**Year 6 - Rights and responsibilities**

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|  | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** | **Session 6** |
| **Question** | Is it fact or opinion? | Is everything that's posted online what it appears to be? | What's it worth? | What is tax and VAT? | What are action groups? | What is meant by living in an ‘environmentally sustainable’ way? |
| **Content LO:** | Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. | Understand why people don’t tell the truth and often post only the good bits about themselves, online. | Discuss the value of money and the benefits of saving. | Explain the different types of tax (income tax and VAT) which help to fund public services | Explain what we mean by the terms voluntary, community and pressure (action) group;  . | Explain what is meant by living in an environmentally sustainable way; |
| **Skills LO** | Describe the language and techniques that make up a biased report. | Recognise that people’s lives are much more balanced in real life, with positives and negatives. | Consider the various factors when valuing and purchasing items. | Recognise and explain that different jobs have different levels of pay and the factors that influence this; | Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary,  community or action group | Suggest actions that could be taken to live in a more environmentally sustainable way. |
| **Pillar focus:** | Thinking  Accepting | Safety and security  Listening and respecting | Safety and security  Listening and respecting | Safety and security  Thinking | Listening and respecting  Accepting | Thinking  Accepting  Listening and respecting |
| **Concepts** | **Rights and responsibilities** | | | | | |
| Assessment: | I can explain how people’s social media profiles often give a biased view of them  I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself.  I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use. | I can explain how people’s social media profiles often give a biased view of them  I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself.  I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use. | I can say different ways of saving money.  I can explain the advantages and disadvantages of different ways of saving money.  I can explain what the term ‘interest’ means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA). | I can say different ways of saving money.  I can explain the advantages and disadvantages of different ways of saving money.  I can explain what the term ‘interest’ means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA). | I can give some different things that have an impact on the environment.  I can explain how groups of people in the community help to do this.  I can explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way.    I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. | I can give some different things that have an impact on the environment.  I can explain how groups of people in the community help to do this.  I can explain that what ‘environmentally sustainable’ living means and give an example of how we can live in a more ‘sustainable’ way.    I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. |