

REC / YEAR 1	Living in the wider world objectives	Resources	Assessment of skills
<b>Belonging to a community</b> What rules are; caring for others’ needs;looking after the environment	<ul style="list-style-type: none"><li>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</li><li>that different people have different needs</li><li>how we care for people, animals and other living things in different ways</li><li>how they can look after the environment, e.g. recycling</li></ul>	<a href="#"><u>1 decision - Being responsible (£)</u></a> <a href="#"><u>Experian - Values, Money and Me (KS1)</u></a>	<ul style="list-style-type: none"><li>I know what the school and class rules are and why we have them.</li><li>I can explain how we care for people, animals and other living things in different ways</li><li>I can explain how I can look after the environment, e.g., recycling</li><li>I know how and why people use the internet</li><li>I consider how different strengths and interests are needed to do different jobs</li><li>I can identify people whose job it is to help us in the community</li></ul>
<b>Media literacy and Digital resilience</b> Using the internet and digital devices; communicating online	<ul style="list-style-type: none"><li>how and why people use the internet</li><li>the benefits of using the internet and digital devices</li><li>how people find things out and communicate safely with others online</li></ul>	<a href="#"><u>BBFC - ‘Watch Out! Helping to make good viewing choices’</u></a>	
<b>Money and Work</b> Strengths and interests; jobs in thecommunity	<ul style="list-style-type: none"><li>that everyone has different strengths, in and out of school</li><li>about how different strengths and interests are needed to do different jobs</li><li>about people whose job it is to help us in the community</li><li>about different jobs and the work people do</li></ul>	<a href="#"><u>BBFC - ‘Watch Out! Helping to make good viewing choices’</u></a>	
VOCAB	respect, environment, Rules, responsibilities, rights, needs, group, strength, interests, job, career, community, communities, roles,		

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YEAR 2/3	Living in the wider world objectives	Resources	Assessment of skills
<b>Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community	<ul style="list-style-type: none"><li>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li><li>about different rights and responsibilities that they have in school and the wider community</li><li>about how a community can help people from different groups to feel included</li><li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li></ul>	<a href="#">PSHE Association – Inclusion, belonging and addressing extremism</a>	<p>Can they explain what belonging is and how that might look?</p> <ul style="list-style-type: none"><li>Can they describe the difference between a want and a need?</li></ul>
<b>Media literacy and Digital resilience</b> The internet in everyday life; online content and information	<ul style="list-style-type: none"><li>the ways in which people can access the internet e.g. phones, tablets, computers</li><li>to recognise the purpose and value of the internet in everyday life</li><li>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos that information online might not always be true</li></ul>	<a href="#">BBFC - 'Watch Out! Helping to make good viewing choices'</a>	
<b>Money and Work</b> What money is; needs and wants; looking after money	<ul style="list-style-type: none"><li>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li><li>how money can be kept and looked after</li><li>about getting, keeping and spending money</li><li>that people are paid money for the job they do</li><li>how to recognise the difference between needs and wants</li><li>how people make choices about spending money, including thinking about needs and wants</li></ul>	<a href="#">1 decision - Money matters (£)</a>  <a href="#">Experian - Values, Money and Me (KS1)</a>	
VOCAB	belong, responsibility, money, Rules, rights, needs, group, environment, spend, save, savings, pocket money, budget, safety, everybody, individual, unique, special, people, similar, help, bullying, friend, individual, unique, special, people, bullying individual, communities		

