

Rights and Responsibilities

EYFS

Key Themes

- Taking care
- Making choices

| Learning intentions | Skills | Assessment Questions |
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| 1. Understand that they can make a difference. | I can help my family. | What responsibilities do they have at home? How independent are they in self-care? Do they enjoy responsibility in the classroom? |
| 2. Identify how they can care for their home, school and special people. | I can help to clean and tidy my home and classroom. | Do they show an interest in environmental issues? Are they aware of practices such as recycling, reducing food waste and reducing car travel. |
| 3. Talk about how they can make an impact on the natural world. | I can tell you some ways to look after our world. | Observe who they play with. Do they play with a variety of children? Are they aware of the needs of others? Do they show sympathy to others if they are upset? Do they include everyone in their play? |
| 4. Talk about similarities and differences between themselves. | I can be kind to friends and others. | Observe them in role play activities such as shops or cafés. Do they show awareness of the value of money (e.g. would they charge a customer £3 for a sandwich rather than £300) |
| 5. Demonstrate building relationships with friends. | I can talk about looking after money. | |

Vocabulary

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| be alone buy caring cost electricity environment family friends | help each other helpful litter look after money pay pollution | recycling responsibility safe place save shop working together |
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| Year 1 | | | | Year 2 | | | |
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| Key Themes | | • Looking after things | | Key Themes | | • Cooperation • Self-regulation | |
| Learning intentions | | Skills | Assessment Questions | Learning intentions | | Skills | Assessment Questions |
| 1. To identify ways of taking care of their health. | | I can wash my hands correctly. | Also take note of their understanding of hygiene and spreading of germs. | 1. To identify strategies in cooperation. | | I can make choices that help me play and work well with others. | Observe them in independent play or activities. Can they explain strategies that help team work and cooperation? Do they share ideas in groups? Observe their listening skills. |
| 2. To identify how others take care of their environment. | | I can name ways to look after my home and school. | What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for? | 2. To identify strategies in self-regulation. | | I can use some strategies when I feel upset or angry. | How is their general behaviour across a typical day? Can they describe their behaviour and emotions using relevant and appropriate vocabulary? |
| 3. To take care of something or someone else. | | I can look after a special person or thing. | What responsibilities to they have or take at home and school? Do they volunteer to help? Do they have awareness of the need to keep things clean, tidy and cared for? | 3. To name ways to stay safe when using the internet. | | I can ask for help from a trusted adult. | Use as part of your monitoring for safeguarding. Ensure children know key adults who keep them safe. |
| 4. To talk about the importance of looking after money. | | I can tell you some things that money is spent on. | Use circle times or conversations about money and shopping. Do they have an understanding of the value of money? | 4. To recognise that they have a responsibility to help care for their immediate and broader environment. | | I can name some ways I can look after my environment. | Can they explain concepts such as recycling, reducing waste and sustainability? What do they do at home to help their environment? Do they have awareness of the need to keep things clean, tidy and cared for? |
| 5. To learn what to do when someone is injured. | | I can get help if someone has hurt themselves. | | 5. To learn about saving and spending money. | | I can make choices with money. | What experience do they have of spending money? Do they understand the value of money? Consider their mathematical skills in handling money. |

| Vocabulary | | | | | | | |
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| Year 1 | | | | Year 2 | | | |
| accident | cost | kettle | routine | ask for help | listen | spending | |
| afford | danger | money | rules | control | money | take turns | |
| bank | emergency | needs | safe | environment | responsibility | uniform | |
| bills | environment | note | scald | erupt | safe | unsafe | |
| burn | first aid | responsibility | spending | feelings | saving | | |
| clean | hazard | responsible | worth | help | share | | |
| coin | hygiene | risk | | | | | |

