

Year 1 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Spring – Living in the Wider World	<p>Belonging to a community</p> <p>What rules are; caring for others’ needs; looking after the environment</p>	<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>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online</p>	<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>Money and Work</p> <p>Strengths and interests; jobs in the community</p>	<ul style="list-style-type: none"> ● that everyone has different strengths, in and out of school ● about how different strengths and interests are needed to do different jobs ● about people whose job it is to help us in the community ● about different jobs and the work people do

Year 2 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Spring – Living in the Wider World	<p>Belonging to a community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<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>Media literacy and Digital resilience</p> <p>The internet in everyday life; online content and information</p>	<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>Money and Work</p> <p>What money is; needs and wants; looking after money</p>	<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

Year 3 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Spring – Living in the Wider World	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p>	<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>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p>	<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>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<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 misconceptions 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
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Year 4 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Spring – Living in the Wider World	Belonging to a community What makes a community; shared responsibilities	<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 ● 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
	Media literacy and Digital resilience How data is shared and used	<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
	Money and Work Making decisions about money; using and keeping money safe	<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

Year 5 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Spring – Living in the Wider World	<p>Belonging to a community</p> <p>Protecting the environment; compassion towards others</p>	<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
	<p>Media literacy and Digital resilience</p> <p>How information online is targeted; different media types, their role and impact</p>	<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>Money and Work</p> <p>Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>	<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

Year 6 – Medium-Term Overview

Term	Topic	In this unit, pupils learn..
Spring – Living in the Wider World	Belonging to a community Valuing diversity; challenging discrimination and stereotypes	<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
	Media literacy and Digital resilience Evaluating media sources; sharing things online	<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
	Money and Work Influences and attitudes to money; money and financial risks	<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

		<ul style="list-style-type: none">● 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
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