

St. Matthew's C.E. Primary Academy

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Living in the Wider World			
Year 1			
Belonging to a community - <i>What rules are; caring for others' needs; looking after the environment</i>			Key Words
Learning Content	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling <p>PoS Refs: L1, L2, L3</p>		Environment Caring Recycling
Programme of Study	L1. about what rules are, why they are needed, and why different rules are needed for different situations L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment		
Media literacy and Digital resilience- <i>Using the internet and digital devices; communicating online</i>			Key Words
Learning Content	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online <p>PoS Refs: L7, L8</p>		Communication Internet Digital devices
Programme of Study Objectives	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life		

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Money and Work- <i>Strengths and interests; jobs in the community</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• <i>that everyone has different strengths, in and out of school</i>• <i>about how different strengths and interests are needed to do different jobs</i>• <i>about people whose job it is to help us in the community</i>• <i>about different jobs and the work people do</i> <p>PoS Refs: LI4, LI6, LI7</p>	Strengths Money Community Jobs Interests	
Programme of Study Objectives	LI4. that everyone has different strengths LI6. different jobs that people they know or people who work in the community do LI7. about some of the strengths and interests someone might need to do different jobs		
Year 2			
Belonging to a community- <i>Belonging to a group; roles and responsibilities; being the same and different in the community</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups• about different rights and responsibilities that they have in school and the wider community• about how a community can help people from different groups to feel included• to recognise that they are all equal, and ways in which they are the same and different to others in their community <p>PoS Refs: L2, L4, L5, L6</p>	Roles Responsibilities Belonging Community Inclusion Teams Groups Rights	

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Programme of Study Objectives	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>		
Media literacy and Digital resilience – <i>The internet in everyday life; online content and information</i>		Key words	
Learning Content	<ul style="list-style-type: none"> • the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true <p>PoS Refs: L8, L9</p>		<p>Information</p> <p>Truth</p> <p>Internet</p> <p>Media</p> <p>Online safety</p>
Programme of Study Objectives	<p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>		

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Money and Work – <i>What money is; needs and wants; looking after money</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments• how money can be kept and looked after• about getting, keeping and spending money• that people are paid money for the job they do• how to recognise the difference between needs and wants• how people make choices about spending money, including thinking about needs and wants <p>PoS Refs: L10, L11, L12, L13, L15</p>	Money Electronic payments Choices Jobs Saving	
Programme of Study Objectives	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things		
Year 3			
Belonging to a community <i>The value of rules and laws; rights, freedoms and responsibilities</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• the reasons for rules and laws in wider society• the importance of abiding by the law and what might happen if rules and laws are broken• what human rights are and how they protect people• to identify basic examples of human rights including the rights of children• about how they have rights and also responsibilities• that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>PoS Refs: L1, L2, L3</p>	Rules Laws Mutual respect Human rights Rights Responsibilities Wide society	

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Programme of Study Objectives	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities		
	Media literacy and Digital resilience <i>How the internet is used; assessing information online</i>		Key Words
Learning Content	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>PoS Refs: L11, L12</p>		Leisure Suitable Age appropriate Concerns Content
Programme of Study Objectives	L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results		

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Money and Work <i>Different jobs and skills; job stereotypes; setting personal goals</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• about jobs that people may have from different sectors e.g. teachers, business people, charity work• that people can have more than one job at once or over their lifetime• about common myths and gender stereotypes related to work• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM• about some of the skills needed to do a job, such as teamwork and decision-making• to recognise their interests, skills and achievements and how these might link to future jobs• how to set goals that they would like to achieve this year e.g. learn a new hobby <p>PoS Refs: L25, L26, L27, L30</p>	Stereotypes Personal goals Affirmations Job sectors Skills Team work Decision making Achievements	
	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 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 L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation		
Programme of Study Objectives			

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Year 4			
Belonging to a community <i>What makes a community; shared responsibilities</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community <ul style="list-style-type: none"> • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them. <p>PoS Refs: L4, L6, L7</p>	Community	
		Belonging	
Programme of Study Objectives		Responsibilities	
		Contributions	
		Compassion	
	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.		
	L6. about the different groups that make up their community; what living in a community means		
	L7. to value the different contributions that people and groups make to the community		