| Year 3 | | | Year 4 | | |
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| Key Themes | | <ul style="list-style-type: none"> Skills we need to develop as we grow up Helping and being helped | Key Themes | | <ul style="list-style-type: none"> Decisions about spending money Media influence Making a difference (different ways of helping others or the environment) |
| Learning intentions | Skills | Assessment Questions | Learning intentions | Skills | Assessment Questions |
| 1. To learn about human rights and responsibilities and how they can impact their community. | I can name some responsibilities and rights that I have. | Can they define 'rights' and 'responsibilities'? Could they give you some examples of their responsibilities? | 1. To identify, write and discuss issues currently in the media concerning health and wellbeing. | I can develop ideas and opinions based on a current issue. I can present these with a group. | Check in with their knowledge and understanding of health and wellbeing. |
| 2. To recognise that they have a part in caring for and supporting their community. | I can share ideas and make decisions that effect others. | Do they currently participate in any volunteer programmes? Do they have any roles in supporting members of their family? Use as a discussion point to consider why we would support our community. | 2. To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. | I can identify how the responsibilities of others impact me and my community. | Can they name people in their community or school who have a responsibility? |
| 3. To recognise influences, facts and opinions and doing so in a critical manner. | I can give my own opinion based on facts, opinions and other influences. | Do they understand the difference between facts and opinions? Can they name influences that can sway a persons choice or decision? | | I can give examples of barriers that can stop others following their responsibilities. | Have they also experienced this? |
| 4. To identify the impact of bystander behaviour and how they can make a difference to a situation. | I can give examples of how I can support others as a bystander. | How do they support their friends in times of disputes and arguments? Are they a responsible friend? Do they consider the emotional needs of others? | 3. To identify the responsibilities to my home, community and environment I might have in the future. | 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. | |
| 5. To define terms related to finance and explain how society is supported by the income of others. | I can explain how others have a financial responsibility to their families and community. | What is their understanding of income and earning money? Are they aware of how their parents/carers earn money (if they have jobs)? Do they or have they participated in charitable events or projects? | 4. To consider what advice to give relating to saving and borrowing money. | I can suggest ways to spend and save money responsibly. | Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit? |
| | I can give examples of choices and decisions with money that will affect me. | Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit? | 5. To define financial terms and explain how others have financial responsibility for the community. | I can explain some things about finance and money. I can name a person who deals with money in my community. | Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them? |

| Vocabulary | | | | | | | |
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| Year 3 | | | | Year 4 | | | |
| earning environment fact healthy helper income | income opinion responsible safe saving | spending volunteer waste wellbeing | | anti-social behaviour being responsible conservation courteous deductions democracy environment | essential expenditure healthy income income tax influence laws | national insurance opinion public services reliable respectful responsibility rights | rules safe trustworthy United Nations VAT witness |

| Year 5 | | | Year 6 | | | | | | |
|------------|---|---|---|---------------------|--|---|---|--------|----------------------|
| Key Themes | <ul style="list-style-type: none"> • Decisions about lending, borrowing and spending • Rights and responsibilities relating to my health • Rights and responsibilities | Key Themes | <ul style="list-style-type: none"> • Earning and saving money • Understanding media bias, including social media • Caring: communities and the environment | Learning intentions | Skills | Assessment Questions | Learning intentions | Skills | Assessment Questions |
| 1. | To identify, write and discuss issues currently in the media concerning health and wellbeing. | I can develop ideas and opinions based on a current issue. I can present these with a group. | Check in with their knowledge and understanding of health and wellbeing. | 1. | To analyse and reflect on bias in the media. | I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. | What is their experience and understanding of social media? Can they tell you why there are age restrictions on social media apps? | | |
| 2. | To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community. | I can identify how the responsibilities of others impact me and my community. | Can they name people in their community or school who have a responsibility? | | | I can discuss the reasons why people post online and the positive and negative effects relating to social media. | | | |
| | | I can give examples of barriers that can stop others following their responsibilities. | Have they also experienced this? | 2. | To discuss methods of saving and considerations for spending money. | I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. | Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them? | | |
| 3. | To identify the responsibilities to my home, community and environment I might have in the future. | 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. | | 3. | To discuss voluntary and pressure groups and their role in making changes to our communities and environments. | 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. | Do they already take part in any initiatives to support their community or the environment? Can they name any local figures or people who have responsibility in their community? Can they share ideas of how people can be more sustainable? | | |
| 4. | To consider what advice to give relating to saving and borrowing money. | I can suggest ways to spend and save money responsibly. | Do they have an allowance or pocket money? Can they give examples of how they might spend money? Can they discuss how their parents/carers will use spend money for their benefit? | 4. | To identify or suggest ways that help the environment. | I can suggest ways that I can help my environment. | Do they have an awareness of climate change? What is their understanding of this? Do they practice sustainability in their home lives? | | |
| 5. | To define financial terms and explain how others have financial responsibility for the community. | I can explain some things about finance and money. I can name a person who deals with money in my community. | Check their understanding of these financial terms. What exposure have they had to money handling. Are they aware of the financial responsibility of those close to them? | 5. | To define 'democracy' and explain how laws are made. | I can give examples of why we need a democratic society and how laws keep us safe. | What is their response to laws and rule making? Do they understand the need for rules within school? Do they have any rules at home? | | |

| Vocabulary | | | | | | | |
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| Year 5 | | | | Year 6 | | | |
| biased borrow community group costs council councillors credit debit duties | elections fact Fair Trade interest loan opinion pressure (action) group public services rent | responsibility rights salaries unbiased voluntary group vote wages | | amendments ballot box ballot slip bank (building society) account beneficiary biased campaign bid candidate cash community group composting debate debit card democracy election | energy enforcement environmentally sustainable fact food miles grant House of Commons House of Lords image income tax (PAYE) interest Junior ISA majority manifesto materials | mission statement online safety opinion penalties pitch policies pressure (action) group profile proposal public services recycling Royal Assent saving sharing | shop local social media stereotype tax transport unbiased value values VAT voluntary group voting voting booth waste |