

Core Theme 3 – Year 1		
Living in the wider world – Economic wellbeing and being a responsible citizen		
Area of Learning	Learning Points	Key Questions
Helping our school	<ul style="list-style-type: none"> Understand how they contribute to the life of the classroom and the school. (School value - Responsibility) 	Why do we have rules? How can I make school better?
Thinking of others	<ul style="list-style-type: none"> Develop their understanding of turn taking, sharing and returning things that they have borrowed. 	Why should I share? Why is it important to return things I have borrowed?
Belonging	<ul style="list-style-type: none"> To know and understand that everybody belongs to various groups and communities such as family and school. 	Where do I belong? Culture and Diversity – Marie Murray (Children in Our World) My name is not Refugee – Kate Milner (Refugee) The Most Exciting Eid – Z Talkhani and A Tariq
Money	<ul style="list-style-type: none"> To know that money comes from both regular (wages, pocket money etc) and irregular (birthday money etc) sources. To know some of the essentials that must be paid for. (School value - Responsibility) 	Where does money come from? What MUST we pay for?
Careers	Explore possibilities <ul style="list-style-type: none"> Explore jobs within my own family and friends within these sectors farming, making, helping people, finding out (School value - Curious) 	What jobs do my family and friends have?
	Create opportunities <ul style="list-style-type: none"> Think about what they would like to ask a visitor about their job (visitor encounter). Being able to explain the best and least favourite parts of their job. 	
	Balance life and work <ul style="list-style-type: none"> Being able to distinguish between work and rest. 	What activities are rest?
	By the end of Year 1 children should be able to : <ul style="list-style-type: none"> To know why it is important to turn take turns, share things and give things back when borrowed. To know who the emergency services are and what to do in an emergency. To know where money comes from and what we have to pay for. Name jobs under the 4 categories. Know the difference between work and rest. 	
Vocabulary	Borrowing -to lend or use someone elses belongings	

	<p>Emergency services-a very serious or important accident</p> <p>Community- an area where a group of people live</p> <p>Paid work-to do something where you receive a wage or money as payment</p> <p>Rest-relaxation, sleep, calm and quiet</p>
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Core Theme 3 – Year 2		
Living in the wider world – Economic wellbeing and being a responsible citizen		
Area of Learning	Learning Points	Key Questions
Helping our school	<ul style="list-style-type: none"> To know the role of the JLT. To think about the qualities of an effective JLT member when voting. (link to democracy) (School value - Responsibility) 	What is the JLT and what do they do? What qualities do you need to be on the JLT?
Our environment	<ul style="list-style-type: none"> To understand the importance of looking after the environment. To know how we can look after the environment. To understand what improves and harms our local, natural and built environments. (School value - Responsibility) 	Why should we care about the environment? What is the environment? How can I help care for the environment?
Money	<ul style="list-style-type: none"> To know that money can be used for different purposes. To understand the difference between needs and wants. To know that there are different ways of saving money. To know what charities are for and what some might do. (School value - Charitable) 	What can money be used for? What is the difference between want and need? Why is it important to save money? Why do people give to charity?
People who help us	<ul style="list-style-type: none"> To know how the emergency services are responsible for looking after them and protecting them; How people contact the emergency services when they need their help, including dialling 999 in an emergency. 	How do the emergency services help us? What number do I need to call for the emergency services?
Careers	Explore possibilities <ul style="list-style-type: none"> Look at the different sectors farming, making, helping people, finding out and what they are. Explore jobs I would like to do when I am older. (School value - Curious) 	What different jobs are there within each of the categories? What job would you like to have when you are older?
	Create opportunities <ul style="list-style-type: none"> Think about what they would like to ask a visitor about their job (visitor encounter). Being able to explain the best and least favourite parts of their job. 	Can you tell me the best parts of the visitor's job?
	Balance life and work <ul style="list-style-type: none"> Being aware that overwork is harmful to people's health. 	What can happen if we do too much work?
End points for Year 2	By the end of Year 2 children should be able to : <ul style="list-style-type: none"> Discuss how we can look after the environment. Discuss the different ways to save money. 	

	<ul style="list-style-type: none"> • Name different emergency services and how they help us. • To know examples of different jobs within each sector. • To give examples of how to look after themselves when doing jobs around the house or outside the home.
Vocabulary	<p>Environment-all the physical surroundings on earth</p> <p>Charities/charity-something given to a person in need/ a group or organisation</p> <p>Savings-an amount of money that a person saves</p> <p>Emergency services- a very serious or important accident</p> <p>Overwork-to work too many hours to complete a job</p>

