

Early Years Foundation Stage			
Self-regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		
Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		
Building relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 		
	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Shared responsibilities	<p>Children will...</p> <ul style="list-style-type: none"> Understand what rules are, why they are needed and why different rules are needed for different situations. Appreciate that people and other living things have different needs; about the responsibilities of caring for them. Explain about things they can do to help look after their environment. 	<p>Children will...</p> <ul style="list-style-type: none"> Recognise reasons for rules and laws; consequences of not adhering to rules and laws. Understand the relationship between rights and responsibilities. Identify ways of carrying out shared responsibilities for protecting the environment in school and at home and know how everyday choices can affect the environment. 	<p>Children will...</p> <ul style="list-style-type: none"> Recognise there are human rights, that are there to protect everyone. Identify ways of carrying out shared responsibilities for protecting the environment in school and at home and how everyday choices can affect the environment.
Communities	<p>Children will...</p> <ul style="list-style-type: none"> Know about the different roles and responsibilities people have in their community. 	<p>Children will...</p> <ul style="list-style-type: none"> Value the different contributions that people and groups make to the community. Be aware of stereotypes. Know how they can negatively influence behaviours and attitudes towards others. Give examples of strategies for challenging stereotypes. 	<p>Children will...</p> <ul style="list-style-type: none"> Understand diversity: what it means; the benefits of living in a diverse community and about valuing diversity within communities. Understand prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Media literacy and digital resilience	<ul style="list-style-type: none"> Recognise the role of the internet in everyday life. Understand that not all information seen online is true. 	<ul style="list-style-type: none"> Identify some of the different ways information and data is shared and used online, including for commercial purposes. Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. Describe 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. 	<ul style="list-style-type: none"> Know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results.
Economic wellbeing: Money	<p>Children will...</p> <ul style="list-style-type: none"> Understand what money is, what form it can come in and that money comes from different sources. Understand that people make different choices about how to save and spend money. Recognise the difference between needs and wants; that sometimes people may not always be able to have the things they want. Know that money needs to be looked after; different ways of doing this 	<p>Children will...</p> <ul style="list-style-type: none"> Recognise that people have different attitudes towards saving and spending money, what influences people's decisions and what makes something 'good value for money'. Understand that people make spending decisions based on priorities, needs and wants. Explain the ways that money can impact on people's feelings and emotions. 	<p>Children will...</p> <ul style="list-style-type: none"> Understand the different ways to pay for things and the choices people have about this. Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) Give examples of different ways to keep track of money. Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. Understand 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.
Economic wellbeing: Aspirations and work	<p>Children will...</p> <ul style="list-style-type: none"> Understand that jobs help people to earn money to pay for things. Identify different jobs that people they know or people who work in the community do. Know about some of the strengths and interests someone might need to do different jobs. 	<p>Children will...</p> <ul style="list-style-type: none"> Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes. Understand 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 	<p>Children will...</p> <ul style="list-style-type: none"> Understand about stereotypes in the workplace and that a person's career aspirations should not be limited by them. Know about what might influence people's decisions about a job or career. Understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice. Recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. Identify the kind of job that they might like to do when they are older. Recognise a variety of routes into careers (e.g. college, apprenticeship, university).