

The World I Live In			
	Bronze	Silver	Gold
B1	<p>Respond to stimuli with awareness and curiosity about the physical differences between people.</p> <p>Respond to stimuli about the different jobs adults in school do.</p> <p>Respond to stimuli or adult modelling about the things we are allowed to do in school.</p> <p>Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults.</p> <p>Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).</p> <p>Respond with curiosity to stimuli about what money looks like.</p> <p>Respond with curiosity to stimuli about different items that shops sell.</p> <p>Respond with curiosity to stimuli about some of the uses of money</p>	<p>Identify simple differences and similarities between people.</p> <p>Identify some different jobs that people we know do</p> <p>Give some simple examples of things we are allowed/not allowed to do in school (rules).</p> <p>Respond to stimuli about the different pets people have and ways of caring for them.</p> <p>Identify some different groups that we may belong to (e.g. family, school, clubs, faith).</p> <p>Recognise money (e.g. coins and notes) and what it is used for.</p>	<p>Describe things that all people have in common.</p> <p>Identify some of the ways in which different adults who work in school contribute to school life.</p> <p>Identify simple ways in which we may take care of people and/or animals.</p> <p>Describe things we do in the groups we belong to.</p> <p>Identify items in shops that are sold for money (including online).</p>
B2	<p>Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010).</p> <p>Describe a range of jobs that people might have and the qualities they might need to do them</p>	<p>Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique.</p> <p>Identify a job we might like to do in the future.</p> <p>Identify particular rules in school that help to keep us safe and how they do this.</p>	<p>Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.</p> <p>Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the</p>

	<p>Explain how rules help us; rules we have in the classroom and at home.</p> <p>Give reasons why it is important to take care of people, animals and all living things.</p> <p>Describe how being part of a group makes us feel.</p> <p>Identify places or situations where money is used to pay for things (e.g. shops, cafés, on the bus/ train).</p> <p>Recognise some different ways to pay for things (e.g. coins, notes, bankcards, online, phone payment).</p>	<p>Describe our own home and explain how we and family members may take care of it.</p> <p>Identify specific things we take part in as a member of these groups.</p> <p>Explain some different ways of keeping money safe.</p> <p>Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member).</p>	<p>community is helped through the work they do.</p> <p>Explain how we can take care of our school environment.</p> <p>Describe what it means to be part of a community.</p> <p>Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live.</p> <p>Identify why some ways of keeping money safe might be better than others.</p>
B3	<p>Identify possible reasons for why some people might be rude or unkind towards others because they are 'different' (prejudiced) and treat them unfairly because of it (discriminate).</p> <p>Explain why we should not call emergency services for a joke or a dare; describe the possible impact this might have on ourselves or others.</p> <p>Explain how rules and laws help us to live and work with other people outside of school.</p> <p>Explain the importance of routines in taking care of people or pets.</p> <p>Identify different groups that make up our community</p> <p>Identify what is meant by a 'need' and a 'want' in</p>	<p>Give reasons why it is always unacceptable to be rude or unkind towards other people; identify whom we could talk to if we experienced or observed this.</p> <p>Recognise how strengths, qualities and things we learn in school might link to possible future jobs.</p> <p>Identify what might happen if we did not have rules and laws or if people ignored them.</p> <p>Explain how it feels to be part of a community.</p> <p>Explain what it means to save money and why we might do it.</p>	<p>Recognise that we may sometimes hear or read something (including online) that is rude and unkind about other people and explain ways we can safely respond, including how to report it.</p> <p>Explain why we should not 'like' or 'forward' such comments online; identify whom we could talk to about them.</p> <p>Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).</p> <p>Suggest ways we can help people to feel welcome in the different groups and communities we belong to.</p> <p>Explain what is meant by the term 'afford' (in the context of money).</p>