Core Theme 3 – Year 3		
Living in the wider world – Economic wellbeing and being a responsible citizen		
Area of Learning	Learning Points	Key Questions
Rules and laws	<ul style="list-style-type: none"> To know why and how rules and laws that protect themselves and others are made and enforced. (Recap the Equality Act) To understand why different rules are needed in different situations and how to take part in making and changing rules. (swimming pool, in the kitchen, road, DT) <p>(School value - Responsibility)</p>	<p>Why do we need rules? Who makes rules and laws? Why are rules different in different situations?</p>
Rights and responsibilities	<ul style="list-style-type: none"> To know that there are different kinds of responsibilities in the community and towards the environment. <p>(School value - Responsibility)</p>	<p>What is a responsibility? How can I play a part in the community?</p>
Respect	<ul style="list-style-type: none"> To understand how to resolve differences by: <ul style="list-style-type: none"> - listening to the other person. - looking at alternatives - seeing and respecting others' points of view - making decisions - explaining choices. <p>(School value - Respectful)</p>	<p>What is respect? How can we resolve our difference?</p>
Global diversity (school linking)	<ul style="list-style-type: none"> To know about the lives of people we come into contact with who have different values and customs. <p>(School value – Equality / respectful?)</p>	<p>How are we the same/different to other people?</p>
Money	<ul style="list-style-type: none"> To understand that individuals and families may need or choose to spend their money in different ways. To know about different ways to gain money (including earning it through work, inheritance, gifts) 	<p>How do people spend their money? How do we gain money?</p>
Careers	<p>Explore possibilities</p> <ul style="list-style-type: none"> Explain what tasks they would like and least like within these categories of jobs: making and providing a service. Find out about the qualities and skills needed to complete these jobs. 	<p>What skills and qualities are needed to complete different jobs?</p>
	<p>Create opportunities</p> <ul style="list-style-type: none"> Explore how different roles relate to each other in work settings (Warburtons) <p>(School value - Curious)</p>	<p>What different jobs do people have within one setting?</p>
	<p>Balance life and work</p> <ul style="list-style-type: none"> Explore the rewards you can get from paid work. Be able to explain the division of labour of work done in the home. (working as a team within the home) 	<p>What are the rewards of paid work?</p>
End points for Year 3	<p>By the end of Year 3 children should be able to :</p> <ul style="list-style-type: none"> Explain how rules and laws keep them safe. Begin to explain how differences can be resolved and give examples. 	

	<ul style="list-style-type: none"> • To know that people have different values and customs and how we can show respect and understanding towards this. • Name different ways they may choose to spend their money. • Know the different skills and qualities needed for a range of jobs looking at the different categories.
Vocabulary	<p>Responsibilities-duty or responsibility for something</p> <p>Laws-a set of rules</p> <p>Customs-a way of acting that is usual or accepted for a person or social group</p> <p>Values-</p> <p>Spending-the money spent by an individual</p>

Core Theme 3 – Year 4		
Living in the wider world – Economic wellbeing and being a responsible citizen		
Area of Learning	Learning Points	Key Questions
Human Rights	<ul style="list-style-type: none"> To understand that everyone has human rights (Recap the Equality Act) To know that all children have their own special rights set out in the United Nations Declaration of the Rights of the Child. (School value – Equality) 	What are human rights? Have we always had these rights? Every Child a Song – Nicola Davies (Children’s rights)
Community	<ul style="list-style-type: none"> To understand what being part of a community means and organisations that support communities locally and nationally. To understand the role of local GPs, School Nurse, PCSO, mosque and any local organisations. (School value - Proud) 	What is a community? What communities am I part of? What does it mean to be part of a community?
Money	<ul style="list-style-type: none"> To consider saving, spending and budgeting in known contexts. To begin to understand risk in relation to finances. To know that you can plan for future spending and the importance of saving. (School value - Risks)???? 	Why do I need to save money? How can I save money?
Careers	Explore possibilities <ul style="list-style-type: none"> Explain what tasks they would like and least like within these categories of jobs: farming and finding out. Finding out about the qualities and skills needed to complete these jobs. (School value - Curious) 	What skills and qualities are needed to complete different jobs?
	Create opportunities <ul style="list-style-type: none"> Identify possible new jobs that might be needed in the future. 	What jobs might there be in the future?
	Balance life and work <ul style="list-style-type: none"> Being aware that imbalances between people’s life and work affects their wellbeing. 	Why is it important to balance life and work?
End points for Year 4	By the end of Year 4 children should be able to : <ul style="list-style-type: none"> Name the specific right of children under United Nations Declaration of the Rights of the Child. Explain different ways that problems can be resolved and give examples. Discuss how communities are supported by different people. Understand the important advantages of saving. Identify possible new jobs that might be needed in the future Understand that imbalances between people’s life and work affects their wellbeing. 	
Vocabulary	Human rights -most basic rights and freedoms that belong to every human being Budgeting - a spending plan to make you keep track of money Community -a group of people with things in common like norms, religion, values, customs or identity	

