Spr 2) -Know that healthy food is needed to live a long and healthy life. -Identify healthy and unhealthy foods.</p>	<p>Looking after the environment and community (Spr 1) -Know what they can do to help to protect the local environment and wildlife.</p>	<p>Looking after the environment (Spr 2) -Know what pollution is. -Know how pollution affects our coastlines and wildlife. -Know that it is a shared responsibility to reduce pollution. -Know what they can do personally to help tackle the problem of pollution.</p>		<p>Looking after the environment (Sum 2) -Know how everyday choices can affect the environment (e.g. by recycling rather than throwing in the bin; cutting down waste). -Know that they have a choice in what they eat and that there are food choices which are better for the environment (e.g. fair trade, sustainable fishing, meat consumption),</p>		
	Shared responsibilities and Communities		<p>Looking after the environment and community (Spr 1) -Know what 'community' means and the roles and responsibilities of people within their community.</p> <p>Same and different to other people (Sum 1) -Know how we can show respect for other cultures.</p>		<p>Looking after the environment and the community (Spr 2) -Know what 'community' means and the different groups that make up their community. -Know what living in a community means and the importance of being involved in a community. -Know how they can contribute towards their local community and the impact that contributing can have on wellbeing and happiness. -Know that there are many benefits of living within diverse communities.</p>	<p>Community (Sum 1) -Know what is meant by 'shared responsibility' and what this may consist of within the community. -Know the importance of showing compassion towards others and the shared responsibilities we all have for caring for other people and living things. -Know how to show care and concern for others. -Know the importance rules and law to ensure safety of themselves and others. -Know that there are consequences of not adhering to rules and the law. -Know the responsibilities we have for looking after ourselves and for supporting the safety of others within our community.</p>	<p>Stereotypes and prejudice (Sum 1) -Know the importance of community, the diverse groups who make up our community and the benefits of living in a diverse community. -Know what it means to live as part of a community and to contribute to community. -Know what is meant by 'stereotypes' and how stereotypes can negatively influence behaviours and attitudes towards others. -Know strategies for appropriately challenging stereotypes. -Know what is meant by 'prejudice'.</p>	
	Economic wellbeing: Money		<p>Money (Sum 1) -Know what money is and where it comes from. -Know why money is needed (food, clothing, housing, heating, water). -Know the difference between needs and wants. -Know that everyone has a choice of how to spend their money. -Know that sometimes we can't buy what we want because of the cost.</p>	<p>Economic wellbeing (Sum 1) -Know the different forms money comes in (cash, credit and debit cards). - Know that money can come from a variety of sources. -Know that people might choose to save or spend their money and the reasons for this. -Know how people look after their money.</p>	<p>Economic wellbeing (Sum 1) -Know about the importance of economic wellbeing and the impact that money plays in our lives. -Know the different ways of paying for things and the choices people have with this. -Know the basic ways of how to use and manage a bank account.</p>	<p>Economic wellbeing (Sum 1) -Know that some people choose to use their money to help others/the environment (e.g. by buying Fair Trade, single-use plastics or donating money to charity). -Know that people choose to spend their money based on their personal priorities and their needs/wants. -Know that there is a link between money and jobs and that some jobs get paid more money.</p>	<p>Economic wellbeing (Sum 1) -Know the different ways of keeping track of money, including through budgeting. -Know that people have different attitudes towards spending and saving money and the factors that might influence their decisions. -Know what makes something 'good value for money'. -Know the risks associated with money (e.g. money being won, lost or stolen). -Know the ways in which we can keep our money safe.</p>	<p>Economic wellbeing (Sum 1) -Know how money can impact people's feelings and emotions. -Know the risks involved in gambling; different ways that money can be won or lost through gambling related activities and their impact on health, wellbeing and future aspirations.</p>

	<p>Economic wellbeing: Aspirations, work and career</p>	<p>Transitions (Sum 2) -Explore transition in to year 1, meet our new teachers and discuss worries, hopes and dreams for the next year.</p>		<p>Aspirations for the future (Sum 1) -Know that everyone has different strengths. -Know that jobs help people to earn money to pay for things that they need. -Know the different jobs that people they know do and people who work in the community do. -Know about some of the strengths and interests someone might need to do different jobs.</p>				<p>Aspirations for the future (Sum 1) -Know that there is a broad range of different jobs/careers that people can have and that people often have more than one career/job throughout their life. -Know that sometimes certain jobs have stereotypes attached to them and that a person's career aspirations should not be limited by them. -Know what might influence people's decisions about job/career (e.g. personal interests and values, the salary of certain jobs, family connections to certain trades or businesses, strengths and qualities and ways in which stereotypical assumptions can deter people from aspiring to certain jobs). -Know that some jobs are paid more than other jobs and that money might be a factor that influences a person's job or career choice. -Know that people might choose to do voluntary work, which is unpaid. -Identify some of their own skills that will help them in future careers e.g. teamwork, communication and negotiation. -Identify the kind of job that they might like to do when they are older -Know that there are a variety of routes into careers (e.g. college, apprenticeship, university).</p>
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