

Progress Living in the wider world

		Key stage 1		Key stage 2
Shared Responsibilities	L1.	What rules are, why they are needed, and why	L1.	To recognise reasons for rules and laws; consequences of not adhering to rules and laws
	L2.	How people and other living things have different needs; about the responsibilities of caring for them	L2.	To recognise there are human rights, that are there to protect everyone
	L3.	About things they can do to help look after their environment	L3.	About the relationship between rights and responsibilities
			L4.	The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
			L5.	Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
Communities	L4.	To identify the different groups they belong to	L6.	About the different groups that make up their community; what living in a community means.
	L5.	To know about the different roles and responsibilities people have in their community	L7.	To value the different contributions that people and groups make to the community.
	L6.	To recognise the ways they are the same as, and different to, other people	L8.	About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

			L9.	About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
			L10.	About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
Media literacy and digital resilience	L7.	How the internet and digital devices can be used safely to find things out and to communicate with others.	L11.	Recognise ways in which the internet and social media can be used both positively and negatively .
	L8.	The role of the internet in everyday life.	L12.	How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.
	L9.	That not all information seen online is true	L13.	About some of the different ways information and data is shared and used online, including for commercial purposes.
			L14.	About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.
			L15.	Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.
			L16.	About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
Economic Well Being	L10.	What money is; forms that money comes in; that money comes from different sources.	L17.	About the different ways to pay for things and the choices people have about this.

	L11.	That people make different choices about how to save and spend money.	L18.	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
	L12.	The difference between needs and wants; that sometimes people may not always be able to have the things they want	L19.	That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
	L13.	That money needs to be looked after; different ways of doing this	L20.	To recognise that people make spending decisions based on priorities, needs and wants.
			L21.	Different ways to keep track of money.
			L22.	About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
			L23.	About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
			L24.	To identify the ways that money can impact on people's feelings and emotions
Economic wellbeing: aspirations, work and careers.	L14.	That everyone has different strengths	L25.	To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
	L15.	That jobs help people to earn money to pay for things.		
	L16.	Different jobs that people they know or people who work in the community do	L26.	That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life
	L17.	Some of the strengths and interests someone might need to do different job	L27.	About stereotypes in the workplace and that a person's career aspirations should not be limited by them

	L14.	That everyone has different strengths	L28.	About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs
	L15.	That jobs help people to earn money to pay for things.	L29.	That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
			L30.	About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
			L31.	L31. to identify the kind of job that they might like to do when they are older
			L32.	L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university