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YEAR 4/5	Living in the wider world objectives	Resources	Assessment of skills
<b>Belonging to a community</b> What makes a community; shared responsibilities	<ul style="list-style-type: none"><li>the meaning and benefits of living in a community</li><li>to recognise that they belong to different communities as well as the school community</li><li>about the different groups that make up and contribute to a community</li><li>about the individuals and groups that help the local community, including throughvolunteering and work</li><li>how to show compassion towards others in need and the shared responsibilities of caring for them</li></ul>	<a href="#">PSHE association Inclusion, belonging and addressing extremism</a>  <a href="#">RSPCA - Compassionate class KS2</a>  <a href="#">Worcester University - Moving andmoving home (KS2)</a> <a href="#">Experian - Values, Money and Me (KS2)</a>	<ul style="list-style-type: none"><li>Can they describe how data might be used and or shared?</li><li>To describe how to make good choices about money in a scenario given?</li><li></li></ul>
<b>Media literacy and Digital resilience</b> How data is shared and used	<ul style="list-style-type: none"><li>that everything shared online has a digital footprint</li><li>that organisations can use personal information to encourage people to buy things</li><li>to recognise what online adverts look like</li><li>to compare content shared for factual purposes and for advertising</li><li>why people might choose to buy or not buy something online e.g. from seeing anadvert</li><li>that search results are ordered based on the popularity of the website and that this can affect what information people access</li></ul>		
<b>Money and Work</b> Making decisions about money; usingand keeping money safe	<ul style="list-style-type: none"><li>how people make different spending decisions based on their budget, values and needs</li><li>how to keep track of money and why it is important to know how much is beingspent</li><li>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li><li>that how people spend money can have positive or negative effects on others e.g.charities, single use plastics</li></ul>	<a href="#">Experian - Values, Money and Me (KS2)</a>	
VOCAB	community, shared responsibility, money, spend, save, enterprise, entrepreneur, budget, manage, data, shared, stored, private, safety, digital footprint, passwords, protect, enterprise, entrepreneur, social media, information forwarding,		

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YEAR 6	Living in the wider world objectives	Resources	Assessment of skills
<b>Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes	<ul style="list-style-type: none"> <li>what prejudice means</li> <li>to differentiate between prejudice and discrimination</li> <li>how to recognise acts of discrimination</li> <li>strategies to safely respond to and challenge discrimination</li> <li>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</li> <li>how stereotypes are perpetuated and how to challenge this</li> </ul>	<a href="#">Premier League Primary Stars KS2 PSHE Diversity</a> <a href="#">PSHE association Inclusion, belonging and addressing extremism</a>  <a href="#">Premier League Primary Stars KS2 PSHE Inclusion</a>	-Can they identify prejudice and discrimination and explain how to challenge this in a safe way? -Can they explain the benefits of social media and also the risks and challenges of using social media?
<b>Media literacy and Digital resilience</b> Evaluating media sources; sharing things online	<ul style="list-style-type: none"> <li>about the benefits of safe internet use e.g. learning, connecting and communicating</li> <li>how and why images online might be manipulated, altered, or faked</li> <li>how to recognise when images might have been altered</li> <li>why people choose to communicate through social media and some of the risks and challenges of doing so</li> <li>that social media sites have age restrictions and regulations for use</li> <li>the reasons why some media and online content is not appropriate for children</li> <li>how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> <li>about sharing things online, including rules and laws relating to this</li> <li>how to recognise what is appropriate to share online</li> <li>how to report inappropriate online content or contact</li> </ul>	<a href="#">Google and Parent zone Be Internet Legends</a>  <a href="#">BBFC - lessons Let's watch a film! Making choices about what to watch</a>  <a href="#">City of London Police - Cyber Detectives</a>	-Can they explain how having or not having money can impact on someone's emotions? Can they also explain how money can be gained and lost?
<b>Money and Work</b> Influences and attitudes to money; money and financial risks	<ul style="list-style-type: none"> <li>about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>about value for money and how to judge if something is value for money</li> <li>how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>about common risks associated with money, including debt, fraud and gambling</li> <li>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>how to get help if they are concerned about gambling or other financial risks</li> </ul>	<a href="#">PSHE Association and GambleAware –Exploring risk in relation to gambling</a> <a href="#">Experian - Values, Money and Me (KS2)</a>	
VOCAB	discrimination, stereotype, diversity, differences, challenge, discuss, debate, topical issues, problems, events, bias, human rights, children's rights, influence, respect, tolerance, British values, media, online safety, forwarding, sharing information, money management, gain, loss, debt, financial risk, spending, budgeting, interest, loan, debt, resources, sustainability, enterprise, skills, entrepreneurs		

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