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Media literacy and Digital resilience <i>How data is shared and used</i>		Key Words	
Learning Content	<p>Media literacy and Digital resilience <i>How data is shared and used</i></p> <ul style="list-style-type: none"> • that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access <p>PoS Refs: L13, L14</p>	<p>Data</p> <p>Advertising</p> <p>Purpose</p> <p>Facts</p> <p>Media</p> <p>Websites</p>	
Programme of Study Objectives	<p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>		
Money and Work <i>Making decisions about money; using and keeping money safe</i>		Key Words	
Learning Content	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics <p>PoS Refs: L17, L19 L20, L21</p>	<p>Decisions</p> <p>Banks</p> <p>Budget</p> <p>Values</p> <p>Needs</p> <p>Money</p> <p>Spending</p>	

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Programme of Study Objectives	L17. about the different ways to pay for things and the choices people have about this L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money		
Year 5			
Belonging to a community-Protecting the environment; compassion towards others		Key Words	
Learning Content	<ul style="list-style-type: none">• about how resources are allocated and the effect this has on individuals, communities and the environment• the importance of protecting the environment and how everyday actions can either support or damage it• how to show compassion for the environment, animals and other living things• about the way that money is spent and how it affects the environment• to express their own opinions about their responsibility towards the environment PoS Refs: L4, L5, L19	Protecting Recycling Compassion Responsibility Global Warming	

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Programme of Study Objectives	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) L19. that people’s spending decisions can affect others and the environment (e.g. <i>Fair trade, buying single-use plastics, or giving to charity</i>)		
Media literacy and Digital resilience- <i>How information online is targeted; different media types, their role and impact</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise• basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased• that some media and online content promote stereotypes• how to assess which search results are more reliable than others• to recognise unsafe or suspicious content online• how devices store and share information <p>PoS Refs: L12, L14</p>	Stereotypes Media Role and Impact Devices Blogs Fact Opinion Media Social media	

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Programme of Study Objectives	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>		
Learning Content	Money and Work- <i>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</i>		Key Words
	<ul style="list-style-type: none"> • to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training <p>PoS Refs: L27, L28, L29, L31, L32</p>		<p>Future Career Stereotypes Choices Interests Aspirations Routes to work- college, apprenticeships, university, training</p>

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Programme of Study Objectives	L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them 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) 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 L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)		
Year 6			
Belonging to a community- <i>Valuing diversity; challenging discrimination and stereotypes</i>		Key Words	
Learning Content	<ul style="list-style-type: none">• what prejudice means• to differentiate between prejudice and discrimination• how to recognise acts of discrimination• strategies to safely respond to and challenge discrimination• how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups• how stereotypes are perpetuated and how to challenge this <p>PoS Refs: L8, L9, L10, R21</p>	Prejudice Discrimination Stereotypes Influences Attitudes	

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Programme of Study Objectives	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>R21. about discrimination: what it means and how to challenge it</p>		
	Media literacy and Digital resilience- <i>Evaluating media sources; sharing things online</i>		Key Words
Learning Content	<ul style="list-style-type: none"> • about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact <p>PoS Refs: H37, L11, L13, L15, L16</p>		<p>Social media</p> <p>Manipulation</p> <p>Emotions</p> <p>Reporting</p> <p>Online security/safety</p> <p>Age restrictions and content</p> <p>Regulations</p>

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Programme of Study Objectives	<p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>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</p>		
		Key Words	
Learning Content	<p>Money and Work- <i>Influences and attitudes to money; money and financial risks</i></p> <ul style="list-style-type: none"> • about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks <p>PoS Refs: L18, L22, L23, L24</p>		<p>Finances</p> <p>Financial risk</p> <p>Attitudes about money</p> <p>Health and wellbeing</p> <p>Gambling</p> <p>Risks</p> <p>Scams</p> <p>Debt</p>

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Programme of Study Objectives

- 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'
- 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