



Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>FBV: Tolerance In the EYFS, 'Tolerance' means actively teaching young children to appreciate and respect their own and others' cultures, faiths and traditions. Encouraging them to share experiences, challenge stereotypes (like gender or cultural biases) and understand that different opinions and beliefs are acceptable, often through stories, diverse resources, role-play and modelling kindness as well as celebrating world festivals, all within a nurturing environment that promotes inclusion and open-mindedness.</p> <p>Tolerance can be shown by:</p> <ul style="list-style-type: none"> ➤ Celebrating Diversity: Sharing stories, food, and dress-up related to different cultural holidays and festivals. ➤ Challenging Stereotypes: Providing books, toys, and activities that reflect diverse families, cultures, and challenge gender norms. ➤ Promoting Empathy: Encouraging children to talk about their home lives, languages, and experiences, and teaching them to respect others' choices and feelings. ➤ Resource Diversity: Ensuring reading corners and displays feature multi-faith books and represent different backgrounds. ➤ Role-Modelling: Adults demonstrating tolerance by respecting different opinions (e.g., on favourite fruits) and treating everyone kindly. ➤ Community Links: Engaging with the wider community and discussing different ways of life. ➤ Tolerance is woven into Personal, Social, Health and Emotional (PSED) development and understanding 'People and Communities'. 	<p>FBV: Tolerance In Key Stage 1 (KS1), teaching British Value Tolerance means helping young children understand and respect that people are different in beliefs, cultures, and backgrounds, encouraging kindness, fairness, and acceptance through activities like discussing similarities/differences, role-playing scenarios (e.g., different jobs, languages), learning about diverse cultures, and creating a harmonious classroom where everyone feels valued.</p> <p>Tolerance can be shown by:</p> <ul style="list-style-type: none"> ➤ Celebrating Diversity: Focusing on what makes everyone unique (likes, abilities, families) and exploring differences in a positive way, showing diversity makes the world exciting. ➤ Scenario-Based Learning: Using illustrated cards or stories about situations (like someone being alone or speaking a different language) to discuss respectful responses. ➤ Classroom Environment: Teachers model fairness, listen to children, and create a safe space where different needs are met, focusing on equity. ➤ Learning About Others: Discovering different faiths, races, cultures, and beliefs, understanding that others may have different views and that's okay. ➤ Connecting to Rules: Understanding that while people have different views, everyone in England is subject to the same laws, fostering respect for shared rules. 		<p>FBV: Tolerance In Lower Key Stage 2, tolerance is taught as a fundamental British value that involves accepting and respecting people who are different from ourselves. It goes beyond just "putting up" with others; it focuses on valuing diversity and understanding that everyone's beliefs and lifestyles are valid.</p> <p>Key Concepts of Tolerance in LKS2</p> <ul style="list-style-type: none"> ➤ Accepting Differences: Recognising that it is okay for others to have different religions, cultures, habits, or opinions. ➤ Mutual Respect: Treating others with the same fairness and politeness you expect for yourself, regardless of their background. ➤ Empathy: Learning to "put yourself in someone else's shoes" to understand their feelings and experiences. ➤ Inclusion: Actively welcoming newcomers and making sure everyone feels like they belong in the classroom or community. <p>Why Tolerance is Important</p> <ul style="list-style-type: none"> ➤ Social Harmony: Helps people from conflicting backgrounds live together peacefully. ➤ Combatting Prejudice: Teaching tolerance early helps children identify and challenge discrimination and stereotypes. ➤ Personal Growth: Being tolerant makes children more curious, engaged, and confident when meeting new people. ➤ Life Skills: Prepares children for the diverse world they will work and live in as adults. 		<p>FBV: Tolerance In Key Stage 2 (KS2), teaching British Value Tolerance involves helping children understand and respect diverse faiths, cultures, and beliefs, moving beyond just accepting differences to actively valuing them, through activities like exploring different religions' places of worship, discussing scenarios that challenge stereotypes, and promoting respectful dialogue, ensuring pupils learn that while people have different views, everyone is subject to the law and deserves respect.</p> <p>What it means for KS2</p> <ul style="list-style-type: none"> ➤ Understanding Diversity: Pupils learn about similarities and differences in people's backgrounds, cultures, genders, appearances, and beliefs. ➤ Respectful Dialogue: Encouraging children to disagree respectfully (e.g., using oracy gestures) and understand different viewpoints. ➤ Challenging Stereotypes: Using resources like "No Outsiders" to challenge prejudice and stereotypes, linking to the Equality Act 2010. <p>Practical Activities in KS2</p> <ul style="list-style-type: none"> ➤ Exploring Faiths: Visiting places of worship (mosques, temples, churches) and celebrating festivals like Diwali, Eid, and Christmas. ➤ Scenario-Based Learning: Using cards with real-life situations (like a boy wanting to do ballet) to discuss feelings and appropriate responses to prejudice. ➤ Role Models: Identifying positive role models from diverse backgrounds. ➤ Assemblies & Discussions: Using assemblies to explore tolerance using videos, stories, and mind maps. <p>Key Concepts</p> <ul style="list-style-type: none"> ➤ Mutual Respect: Treating others as you wish to be treated. ➤ Tolerance: Accepting that people have different faiths, beliefs, and cultures, and that it's okay to be different. ➤ Individual Liberty: Exploring one's own freedom to be oneself (within the law). <p>By actively promoting tolerance, schools help children become well-rounded citizens who value harmony and respect for everyone in modern Britain.</p>	

