



Economic Wellbeing: To know about the role of money and how to manage it

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can explore money in role-play scenarios	Can use everyday language related to money	Can identify the different forms that money comes in	Can understand that money needs to be looked after and identify the different ways of doing this	Can recognise the difference between needs and wants	Can list the different ways and choices people have to pay for things	Can discuss the impact of spending decisions on others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Can categorise priorities, needs and want. Can comment on how these influence spending decisions
Can discuss their own experiences of money	Can demonstrate money being exchanged for products or services (role-play)	Can discuss the choices people have for how to save and spend money	Can identify different sources of money	Can recognise that people have different attitudes towards saving and spending money Can comment on what makes something 'good value for money'	Can talk about the different ways to keep track of money	Can comment on the risks associated with money (e.g. money can be won, lost or stolen) and discuss ways of keeping money safe	Can identify the ways that money can impact on people's feelings and emotions
Can use everyday language related to money	Can identify the different forms that money comes in	Can understand that money needs to be looked after and identify the different ways of doing this	Can recognise the difference between needs and wants (Spend vs. Save)	Can list the different ways and choices people have to pay for things	Can discuss the impact of spending decisions on others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	Can categorise priorities, needs and want Can comment on how these influence spending decisions	Can discuss the different ways money can be won or lost through gambling and the risks involved



Careers and Aspirations: To know about a range of jobs and careers

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can talk about their own family	Can explore different occupations through role-play	Can talk about the different jobs that people they know do	Can comment on the strengths and interests someone might need to do certain jobs	Can discuss a broad range of different jobs/careers that people can have	Can talk about their own future aspirations	Can discuss stereotypical assumptions associated with certain jobs or careers	Can discuss a range of factors the might influence people's decisions about a job or career
Can show an interest in different occupations	Can identify own abilities and interests	Can identify their own strengths and understand that these may be different to other peoples	Can talk about jobs and how these help people to earn money to pay for things	Can recognise workplace stereotypes	Can identify some factors the might influence people's decisions about a job or career	Can discuss the options associated with voluntary, unpaid work	Can identify the kind of job that they might like to do when they are older
Can explore different occupations through role-play	Can talk about the different jobs that people they know do	Can comment on the strengths and interests someone might need to do certain jobs	Can discuss a broad range of different jobs/careers that people can have	Can talk about their own future aspirations	Can discuss stereotypical assumptions associated with certain jobs or careers	Can identify range of factors the might influence people's decisions about a job or career	Can talk about some of the skills that will help them in their future careers

Local Area Safety: To know how to stay safe in the local area (Open Water and Railways)

EYFS	KS1	LKS2	UKS2
Can recall some safety rules for open water and railways	Can identify ways to keep safe in familiar and unfamiliar environments (e.g. beach, park with pond, swimming pool, train station)	Can talk about strategies for keeping safe in the local environment or unfamiliar places (rail & water)	Can predict, assess and manage risk in different situations



Digital Wellbeing: To know how to make safe choices when using digital devices

EYFS	KS1	LKS2	UKS2
Can talk about interests Can identify technology used at home and school	Can identify a range of different activities they can do at home	Can understand that not all information seen online is true	Can recognise ways in which the internet and social media can be used both positively and negatively
Can sort true from not true statements	Can recognise the importance of taking a break from time online or TV	Can assess the reliability of sources of information online Can make safe, reliable choices from search results	Can explain the different ways information and data is shared and used online
Can identify a range of different activities they can do at home	Can understand that not all information seen online is true	Can recognise ways in which the internet and social media can be used both positively and negatively	Can talk about the manipulation of text and images in the media Can use strategies to evaluate the reliability of sources and identify misinformation

Stranger Safety: To know how to keep themselves safe when encountering strangers (both on and offline)

EYFS	KS1	LKS2	UKS2
Can talk about the people who keep them safe	Can explain what to do if they are separated from the person caring for them	Can discuss the ways in which some people may behave differently online; including by pretending to be someone they are not	Can use strategies for responding safely and appropriately to unknown adults
Can identify a person they trust (both known and unknown)	Can talk about how to respond safely to adults they don't know	Can identify unknown adults who they can seek help from	Can suggest why someone may behave differently online
Can explain what to do if they are separated from the person caring for them	Can discuss the ways in which some people may behave differently online	Can use strategies for responding safely and appropriately to unknown adults	Can explain how to report concerns both on and offline