

KS1 learning opportunities in 'Living in the Wider World'	KS1 learning opportunities in 'Living in the Wider World'
Pupils learn:	Pupils learn:
Shared responsibilities	
<p><b>L1. About what rules are, why they are needed, and why different rules are needed for different situation.</b></p> <p><b>L2. How people and other things have different needs; about the responsibilities of caring for them.</b></p> <p><b>L3. About things they can do to help look after their environment.</b></p> <p>What we do at St. Mary's:</p> <p>EYFS: Class rules at the start of year, Sun, rainbow and cloud behaviour chart, Blue Penguin literacy unit, Ruby's Worry literacy unit. In the Early Years, chn explore the natural world around them and have access to the ducklings.</p> <p>Year 1: Caterpillars Activity</p> <p>Year 2: The Environment Science Unit</p>	<p><b>L1. To recognise reasons for rules and law; consequences of not adhering to rules and laws.</b></p> <p><b>L2. To recognise there are human rights, that are there to protect everyone.</b></p> <p><b>L3. About the relationship between rights and responsibilities</b></p> <p><b>L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how every day choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</b></p> <p>What we do at St. Mary's:</p> <p>Year 3: The Great Kapok Tree literacy unit, Rainforest Geography Unit</p> <p>Year 4: Jemmy Button/Belonging literacy unit, Water(Pollution) Geography Unit</p> <p>Year 5: Street Child literacy unit,</p> <p>Year 6: School Monitors/House Captains, Mock Court Trip</p>
Whole school: Class rules at start of Year, Traffic Light system, Student Council, Gardening Club, Art/DT Ambassadors, GIFT Team, National charity work(Red Nose Day, Children in Need, etc), Earth Day(Apr 22)	

## Communities

**L5. About the different roles and responsibilities people have in their communities.**

What we do at St. Mary's:

EYFS: Role play corner, home corner, discussing the people in our community through children's interests, celebrations of different cultures throughout the year(CNY, Diwali, Thanksgiving, etc), Language of the Month

**L7. To value the different contributions that people and groups make to the community.**

**L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.**

**L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.**

**L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.**

What we do at St. Mary's:

Year 4: Jemmy Button/ Libba literacy unit

Year 5: One Class, Many Cultures display and presentation

Year 6: Tales from the Caribbean literacy unit

Whole School: Black History Month(Oct), Other Faiths RE Units, Science Week- diversity in Science, Local Lenten Charities

## Media literacy and digital resilience

**L8. About the role of the internet in every day life.**

**L9. That not all information seen online is true.**

**L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.**

<p>What we do at St. Mary's:</p> <p>EYFS: Chicken Clicking Literacy Unit</p>	<p><b>L13. About some of the different ways information and data is shared and used online, including for commercial purposes.</b></p> <p><b>L14. About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</b></p> <p><b>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.</b></p> <p>What we do at St. Mary's:</p> <p>Year 6: Police Visit regarding internet safety, Mock Court Trip</p>
<p>Whole School: ICT Online Safety Unit(Kapow), Internet Safety Day(Feb),</p>	
<p><b>Economic wellbeing: Money</b></p>	
<p><b>L10. What money is; forms that money comes in; that money comes from different sources.</b></p> <p><b>L11. That people make different choices about how to save and spend money.</b></p> <p><b>L12. About the difference between needs and wants; that sometimes people may not always be able to have the things they want.</b></p> <p><b>L13. That money needs to be looked after; different ways of doing this.</b></p>	<p><b>L17. About the different ways to pay for things and the choices people have about this.</b></p> <p><b>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'.</b></p> <p><b>L19. That people's spending decisions can affect others and the environment(e.g. single- use plastics, or giving to charity).</b></p> <p><b>L20. To recognise that people make spending decisions based on priorities, needs and wants.</b></p> <p><b>L21. Different ways to keep track of money.</b></p>

<p>What we do at St. Mary's:</p> <p>EYFS: Number of the week, role play, use of coins in setting</p>	<p><b>L22. About risks associated with money(eg. Money can be won, lost or stolen) and ways to keep money safe.</b></p> <p><b>L23. About the risks involve din gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</b></p> <p><b>L24. To identify the ways that money can impact on people's feelings and emotions.</b></p> <p>What we do at St. Mary's:</p> <p>Year 4: Adapting a Recipe DT Unit(budgeting)</p> <p>Year 6: Fiver Challenge(creating a business)</p>
<p>Whole School: My Money Week(June 12), Charities</p>	
<p><b>Economic wellbeing: Aspiration, work and career</b></p>	
<p><b>L15. That jobs help people to earn money to pay for things.</b></p> <p><b>L16. Different jobs that people they know or people who work in the community do.</b></p> <p><b>L17. About some of the strengths and interests someone might need to do different jobs.</b></p> <p>What we do at St. Mary's:</p> <p>EYFS: Role play</p>	<p><b>L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</b></p> <p><b>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.</b></p> <p><b>L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them.</b></p> <p><b>L28. About what might influence people's decisions about a job or career (eg personal interests and values, family connections to certain trades or businesses, strengths and</b></p>

	<p>qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>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.</p> <p>L30. About some of the skills that will help them in their future careers eg. Teamwork, communication and negotiation.</p> <p>L31. To identify the kind of job that they might like to do when they are older.</p> <p>L32. To recognise a variety of routes into careers (eg. College, apprenticeship, university).</p> <p>What we do at St. Mary's:</p> <p>Year 6: Fiver Challenge(creating a business)</p>
<b>Whole School: Career Day(Jun/July)</b>	