

Learning Objective	Key Indicators /skills	Basic Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise	Advancing Apply skills to solve problems, explain methods, classify, infer, categories, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare	Deep Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, and prove.
<i>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people (L1).</i>	Clarifying own values Respect for others' right to their own beliefs, values and opinions Skills for employability, including -Active listening and communication - Team working - Negotiation - Leadership skills -Presentation skills	- give examples of issues about health and wellbeing - discuss health and wellbeing issues that affect themselves and others (e.g. healthy eating, sleep, being active, etc.)	- give their opinions and views about how to take care of own and others' health and wellbeing	- share their views and opinions on issues concerning health and wellbeing - suggest what would help the issues discussed -give advice to others on taking care of health and wellbeing
<i>For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules (L2).</i>	Identification, assessment (including prediction) and management of positive and negative risk to self and others	- give reasons and practical examples for why different rules are needed in different situations - give reasons for why rules and laws are made and why they are important - identify what might happen if rules and laws are broken -work with others to develop and agree rules	- give reasons why there are rules and laws - identify some consequences of these being broken - identify issues that concern them in school and what they can do about them, including making or changing rules	- identify the steps they can take to help to change rules - liaise with others to amend or develop a set of rules - give examples of ways in which everyone has a say in making rules / laws
<i>To understand that there are basic human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).</i>	Identify links between values and beliefs, decisions and actions	- explain that human rights are there to protect everyone and this is why they exist - identify some of the rights of the child (UN Declarations of the Rights of the Child) - describe how some of the Rights of the Child relate to their daily lives	- explain why they think the Rights of the Child are important - recognise the importance of people speaking out about human rights	- identify some human rights that relate to their lives ¹ and are important to them - identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices) - explain why it is very important that people speak out about human rights
<i>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 (L6).</i>	Resilience Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms Strategies for identifying and accessing appropriate help and support Identification, assessment (including prediction) and management of positive and negative risk to self and others	- recognise what anti-social behaviour is and how it can affect people -how to get help or support	-identify what is meant by anti-social behaviour - identify the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people)	- identify the potential consequences of anti-social and aggressive behaviour for the people involved - give examples of who they can go to for support / help if they feel worried / unsafe or if they think someone else is feeling worried or unsafe about anti-social behaviour

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<i>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).</i>	Self-organisation (including time management) Identify links between values and beliefs, decisions and actions	<ul style="list-style-type: none"> - identify who is responsible for things at school, at home and in the environment - identify rights and responsibilities they have in the context of school, home and the environment -recognise the skills required to carry out their responsibilities - describe how to feels to be responsible 	<ul style="list-style-type: none"> - give suggestions of how they can make a difference to local and world-wide environment issues 	<ul style="list-style-type: none"> - recognise the relationship between rights and responsibilities - identify steps they can take and the skills they need to help fulfil duties/responsibilities - give examples of how they can make a difference to local and world-wide environment issues
<i>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8).</i>	Resilience Empathy and compassion Respect for others' right to their own beliefs, values and opinions Skills for employability, including - Active listening and communication - Team working - Negotiation	<ul style="list-style-type: none"> - identify situations where people might think or feel differently from their friends - explain that disagreeing with your friends doesn't mean you don't like them or care for them - explain the importance of seeing and respecting others' points of view and how we show we are doing this 	<ul style="list-style-type: none"> - recognise that sometimes you may not be able to reach an agreement – it is ok to disagree -describe skills they could use to resolve a difference - describe how it can feel to agree / disagree with someone -suggest different ways to demonstrate that we value the others' points of view 	<ul style="list-style-type: none"> - explain how sometimes resolving differences means 'agreeing to disagree' - explain the concept of compromise and how both parties may need to 'give a little' to get a 'win-win' - describe the skills we need to practise to resolve differences
<i>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10)</i>	Identify links between values and beliefs, decisions and actions	<ul style="list-style-type: none"> - give a definition what 'community' means - give examples of different communities they belong to - identify people in the community who help (parent/friends of the school committees, voluntary helpers) 	<ul style="list-style-type: none"> - identify why people may volunteer to do things for their community - identify how their help makes a difference to other members of the community -recognise that we all belong to different communities as well as our school community 	<ul style="list-style-type: none"> - describe the skills and attributes that help to support communities and where they see these in action (school/local community) - identify individuals and groups that have helped their local community -explain why people may 'volunteer' or choose to work for / with the community - describe what difference this makes to others
To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (L11).	To appreciate difference and diversity (people living in the UK)	<ul style="list-style-type: none"> - identify that people living in the UK come from different origins - recognise that people have moved to the UK from all around the world at different times and for different reasons - recognise that people also move from the UK to other places in the world 	<ul style="list-style-type: none"> -identify some of the different religious and ethnic identities of people living in the UK - participate in celebrating the range of different identities and cultures in the UK - recognise that this makes the UK a richly diverse community 	<ul style="list-style-type: none"> - identify reasons why people might move from one place to another - recognise that this has happened for many thousands years (people have always moved from one place / country to another) - identify some of the ways people can show respect for different cultures and identities