<p>Safety Element: Stranger Safety Can talk about the people who keep them safe. Can identify a person they trust (both known and unknown). Can explain what to do if they are separated from the person caring for them. <i>Explain the concept of a 'trusted adult' – someone who's words and actions make you feel safe.</i> <i>There are some people who are 'safer strangers' e.g. 'People Who Help us'.</i></p> <p>Safety Element: Digital Wellbeing Can talk about interests. Can identify technology used at home and school. Can sort true from not true statements. Can identify a range of different activities they can do at home. <i>Discuss all the different activities they like to engage in at home and school, emphasise how important it is to have a balance between 'screen time' and active play in order to be happy and healthy.</i></p>	<p>Safety Element: Stranger Safety Can explain what to do if they are separated from the person caring for them. Can talk about how to respond safely to adults they don't know. Can discuss the ways in which some people may behave differently online.</p> <p>Safety Element: Digital Wellbeing Can identify a range of different activities they can do at home. Can recognise the importance of taking a break from time online or TV. Can understand that not all information seen online is true. Can discuss the ways in which some people may behave differently online.</p>	<p>Safety Element: Stranger Safety Can discuss the ways in which some people may behave differently online; including by pretending to be someone they are not. Can identify unknown adults who they can seek help from. Can use strategies for responding safely and appropriately to unknown adults.</p> <p>Safety Element: Digital Wellbeing Can understand that not all information seen online is true. Can assess the reliability of sources of information online. Can make safe, reliable choices from search results. Can recognise ways in which the internet and social media can be used both positively and negatively.</p>	<p>Safety Element: Stranger Safety Can use strategies for responding safely and appropriately to unknown adults. Can suggest why someone may behave differently online. Can explain how to report concerns both on and offline.</p> <p>Safety Lesson - Digital Wellbeing Can recognise ways in which the internet and social media can be used both positively and negatively. Can explain the different ways information and data is shared and used online. Can talk about the manipulation of text and images in the media. Can use strategies to evaluate the reliability of sources and identify misinformation.</p>				
<p>What is money? How do we use money? Keeping money safe Careers and Aspirations When I grow up ...</p>	<p>Spending and paying Saving Giving Keeping money safe Careers Aspirations</p>	<p>How to Manage Money Spending Versus Saving The role of Money in our Lives Careers Aspirations</p>	<p>Economic Wellbeing; Spending Needs Vs. Wants Saving, Borrowing and Giving Earn</p>	<p>Spending Decisions – Needs and Wants! Ways to pay Going Shopping – Save or Spend? Broad Range of Jobs and Careers Own Aspirations</p>	<p>Keeping track of money (budgeting) Spending Decisions – impact on others (attitudes) and impact on environment Jobs and Skills Stereotypes linked to jobs</p>	<p>Fair Trade Priorities, Needs and Want – Spending Decisions Look After It! Stereotypes – Jobs and Careers Voluntary Work</p>	<p>Economic Well-being: Money, Money, Money Financial Risks Gambling Feelings and Emotions Careers and Aspirations</p>
<p>Can explore money in role-play scenarios. Can discuss their own experiences of money. Can use everyday language related to money. Can talk about their own family. Can show an interest in different occupations. Can explore different occupations through role-play.</p>	<p>Can use everyday language related to money. Can identify the different forms that money comes in. Can demonstrate money being exchanged for products or services (role-play). Can explore different occupations through role-play. Can talk about the different jobs that people, they know, do. Can identify own abilities and interests.</p>	<p>Can identify the different forms that money would come in. Can discuss the choices people have for how to save and spend money. Can understand that money needs to be looked after and identify the different ways of doing this. Can talk about the different jobs that people they know do. Can identify their own strength and understand that these may be different to other peoples. Can comment on the strengths and interests someone might need to do certain jobs.</p>	<p>Can identify different sources of money. <i>Online Safety: If we need to remember any passwords or pin numbers to use our bank cards or online money transfers, these need to be kept private.</i> 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 identify different sources of money. Can understand that money needs to be looked after and identify the different ways of doing this. Can identify different sources of money. Can comment on the strengths and interests someone might need to do certain jobs.</p>	<p>Can recognise the difference between needs and wants. Can list the different ways and choices people have to pay for things. Can recognise that people have different attitudes towards saving and spending money. Can comment on what makes something 'good value for money'. Can discuss a broad range of different jobs/careers that people can have. Can recognise workplace stereotypes. Can talk about their own future aspirations.</p>	<p>Can list the different ways and choices people have to pay for things. Can talk about the different ways to keep track of money. 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 talk about their own future aspirations. Can identify some factors that might influence people's decisions about a job or career. Can discuss stereotypical assumptions associated with certain jobs or careers.</p>	<p>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 comment on the risks associated with money (e.g. money can be won, lost or stolen) and discuss ways of keeping money safe. Can discuss stereotypical assumptions associated with certain jobs or careers. Can discuss the options associated with voluntary, unpaid work. Can identify range of factors that might influence people's decisions about a job or career.</p>	<p>Can identify the ways that money can impact on people's feelings and emotions. 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 discuss the different ways money can be won or lost through gambling and the risks involved. Can discuss a range of factors that might influence people's decisions about a job or career. Can identify the kind of job that they might like to do when they are older. Can talk about some of the skills that will help them in their future careers.</p>