	Savings -when you take a portion of your earnings and put it away without spending it. Imbalances -doing to much of one thing that will have an impact on your mental health
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Core Theme 3 – Year 5		
Living in the wider world – Economic wellbeing and being a responsible citizen		
Area of Learning	Learning Points	Key Questions
Anti-social behaviour	<ul style="list-style-type: none"> To know what anti-social behaviour is. To know the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. <p>(School value - Responsibility)</p>	<p>What is anti-social behaviour?</p> <p>What are the consequences of anti-social behaviour?</p> <p>How can I help my community?</p>
The Media (Link with health and well – being)	<ul style="list-style-type: none"> To critically examine what is presented to them in social media and why it is important to do so. To understand how information contained in social media can misrepresent or mislead. The importance of being careful what they forward to others. <p>(School value – Self-belief)</p>	<p>How are we influenced by the media?</p> <p>Is the media a positive or negative influence?</p>
Volunteers and charities	<ul style="list-style-type: none"> To understand the role of voluntary and community groups in relation to health and wellbeing. <p>(School value - Charitable)</p>	<p>Why do people volunteer?</p> <p>What is charity?</p> <p>How can I help?</p>
Money	<ul style="list-style-type: none"> To know what is deducted from earnings and why. To consider degrees of risk and the possible consequences of taking financial risks. To differentiate between manageable and unmanageable debt. To know about fair trade and what it means. To consider the needs of the global environment and the impact of consumer choices. <p>(School value – Life Long Learner)???</p>	<p>What is deducted from someone's wage?</p> <p>How do people get into debt?</p> <p>What is fair trade?</p> <p>Why is fair trade important?</p>
Careers	<p>Explore possibilities</p> <ul style="list-style-type: none"> Explore jobs and their perceived status within society. Articulate my possible future career and how I might achieve this. <p>(School value - Aspirational)</p>	<p>Are some jobs more important than others?</p> <p>What will you do to achieve your future career?</p>
	<p>Create opportunities</p> <ul style="list-style-type: none"> To know what enterprise is and put these skills into practice. To understand which skills are required to make a successful business. Explain what they found out from a visitor about setting up their own business. 	<p>What skills do you need to run a successful enterprise?</p>
	<p>Balance life and work</p> <ul style="list-style-type: none"> Recognising unfair barriers to opportunity and be willing to challenge them. (Equalities Act – Age, sex, disability,) To understand that if your career choice is impacting negatively on your mental health you can make changes. 	<p>Why may people be treated unfairly in the workplace?</p> <p>What changes can you make if your career choice is impacting negatively on your mental health?</p>

	<p>See the big picture</p> <ul style="list-style-type: none"> • Explore the benefits and possible drawbacks of scientific and technological developments that affect how people do their work. • Explore what jobs might look like in making and providing a service with regard to scientific and technological developments. 	<p>What are the benefits and possible drawbacks of scientific and technological developments that affect how people do their work?</p> <p>What might jobs in making and providing a service look like in the future with regard to scientific and technological developments?</p>
End points for Year 5	<p>By the end of Year 5 children should be able to :</p> <ul style="list-style-type: none"> • Name what anti-social behaviour is and understand the consequences. • Understand why it is important to examine what is presented on social media. • Understand the difference between manageable and unmanageable debt. • Name what enterprise is and understand which skills are required to make a successful business. • Understand the benefits and possible drawbacks of scientific and technological developments that affect how people do their work. 	
Vocabulary	<p>Anti-social behaviour-opposed or harmful values Debt-good services or money borrowed Enterprise-the skills to run a successful business Financial risks-the possibility of losing money Wages-paid work</p>	

Core Theme 3 – Year 6		
Living in the wider world – Economic wellbeing and being a responsible citizen		
Area of Learning	Learning Points	Key Questions
Money	<ul style="list-style-type: none"> To know there is a range of salaries for different jobs. To understand ‘value for money.’ To recognise that resources are limited and we need to make choices. 	Why do certain jobs pay a higher salary? What is poverty? What impact can it have on families?
Careers	Explore possibilities <ul style="list-style-type: none"> Recognise that subjects studied can support your future career. Articulate my possible future career and how I might achieve this. (School value - Aspirational) 	Which subjects are needed for certain careers? What will you do to achieve your future career?
	Create opportunities <ul style="list-style-type: none"> To know what enterprise is and put these skills into practice. To understand which skills are required to make a successful business. Explain what they found out from a visitor about setting up their own business. 	What skills do you need to run a successful enterprise?
	Balance life and work <ul style="list-style-type: none"> Recognising unfair barriers to opportunity and be willing to challenge them. (Equalities Act – race, religion, pregnancy) 	Why may people be treated unfairly in the workplace?
	See the big picture <ul style="list-style-type: none"> Explore the benefits and possible drawbacks of scientific and technological developments that affect how people do their work. Explore what jobs in farming and finding out might look like in the future with regard to scientific and technological developments. 	What are the benefits and possible drawbacks of scientific and technological developments that affect how people do their work? What might jobs in making and providing a service look like in the future with regard to scientific and technological developments?
End points for Year 6	By the end of Year 6 children should be able to : <ul style="list-style-type: none"> Know what enterprise is and put these skills into practice. Describe what make a successful business. Understand that resources are limited which should inform the choices they make. Understand the reasons why people may be treated unfairly in the workplace. 	
Vocabulary	Enterprise- the skills to run a successful business Business skills- any soft skills that will make an ideal employee in an business Careers- a series of jobs Salary- a fixed amount of money given to someone for paid work Unfair barriers- a way in which people might be treat differently	