

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. • Understand the importance of the school values and school CARE code. 	Why do we have rules? How can I make school better?
Thinking of others	<ul style="list-style-type: none"> • Understand that people and other living things have needs and that they have a responsibility to meet them. • Develop their understanding of turn taking, sharing and returning things that they have borrowed. 	How can I help others? 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?
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. 	Where does money come from? What MUST we pay for?
End points for Year 1	By the end of Year 1 children should be able to : <ul style="list-style-type: none"> • Name some of the school values and understand what they mean. • Demonstrate and know the importance turn taking, sharing and returning things that they have borrowed. • Name various groups that people can belong to e.g family, school, football team. • Name regular and irregular sources of money. • Name essentials that must be paid for. 	
Vocabulary	Rules, returning, sharing, community, wage	

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 understand how they contribute to the life of the classroom and the school. To understand the importance of the school values and school CARE code. To know the role of the School council. To think about the qualities of an effective school councillor when voting. (link to democracy) 	Why do we have rules? How can I make school better? Why do we have a school council? What is the school council and what do they do?
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. 	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. 	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 about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; How people contact those special people when they need their help, including dialing 999 in an emergency 	
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 how people can save money. Name different special people who can help them and their role. Know how to contact special people when they need help. 	
Vocabulary	Values, voting (democracy), charities, savings, special people	

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. 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) 	Why do we need rules? Who makes rules and laws? Why are rules different in different situations?
Rights and responsibilities	<ul style="list-style-type: none"> To know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. (make it clear that a right does not have to be earned) To understand how they can improve the local environment by actively getting involved. (Litter picking) 	What is a right? What is a responsibility? How can I play a part in the community?
Respect	<ul style="list-style-type: none"> To understand how to resolve differences by: <ul style="list-style-type: none"> - listen to the other person. - looking at alternatives - seeing and respecting others' points of view - making decisions - explaining choices. 	What is respect? How can we resolve our difference?
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. To explore different food cultures. 	How are we the same/different to other people?
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. 	How do people spend their money? How do we get money?
End points for Year 3	By the end of Year 3 children should be able to : <ul style="list-style-type: none"> Explain how rules and laws keep them safe. Describe different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. Begin to explain how differences can be resolved. Discuss the lives of people we come into contact with who have different values and customs. Name different ways they may choose to spend their money. 	
Vocabulary	Responsibilities, rights, duties, values, customs	

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 To know that all children have their own special rights set out in the United Nations Declaration of the Rights of the Child. 	What are human rights? Have we always had these rights?
Respect	<ul style="list-style-type: none"> To understand how to resolve differences by: <ul style="list-style-type: none"> - looking at alternatives - seeing and respecting others' points of view - making decisions - explaining choices. 	What is respect?
Community	<ul style="list-style-type: none"> To understand what being part of a community means and the varied institutions that support communities locally and nationally. To understand the role of local GPs, School Nurse, PCSO, mosque and any local organisations. 	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. 	Why do I need to save money? How can I save money?
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. Discuss how communities are supported by different people. Understand the important advantages of saving. 	
Vocabulary	Human rights, decisions, local organisations, budgeting, finances	

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 	What is anti-social behaviour? What are the consequences of anti-social behaviour? How can I help my community?
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 	How are we influenced by the media? Is the media a positive or negative influence?
Volunteers and charities	<ul style="list-style-type: none"> To understand the role of voluntary and community groups in relation to health and wellbeing. 	Why do people volunteer? What is charity? How can I help?
Global diversity	<ul style="list-style-type: none"> To know about the lives of people living in other places and people with different values and customs. To explore different food cultures. 	
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. 	What is deducted from someone’s wage? How do people get into debt? What is fair trade? Why is fair trade important?
End points for Year 5	By the end of Year 5 children should be able to : <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. Discuss the lives of people living in other countries who have different values and customs Understand the consequences of taking financial risks. Understand the difference between manageable and unmanageable debt. 	
Vocabulary	Anti-social behaviour, consequences, diverse, customs, debt	

Core Theme 3 – Year 6
Living in the wider world – Economic wellbeing and being a responsible citizen

Area of Learning	Learning Points	Key Questions
Enterprise	<ul style="list-style-type: none"> • To know what enterprise is and put these skills into practice. (Summer Fair) • To understand which skills are required to make a successful business. 	What is business? What is business enterprise?
Global diversity	<ul style="list-style-type: none"> • To think about the lives of people living in other places and people with different values and customs. • Explore different food cultures. 	
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. • To know that individual and community rights and responsibilities need to be taken into account when making decisions. 	Why do certain jobs pay a higher salary? What is poverty? What impact can it have on families?
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. • Discuss confidently the lives of people living in other countries who have different values and customs • Understand that resources are limited which should inform the choices they make. 	
Vocabulary	Enterprise, business, salary, impact, resources	