

Rights and Responsibilities

	Knowledge	Skills
Nursery	<ul style="list-style-type: none"> • Learn about taking some responsibility for their own health • Describe ways in which they can help others and why they would do so • Take care of their home, their learning environment and the natural environment 	<ul style="list-style-type: none"> • I can make some healthy choices. • I can help my family and friends. • I can make caring choices for my world.
Reception	<ul style="list-style-type: none"> • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> • I can help my family. • I can help to clean and tidy my home and classroom. • I can tell you some ways to look after our world. • I can be kind to friends and others. • I can talk about looking after money.
Y1	<ul style="list-style-type: none"> • To identify ways of taking care of their health. • To identify how others take care of their environment. • To take care of something or someone else. • To talk about the importance of looking after money. • To learn what to do when someone is injured. 	<ul style="list-style-type: none"> • I can wash my hands correctly. • I can name ways to look after my home and school. • I can look after a special person or thing. • I can tell you some things that money is spent on. • I can get help if someone has hurt themselves.
Y2	<ul style="list-style-type: none"> • To identify strategies in cooperation. • To identify strategies in self-regulation. • To name ways to stay safe when using the internet. • To recognise that they have a responsibility to help care for their immediate and broader environment. • To learn about saving and spending money. 	<ul style="list-style-type: none"> • I can make choices that help me play and work well with others. • I can use some strategies when I feel upset or angry. • I can ask for help from a trusted adult. • I can name some ways I can look after my environment. • I can make choices with money.

Y3	<ul style="list-style-type: none"> • To talk about and identify people who help them in school and the community. • To learn differences between 'fact' and 'opinion' • To discuss, plan and evaluate ways of helping the environment. • To learn about saving, spending and essential purchases. • To consider how money is earned and the different factors effecting this. 	<ul style="list-style-type: none"> • I can identify people who help me in different ways. • I can spot 'facts' and 'opinions' to help me share ideas. • I can make a plan. • I can choose a method. • I can identify different times and reasons to spend money. • I can give examples of how people earn money.
Y4	<ul style="list-style-type: none"> • To learn about human rights and responsibilities and how they can impact their community. • To recognise that they have a part in caring for and supporting their community. • To recognise influences, facts and opinions and doing so in a critical manner. • To identify the impact of bystander behaviour and how they can make a difference to a situation. • To define terms related to finance and explain how society is supported by the income of others. 	<ul style="list-style-type: none"> • I can name some responsibilities and rights that I have. • I can share ideas and make decisions that affect others. • I can give my own opinion based on facts, opinions and other influences. • I can give examples of how I can support others as a bystander. • I can explain how others have a financial responsibility to their families and community. • I can give examples of choices and decisions with money that will affect me.
Y5	<ul style="list-style-type: none"> • To identify, write and discuss issues currently in the media concerning health and wellbeing. • To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. • To identify the responsibilities to my home, community and environment I might have in the future. • To consider what advice to give relating to saving and borrowing money. • To define financial terms and explain how others have financial responsibility for the community. 	<ul style="list-style-type: none"> • I can develop ideas and opinions based on a current issue. I can present these with a group. • I can identify how the responsibilities of others impact me and my community. • I can give examples of barriers that can stop others following their responsibilities. • I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me. • I can suggest ways to spend and save money responsibly.

		<ul style="list-style-type: none"> • I can explain some things about finance and money. I can name a person who deals with money in my community.
Y6	<ul style="list-style-type: none"> • To analyse and reflect on bias in the media. • To discuss methods of saving and considerations for spending money. • To discuss voluntary and pressure groups and their role in making changes to our communities and environments. • To identify or suggest ways that help the environment. • To define 'democracy' and explain how laws are made. 	<ul style="list-style-type: none"> • I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. • I can discuss the reasons why people post online and the positive and negative effects relating to social media. • I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. • I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment. • I can suggest ways that I can help my environment. • I can give examples of why we need a democratic society and how laws keep us safe.