

Rights and Respect		Lesson 1	Lesson 2 <i>**Anti-Bullying Week</i>	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Reception		Looking after my special people	Looking After My Friends	Being Helpful at Home & Caring for My Classroom	Caring For Our World	Looking After Money: Recognising, Spending, Using	Looking After Money: Saving Money and Keeping it Safe	A Caring Christmas
	Welcome back after half term/re-settle with circle time games.	Name the special people in their lives. Understand that our special people can be different to those of others.	Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community.	Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment.	Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. Talk about what can happen to living things if the world is not cared for.	Recognise coins and other items relating to money. Identify the uses of money.	Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money.	Consider gestures and deeds - small or large - that you could do to show others you care this Christmas.
Year 1	Pre-learning	Harold Has a Bad Day	Choose Respect	Around and About the School	Taking Care of Something	Harold's Money	How Should We Look After Our Money?	Basic First Aid
	Reflect: What things do you look after? (e.g. pets, siblings, friends, our world, our classroom)	Recognise how a person's behaviour (including their own) can affect other people.	How can we show respect to each other in school? Should we be showing respect to everyone?	Identify what they like about the school environment; Recognise who cares for and looks after the school environment.	Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.	Explain where people get money from; List some of the things that money may be spent on in a family home.	Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money'.	How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Year 2	Pre-learning	Getting on with Others	When I Feel like Erupting	Feeling Safe	Playing Games	Harold Saves for Something Special	Harold Goes Camping	How Can We Look After Our Environment?
	Reflect: What things can help me to calm down if I am upset or angry?	Describe and record strategies for getting on with others in the classroom.	Explain, and be able to use, strategies for dealing with impulsive behaviour.	Identify special people in the school and community who can help to keep them safe; Know how to ask for help.	Basic rules to keep safe online, including what is meant by personal information and what should be kept private; The importance of telling a trusted adult if they come across something that scares them.	Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.	Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that it's everyone's job to respect the school environment.
Year 3	Pre-learning	Helping Each Other to Stay Safe	Recount Task	Our Helpful Volunteers	Can Harold Afford it?	Earning Money	Harold's Environment Project	Let' Have a Tidy Up!
	Reflect: When spending money on a gift for someone, is it best to buy cheap items (of a low quality) or to save up for an item that is built to last?	Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people.	Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.	Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.	Explain whose responsibility it is to look after the local environment; Plan and carry out an event which will benefit the local environment.

Year 4	Pre-learning	Who Helps us Stay Health and Safe?	It's Your Right	How Do We Make A Difference?	In The News	Safety in Numbers	Harold's Expenses	Why Pay Taxes?
	<p>Reflect: How can you make a positive difference...</p> <p>To your environment?</p> <p>If I see someone being bullied or someone damaging something?</p> <p>If a new teacher or helper comes in to school?</p>	<p>Explain how different people in the school and local community help them stay healthy and safe;</p> <p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe;</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p>	<p>Understand that humans have rights and also responsibilities;</p> <p>Identify some rights and also responsibilities that come with these.</p>	<p>Understand the reason we have rules;</p> <p>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <p>Recognise that everyone can make a difference within a democratic process.</p>	<p>Define the word <i>influence</i>;</p> <p>Recognise that reports in the media can influence the way they think about a topic;</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p>	<p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p>	<p>Define the terms 'income' and 'expenditure';</p> <p>List some of the items and services of expenditure in the school and in the home;</p> <p>Prioritise items of expenditure in the home from most essential to least essential.</p>	<p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</p> <p>Understand how a payslip is laid out showing both pay and deductions;</p> <p>Prioritise public services from most essential to least essential.</p>
Year 5	Pre-learning	What's the Story?	Fact or Opinion?	Mo Makes a Difference	Rights, Respect and Duties	Spending Wisely	Lend us a Fiver!	Local Councils
	<p>Reflect: Zak and Zara are playing football in the street when they accidentally break a milk bottle. Explain what you think the <i>rights, duties</i> and <i>respectful things to do</i> are in this scenario.</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing;</p> <p>Express their opinions on an issue concerning health and wellbeing;</p> <p>Make recommendations on an issue concerning health and wellbeing.</p>	<p>Understand the difference between a fact and an opinion;</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p>	<p>Explain what we mean by the terms voluntary, community and pressure (action) group;</p> <p>Give examples of voluntary groups, the kind of work they do and its value.</p>	<p>Define the differences between responsibilities, rights and duties;</p> <p>Discuss what can make them difficult to follow;</p> <p>Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>State the costs involved in producing and selling an item;</p> <p>Suggest questions a consumer should ask before buying a product.</p>	<p>Define the terms loan, credit, debt and interest;</p> <p>Suggest advice for a range of situations involving personal finance.</p>	<p>Explain some of the areas that local councils have responsibility for;</p> <p>Understand that local councillors are elected to represent their local community.</p>

	Pre-learning	Two Sides to Every Story	Choose Respect	Fakebook Friends	What's it Worth?	Happy Shoppers – Caring for the Environment	Democracy in Britain 1 – Elections	Democracy in Britain 2 – <i>How (most) Law are Made</i>
Year 6	<p>Reflect: Having a look at a (fake) social media profile, what do you think this person's life is like?</p>	<p>Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;</p> <p>Describe the language and techniques that make up a biased report;</p> <p>Analyse a report also extract the facts from it.</p>	<p>Understand what respect means to us, our school, and self-respect. Develop strategies to show respect in various situations.</p>	<p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online;</p> <p>Recognise that people's lives are much more balanced in real life, with positives and negatives.</p>	<p>Explain some benefits of saving money;</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method;</p> <p>Describe the costs that go into producing an item;</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors;</p> <p>Explain what is meant by the term <i>interest</i>.</p>	<p>Explain what is meant by living in an environmentally sustainable way;</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<p>To recognise reasons for rules and laws;</p> <p>Consequences of not adhering to rules and laws.</p>