

# Living in the Wider World Key Stage 3 Progression Framework

OLS	Living in the Wider World
Working towards	<ul style="list-style-type: none"> <li>• Asks questions about a new or unfamiliar topic / object</li> <li>• Listens and responds to simple information or instructions</li> <li>• Demonstrates an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity)</li> <li>• Describes shopping experiences simply</li> <li>• Matches coins</li> <li>• Sorts coins into silver and copper with minimal assistance</li> <li>• Cooperates with a peer during a staff led activity</li> <li>• Helps to hand out objects to a group when asked</li> </ul>
Stepping Stones	<ul style="list-style-type: none"> <li>• Asks for more information to aid their understanding</li> <li>• Observes and responds to things that are good and bad in their community, e.g. shops vs litter, etc.</li> <li>• Asks simple questions which are sometimes relevant to the current topic</li> <li>• Accepts that they cannot just take what they want</li> <li>• Declares that something is not fair</li> <li>• Demonstrates awareness that some things can be hurt or damaged</li> <li>• Identifies behaviour that could be considered as right and wrong</li> <li>• Identifies the rules they have to follow</li> <li>• Handles coins</li> <li>• Sorts coins by colour and size</li> <li>• Counts up to five £1 coins correctly</li> <li>• Counts up to five 1p coins correctly</li> <li>• Counts up to three £1 coins correctly</li> <li>• Recognises that they need to pay for their food with money</li> <li>• Comprehends the meaning of the terms 'Accidental' and 'Deliberate'</li> </ul>

<p>Oakwood Learning Stage 1</p>	<ul style="list-style-type: none"> <li>• Respond to stimuli or adult modelling about the things we are allowed to do in school.</li> <li>• Respond with interest to stimuli about the ways in which people can be the same and also be different.</li> <li>• Respond with interest to stimuli about rules and routines there are in school.</li> <li>• Respond with curiosity to stimuli about online advertising.</li> <li>• Respond with curiosity to stimuli about the natural environment.</li> <li>• Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults.</li> <li>• Respond to stimuli about the different pets people have and ways of caring for them.</li> <li>• Respond to stimuli about the different jobs adults do in school.</li> <li>• Respond to stimuli about adult life.</li> <li>• Respond with curiosity to adult modelling of the uses of money</li> <li>• Respond to stimuli about the different jobs adults do in school.</li> </ul>
<p>Oakwood Learning Stage 2</p>	<ul style="list-style-type: none"> <li>• Give some simple examples of things we are allowed/not allowed to do in school (rules)</li> <li>• Identify some of the similarities and differences between young people of our age.</li> <li>• Identify what is meant by having rules in school, at home and in the wider world.</li> <li>• Recognise that not everything we see online is 'real' or 'true'.</li> <li>• Identify living things that people can care for (e.g. house plants, pets, gardens).</li> <li>• Identify simple ways in which we may take care of people and/or animals.</li> <li>• Recognise different types of living arrangements, including adult care, residential care and living independently</li> <li>• Explain what is meant by having a 'job'.</li> <li>• Describe in simple terms what money is and how it is used.</li> <li>• Recognise that money we get from cash machines or through 'cashback' in the supermarket etc. is our money.</li> <li>• Discuss the role of the internet in everyday life</li> <li>• Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).</li> <li>• Explain what is meant by having a 'job'.</li> <li>• Describe different jobs that family members, friends and people in the community may do</li> </ul>

Oakwood  
Learning Stage  
3

- Explain how rules help us; rules we have in the classroom and at home
- Describe some of the similarities, differences and diversity among people of different race, faith and culture.
- Describe what is meant by rights and responsibilities
- Give reasons why it is important to take care of people, animals and all living things.
- Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments).
- Recognise that there are different types of employment e.g. paid/ unpaid (voluntary), full time/part time, work placements.
- Describe different jobs that family members, friends and people in the community may do
- Describe different ways in which people might acquire money.
- Identify some ways that money can be kept safe.
- 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
- How the internet and digital devices can be used safely to find things out and to communicate with others
- Recognise ways in which the internet and social media can be used both positively and negatively
- Describe the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues
- Some of the different ways information and data is shared and used online, including for commercial purposes
- Recognise that advertising online is targeted at individuals.
- Recognise that not everything we see or read online is trustworthy
- Recognise the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

