

Living in the Wider World progression

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Rights and responsibilities</u>	<p>Understanding the World: People and Communities</p> <p>ELG: <i>To know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p>PSED: Making Relationships</p> <p>ELG: <i>Children play co-operatively, taking turns with others. They take account of others' ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form</i></p>	<p>Roles: eg, monitors, school council, eco monitors and ambassadors.</p> <p>Class rules.</p> <p>Respecting the needs of ourselves and others: taking turns, sharing, borrowing.</p> <p>Showing respect to those in authority.</p> <p>Ways in which they are all unique and ways that we are the same as others.</p>	<p>Roles: eg, monitors, school council, eco monitors and ambassadors.</p> <p>Class rules.</p> <p>The belong to different groups including family and school RE-Sikhism)</p> <p>Ways in which they are all unique and ways that we are the same as others.</p> <p>Special people that work in their community who are responsible for looking after them.</p>	<p>Roles: eg, monitors, school council, eco monitors and ambassadors.</p> <p>Class rules.</p> <p>What it means to be part of a school community: what is a community, people who help in the community (FOSS), volunteers.</p> <p>Diversity: identifying range of ethnic and religious identities in the UK (cross curricular RE)</p> <p>To critique the role of the</p>	<p>Roles: eg, monitors, school council, eco monitors and ambassadors.</p> <p>Class rules.</p> <p>They have different responsibilities at home, at school, in the community and towards the environment.</p> <p>Resolving differences, others points of view, explaining decisions.</p> <p>Critically examine what is presented to them in social media (gossip, images)</p>	<p>Roles: eg, monitors, school council, eco monitors and ambassadors, pupil parliament, junior safety officers.</p> <p>Class rules.</p> <p>Respectful behaviour online. Rules: age appropriateness and why games have age restrictions. Data protection</p> <p>Human rights: UN right of the child. Universal rights to protect everyone: Magna Carta.</p> <p>Critically examine what is presented to</p>	<p>Roles: eg, monitors, school council, eco monitors and ambassadors, house captains</p> <p>Class rules.</p> <p>Discuss and debate problems and themes.</p> <p>Universal rights are there to protect everyone. To know some cultural practices are against British law and universal human rights (FGM) and forced marriage.</p> <p>Rights and duties at</p>

	<p><i>positive relationships</i></p> <ul style="list-style-type: none"> - Initiates conversations and takes into account what others say - Asks appropriate questions <p>Takes steps to resolve conflict with other children, eg, finding a compromise.</p> <p>PSED: Managing Feeling and Behaviours</p> <p><i>ELG: Children talk about how they and others show feelings, talk about their own and others behaviour and it's consequences, and to know that some behaviour is unacceptable. They work as part of a group or class and</i></p>		<p>How to contact them (999)</p>	<p>media (information in the media can be misleading).</p> <p>To realise 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>	<p>To realise 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>	<p>them in social media (gossip, images)</p> <p>To realise 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>	<p>home and in the community. Do people have the duty to be active citizens. Environmental and community responsibilities.</p> <p>Exploring and critiquing how the media present information.</p> <p>To realise 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>
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	<p><i>understand and follow rules. They adjust their behaviour to different situations, and take changes in routine in their stride.</i></p> <ul style="list-style-type: none"> - Understand that their actions affect others. - Be aware of boundaries set and behaviour expectations. <p>Begin to negotiate and solve problems.</p>						
<p><u>Environment</u></p>	<p>Understanding the World: The World</p> <p><i>ELG They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and</i></p>	<p>What improves and harm our local environment: Moormead (Geography link)</p>	<p>What improves and harm our local environment: how do we improve our environment: littering, graffiti, recycling, conserving energy.</p>			<p>How resources can be allocated in different ways and that these economic choices effect individuals and the environment (Heathrow expansion).</p>	<p>How resources can be allocated in different ways and that these economic choices effect individuals and the environment</p>

	<p><i>plants and explain why some things occur, and talk about changes.</i></p>						
<p><u>Money</u></p>			<p>Where money comes from.</p> <p>Spending and saving choices.</p>	<p>Role of money in their own and other's lives.</p> <p>How to manage their own money.</p> <p>Being a critical consumer.</p>	<p>Role of money in their own.</p> <p>Keeping track of their money.</p> <p>Different forms of payment.</p> <p>Resisting pressure to buy products.</p>	<p>The role money plays in their lives and others lives: where they live, products they buy, jobs.</p> <p>Being aware of how shop entice you to buy through advertising and deals.</p> <p>Critical thinking: Brand names vs cheaper options. High salary vs job satisfaction.</p> <p>Enterprise skills</p>	<p>To develop initial understand of interest, loan, debt and tax.</p> <p>What is meant by enterprise (STRIDE)</p> <p>Allocation of resources: Rich world, poor world. Public and private services.</p>