<p>To consider the lives of people living in other places, and people with different values and customs (L12).</p>	<p>Respect for others' right to their own beliefs, values and opinions Valuing and respecting diversity Identify links between values and beliefs, decisions and actions</p>	<p>-give an examples of their own family/community customs or traditions -explain why these are important or special - identify different traditions that relate to birth, growing up and food</p>	<p>- compare their own traditions to those of people in other places and say how they are similar or different - identify how we show respect for the views and beliefs of others</p>	<p>- participate in a celebrating the range of different identities and cultures in the UK - identify different traditions that relate to entry into adulthood / adolescence and different celebrations - explain how we show respect and appreciate the traditions of other cultures</p>
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<p><i>For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13).</i></p>	<p>Self-organisation (including time management) Making decisions</p>	<p>- explain why we need money - explain how people can pay for things in a range of ways (cash, credit/debit cards, cheques, electronically, online) - identify how people can keep track money such as by keeping financial records (to know how much they have saved or spent) and how this can help them budget.</p>	<p>- identify that people can choose what to buy / where and how to save money - identify what helps people think or know they are getting the best deal - identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are 'good value')</p>	<p>- explain different ways of keeping track of money and why this is important -describe how shops, service, banks and manufactures try to persuade people to buy their products - make decisions about whether something is better 'value for money' than something else</p>
<p><i>To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) (L14).</i></p>	<p>Identify links between values and beliefs, decisions and actions</p>	<p>- give reasons for why it may not be possible for people to have everything they want straight away, if at all - identify that if money is saved in a bank/building society it can earn 'interest' - recognise that money can be borrowed if someone doesn't have enough money or to help purchase big items</p>	<p>- recognise that borrowed money is usually charged regular 'interest' (payment for borrowing) which means we have to pay back more than we borrow - identify some of the feelings a person might have when saving or borrowing money</p>	<p>-identify situations where someone might want or need to 'save' or 'borrow' money - explain what is meant by 'interest' in relation to saving and borrowing - identify what would help someone decide whether to 'save' or 'borrow' money for something they need/want - describe some of the feelings someone might have about doing this</p>
<p><i>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15).</i></p>	<p>Identify links between values and beliefs, decisions and actions</p>	<p>-identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.) - identify that there is a limited supply of the earth's resources</p>	<p>- recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment - describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)</p>	<p>-- recognise that there is limited supply of the earth's resources and the importance of sustainability -identify and explain their own environmental responsibilities and the difference this can make - recognise how resources are shared across communities and the affects this can have on the communities / the environment</p>
<p>To learn what is meant by enterprise and begin to develop enterprise skills (L16). <i>To explore and critique how the media present information (L17) To critically examine what is presented to them in social</i></p>	<p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)</p>	<p>- recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so - give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events)</p>	<p>- describe or demonstrate some of the skills that are needed to help to raise / make money at these events -explain that to be 'enterprising' means to have an idea and thinking about how it could work in reality</p>	<p>- describe 'real life' examples of enterprise in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days) - describe or demonstrate what personal skills or attributes might be needed to start an enterprise</p>

<p><i>media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).</i></p>	<p>Recognising, evaluating and utilising strategies for managing influence Formulating questions (as part of an enquiring approach to learning and to assess the value of information) Assessing the validity and reliability of information</p>	<p>- identify how people find out information and news, about people, places and events - recognise that not everything they see/read is true</p>	<p>- give reasons for why the media tries to influence people's choices and decisions (e.g. to persuade people to purchase) - identify how this is done (e.g. emotive language in adverts)</p>	<p>- identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip) - suggest some important questions we should ask when we see images, programmes or articles in the media</p>
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