**Rights and Responsibilities**

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| **National Curriculum** | **Year R** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils will learn: | Children will know (how to)/be able to: |
| **1.** That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. **2**. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 3. Where and how to report concerns and get support with issues online.**3**. That people sometimes behave differently online, including by pretending to be someone they are not. **4.** The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. **5**. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.**6**. How important friendships are in making us feel happy and secure, and how people choose and make friends.**7**. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  | **The Natural World ELG** \*Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**Building Relationships ELG** \*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.**Managing Self ELG** \*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. **Self-Regulation ELG** - \*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.  | \*Give examples of how I look after myself and my environment - at school or at home. \*Describe some ways that we look after money. | \*Give examples of when I’ve used some of these ideas to help me when I am not settled. | \*Describe ways of checking whether something is a fact or just an opinion. \*Understand how to help the people who help me, and give examples. | \*Explain how a ‘bystander’ can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.\*Explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things\*Explain how money is a limited resource and we have choices and decisions to make about how to spend it, give examples of these decisions and how they might relate to me. | \*Give examples of some of the rights and related responsibilities I have as I grow older, at home and school. \*Give examples of things that I am responsible for to keep myself healthy.\*Explain that local councils spend money on services where I live and give examples of one of these services.  | \*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 themselves.\*Explain that what ‘environmentally sustainable’ living means and give examples of how we can live in a more ‘sustainable’ way.\*Describe different ways of saving money and understand the advantages and disadvantages of different ways of saving money |
| **Vocabulary** |
| Children will recall and verbalise: |
|  | family friends working togetherenvironmentmoney look after responsibility litter shop savehelp each otherhelpfulelectricitybuy safe placebe alonecaring pollutioncost recyclingpay | HygieneEnvironmentneeds money first aidroutine responsiblecost bank riskclean responsibility bills coinaccidentrulesspendingnote dangerafford worth hazardsaving kettlesafeburnscaldaccident emergency | Responsibilityfeelings safe environment moneyhelp control unsafe spendingshare erupt uniform savingtake turns ask for help listen  | Volunteerhelperfact environmentincomeearningwellbeingresponsibleopinionwaste savingincomesafe spendinghealthy  | being responsiblesafe rules influence anti-social behaviour environment income income taxreliable healthy democracy opinion witness conservation expenditure national insurancetrustworthy respectfulessential VATlaws courteous deductionsrights public servicesresponsibilityUnited Nations  | responsibility fact rights voluntary group costs borrowpublic servicesopinion community group wages loan councilbiased duties pressure (action) group salariescredit vote unbiased rent debit electionsFair Trade interest councillors | social media saving tax voluntary group campaign bid environmentally sustainable democracy proposalprofile bank (building society) account income tax (PAYE) community group mission statement composting election debateimage Junior ISA VAT pressure (action) group pitch recycling manifesto amendmentsonline safety interest public services grant energy candidate penaltiessharing debit card values beneficiary materials voting enforcement cash beneficiarywaste policies majority value transport voting booth Shop local ballot slip House of Lords food miles ballot box Royal Assent Fair Trade constituencies reuse House of CommonsMP  |