			Can talk about jobs and how these help people to earn money to pay for things. Can talk about the broad range of different jobs/careers that people can have.				
--	--	--	--	--	--	--	--

A Love of Reading

‘The Shopping Basket’ John Burningham	‘Spend it’ Cinders McLeod ‘Save it’ Cinders McLeod	‘The Great Pet Sale’ Mike Inkpen	‘What is Money?’ Katie Noodle Juice	Reading Materials from PSHE Association
‘Three Little Piggy Banks’ Pamela George	‘Give it’ Cinders McLeod	‘It’s a no money day’ Kate Milner	‘Those Shoes’ by Maribeth Boelts	
‘Topsy and Tim meet the Police’ Jean Adamson	‘Earn it’ Cinders McLeod ‘My Mummy is a Plumber’ Kerrine Bryan	‘While you’re sleeping’ Mick Jackson	‘A Chair for My Mother’ by Vera B. Williams	
‘Mog and the Vet’		‘I’m going to be a vet’ Big Dream for little people	‘Lemonade in Winter’ by Emily Jenkins ‘Worlds Coolest jobs’ Anna Brett	

Key Vocabulary

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Job: a task or a piece of work (sometimes you can be paid for this)</p> <p>Money: any object that is generally accepted as payment for goods and services</p> <p>Cash: money in the form of coins or bank notes</p> <p>Receipt: a note to say money has been received</p> <p>Wallet: a small, flat, folding case made of leather or plastic used for keeping paper money and bank cards in</p> <p>Save: something that is not spent; money that is put aside</p> <p>Spend: to use money to pay for something</p>		<p>Payment: the act of giving money for something bought or for a service used</p> <p>Saving: not spending your money straight away, but putting it away so you can spend it later</p> <p>Bank account: is the record your bank keeps to know how much money you have given them to mind</p> <p>Want: to desire or wish for something</p> <p>Need: things we must have to survive, such as food, water, and shelter</p> <p>Value: How much something is worth</p> <p>Earn: to gain for work done</p> <p>Job: a position of regular employment; includes tasks you are paid for</p> <p>Wages: money you get to do your job. Normally set for a certain amount of time; e.g. per hour or day</p>	<p>Saving: not spending your money straight away, but putting it away so you can spend it later</p> <p>Bank account: is the record your bank keeps to know how much money you have given them to mind</p> <p>Bank card: spends money from a bank account. Can be used to <i>withdraw</i> bank notes from a <i>cash machine</i> using a unique <i>pin code</i>.</p> <p>Contactless payment: made using a bank card with no need for a pin code (amounts under £100)</p> <p>Online money transfer: uses details from our bank account to pay for items online (useful for purchasing larger things or making regular payments)</p> <p>Budget: a plan for using money</p>	<p>Economic well-being is defined as having present and future financial security. It also includes the ability to make economic choices and feel a sense of security, satisfaction, and personal fulfilment with one's personal finances and employment pursuits.</p> <p>Careers and Aspirations typically refers to a long-term career goal, plan, or dream that is far away in the future, instead of short-term and in the present. A career aspiration is different from a career goal.</p> <p>Aspirations – a hope or ambition of achieving something</p> <p>Attitudes – a settled way of thinking or feeling about something</p> <p>Stereotypes – a widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p>			<p>money, investment, gain, interest, risk, bankrupt, inflation, value.</p> <p>Skills: are something that you do well or have expertise in, for example you may have great baking skills or be skilled at making people laugh.</p> <p>Strengths: are good or helpful qualities of a person, for example your strengths might be remaining calm in tough situations or being able to stay focused on getting work done.</p> <p>Weaknesses: are bad or unhelpful qualities of a person, for example you might find hard being on time difficult or find it hard to be organised.</p>

	<p>Interests: something that draws your attention or curiosity</p> <p>Strengths: positive skills, character traits or talents</p>	<p>Earn: to gain for work done</p> <p>Job: a position of employment</p> <p>Employment: if you are employed this means you have a job</p> <p>Wages: money you get to do your job. Normally set for a certain amount of time; e.g. per hour or day</p> <p>Salary: the amount you earn from your job over a year</p> <p>Occupation: the work a person does to earn a living; profession</p>		
--	---	--	--	--