	<p>relation to spending money.</p> <p>Give some simple examples of what might be a 'need' and a 'want'.</p>		<p>Identify possible consequences of losing money on ourselves or others; whom to go to or how to seek help if this happens to us.</p>
B4	<p>Respond with interest to stimuli about the ways in which people can be the same and also be different.</p> <p>Respond with interest to stimuli about rules and routines there are in school.</p> <p>Respond with curiosity to stimuli about online advertising.</p> <p>Respond with curiosity to stimuli about the natural environment</p> <p>Respond to stimuli about adult life.</p> <p>Respond to stimuli about the different jobs adults do in school.</p> <p>Respond with curiosity to adult modelling of the uses of money.</p>	<p>Identify some of the similarities and differences between young people of our age.</p> <p>Recognise that not everything we see online is 'real' or 'true'.</p> <p>Identify living things that people can care for (e.g. house plants, pets, gardens).</p> <p>Recognise different types of living arrangement, including adult care, residential care and living independently.</p> <p>Describe in simple terms what money is and how it is used.</p>	<p>Identify what is meant by having rules in school, at home and in the wider world.</p> <p>Recognise that advertising online is targeted at individuals.</p> <p>Explain what is meant by having a 'job'.</p> <p>Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.</p>
B5	<p>Describe some of the similarities, differences and diversity among people of different race, faith and culture.</p> <p>Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'.</p> <p>Recognise different ways of showing compassion to</p>	<p>Describe what is meant by rights and responsibilities.</p> <p>Describe simple steps to take to check if something we see online is trustworthy.</p> <p>Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in.</p>	<p>Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).</p> <p>Identify some of the different kinds of rights and responsibilities we have in and outside school.</p> <p>Identify some of the techniques that advertisers might use to get our</p>

	<p>other living things (e.g. wildlife, pets).</p> <p>Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</p> <p>Recognise that there are different types of employment e.g. paid/unpaid (voluntary), full time/part time, work placements.</p> <p>Describe different ways in which people might acquire money.</p> <p>Identify some ways that money can be kept safe.</p>	<p>Describe different jobs that family members, friends and people in the community may do.</p> <p>Identify our aspirations for adult life (which may or may not include employment and independent living).</p> <p>Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves</p> <p>Explain what is meant by earning, spending, and saving money</p>	<p>attention or persuade us to believe something is true, and what their motives might be.</p> <p>Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).</p> <p>Describe the kind of job we might like to do when we are older and what we expect it to be like.</p> <p>Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.</p> <p>identify some ways in which we are encouraged to spend money, including online.</p> <p>Describe the consequences of losing money or spending more than we have.</p>
B6	<p>Explain the benefits of diversity for our friendships and our community.</p> <p>Identify why stereotyping is unfair.</p> <p>Explain that information from our internet use is gathered, stored and used by external organisations.</p> <p>Identify our feelings and values in relation to climate change and the environment.</p>	<p>Recognise that everyone has 'human rights' and that the law protects these rights.</p> <p>Identify some of our rights to different opportunities in both education and work.</p> <p>Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.</p> <p>Describe the steps to getting a job (e.g. looking</p>	<p>Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.</p> <p>Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.</p> <p>Describe how to safely challenge stereotyping or discrimination when we witness or experience it.</p>

	<p>Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation).</p> <p>Explain what strengths, skills and qualifications someone might need to do the jobs that interest us.</p> <p>Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people).</p> <p>Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money).</p> <p>Explain the difference between essential and luxury purchases</p>	<p>for a job, writing a CV, going for an interview).</p> <p>Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.</p> <p>Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.</p> <p>Explain what is meant by 'debt' and 'credit'</p> <p>Describe some simple examples of what is meant by 'value for money'.</p> <p>Explain the benefits and identify different methods of saving for the future.</p>	<p>Identify whom we can talk to if we are worried about our rights or those of other people.</p> <p>Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.</p> <p>Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and teamworking skills).</p> <p>Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.</p> <p>Identify people and organisations that can provide advice and support for our future employment.</p> <p>Identify what we can do if something we buy is faulty or we want to return it (our legal rights).</p> <p>Demonstrate enterprise skills (e.g. participation in a mini enterprise project).</p>
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