

Reception Key Themes		Y1 Key Themes		Y2 Key Themes		Y3 Key Themes		Y4 Key Themes		Y5 Key Themes		Y6 Key Themes	
Taking care		Looking after things		Cooperation and self-regulation		Skills we need to develop as we grow up Helping and being helped		Decisions about spending money Media influence		Decisions about lending, borrowing & spending Rights and responsibilities relating to my health Rights and responsibilities		Earning and saving money Understanding media bias, including social media Caring: communities and the environment	
Making choices								Making a difference (different ways of helping others or the environment)					
Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills
Understand that they can make a difference.	I can help my family.	To identify ways of taking care of their health.	I can wash my hands correctly.	To identify strategies in cooperation.	I can make choices that help me play and work well with others.	To talk about and identify people who help them in school and the community.	I can identify people who help me in different ways.	To learn about human rights and responsibilities and how they can impact their community.	I can name some responsibilities and rights that I have.	To identify, write and discuss issues currently in the media concerning health and wellbeing.	I can develop ideas and opinions based on a current issue. I can present these with a group.	To analyse and reflect on bias in the media.	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.

Identify how they can care for their home, school and special people.	I can help to clean and tidy my home and classroom.	To identify how others take care of their environment.	I can name ways to look after my home and school.	To identify strategies in self-regulation.	I can use some strategies when I feel upset or angry.	To learn differences between 'fact' and 'opinion'	I can spot 'facts' and 'opinions' to help me share ideas.	To recognise that they have a part in caring for and supporting their community.	I can share ideas and make decisions that affect others.	To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.	I can identify how the responsibilities of others impact me and my community.		I can discuss the reasons why people post online and the positive and negative effects relating to social media.
Talk about how they can make an impact on the natural world.	I can tell you some ways to look after our world.	To take care of something or someone else.	I can look after a special person or thing.	To name ways to stay safe when using the internet.	I can ask for help from a trusted adult.	To discuss, plan and evaluate ways of helping the environment.	I can make a plan.	To recognise influences, facts and opinions and doing so in a critical manner.	I can give my own opinion based on facts, opinions and other influences.		I can give examples of barriers that can stop others following their responsibilities.	To discuss methods of saving and considerations for spending money.	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.

Talk about similarities and differences between themselves.	I can be kind to friends and others.	To talk about the importance of looking after money.	I can tell you some things that money is spent on.	To recognise that they have a responsibility to help care for their immediate and broader environment.	I can name some ways I can look after my environment.		I can choose a method.	To identify the impact of bystander behaviour and how they can make a difference to a situation.	I can give examples of how I can support others as a bystander.	To identify the responsibilities to my home, community and environment I might have in the future.	I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.	To discuss voluntary and pressure groups and their role in making changes to our communities and environments.	I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.
Demonstrate building relationships with friends.	I can talk about looking after money.	To learn what to do when someone is injured.	I can get help if someone has hurt themselves.	To learn about saving and spending money.	I can make choices with money.	To learn about saving, spending and essential purchases.	I can identify different times and reasons to spend money.	To define terms related to finance and explain how society is supported by the income of others.	I can explain how others have a financial responsibility to their families and community.	To consider what advice to give relating to saving and borrowing money.	I can suggest ways to spend and save money responsibly.	To identify or suggest ways that help the environment.	I can suggest ways that I can help my environment.

						To consider how money is earned and the different factors effecting this.	I can give examples of how people earn money.		I can give examples of choices and decisions with money that will affect me.	To define financial terms and explain how others have financial responsibility for the community.	I can explain some things about finance and money. I can name a person who deals with money in my community.	To define 'democracy' and explain how laws are made.	I can give examples of why we need a democratic society and how laws keep us safe.
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