Oakwood  
Learning Stage  
4

- Identify particular rules in school that help to keep us safe and how they do this
- Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity).
- Identify some of the different kinds of rights and responsibilities we have in and outside school.
- Describe simple steps to take to check if something we see online is trustworthy.
- Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be
- Describe our own home and explain how we and family members may take care of it.
- Identify our aspirations for adult life (which may or may not include employment and independent living).
- Describe the kind of job we might like to do when we are older and what we expect it to be like.
- Recognise that some jobs are paid more than others and money is one factor which may influence a person's job or career choice.
- Explain what is meant by earning, spending, and saving money.
- Identify some ways in which we are encouraged to spend money, including online.
- Describe the consequences of losing money or spending more than we have
- Strategies to evaluate the reliability of sources and identify misinformation
- Describe simple steps to take to check if something we see online is trustworthy.
- Identify some of the techniques that advertisers might use to get our attention or persuade us to believe something is true, and what their motives might be
- Recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
- The information, advice and guidance available to them on next steps and careers

Oakwood  
Learning Stage  
5

- Explain how rules and laws help us to live and work with other people outside of school.
- Explain the benefits of diversity for our friendships and our community.
- Identify why stereotyping is unfair.
- Recognise that everyone has 'human rights' and that the law protects these rights.
- Identify some of our rights to different opportunities in both education and work
- Explain that information from our internet use is gathered, stored and used by external organisations.
- Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online
- Explain how we can take care of our school environment.
- Explain the importance of routines in taking care of people or pets.
- Demonstrate skills for independent living (e.g. safe travel, shopping and meal preparation).
- Explain what strengths, skills and qualifications someone might need to do the jobs that interest us.
- Describe some of the things that help to keep people healthy and safe at work (that there are laws to protect people).
- Describe the steps to getting a job (e.g. looking for a job, writing a CV, going for an interview).
- Explain what is meant by the terms 'afford', 'borrow' and 'lend' (in the context of money).
- Explain the difference between essential and luxury purchases.
- Demonstrate skills for budgeting and managing potential income (salary, personal independence payments) as we become more independent.
- Explain that information from our internet use is gathered, stored and used by external organisations.
- Identify organisations/ websites that can help us or other people with concerns about something seen or experienced online.

Oakwood  
Learning Stage  
6

- Identify what might happen if we did not have rules and laws or if people ignored them.
- Explain that different cultures and faith groups have the right to practise their customs and beliefs within British law.
- Explain how stereotypes (e.g. based on sex, gender, race, religion, age, sexual orientation or disability) can lead to discrimination.
- Describe how to safely challenge stereotyping or discrimination when we witness or experience it.
- Identify whom we can talk to if we are worried about our rights or those of other people
- Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.
- Explain what might happen if the wider environment is not taken care of (e.g. litter, graffiti, vandalism, pollution).
- Describe how to manage our feelings in relation to living independently, and whom we can talk to if we are worried.
- Identify people and organisations that can provide advice and support for our future employment.
- Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.
- Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team working skills).
- Identify people and organisations that can provide advice and support for our future employment.
- Explain what is meant by 'debt' and 'credit'. Describe some simple examples of what is meant by 'value for money'.
- Explain the benefits and identify different methods of saving for the future.
- Identify what we can do if something we buy is faulty or we want to return it (our legal rights).
- Demonstrate enterprise skills (e.g. participation in a mini enterprise project)
- Explain the influence that fake news can have on people's opinions, attitudes to others and understanding of the world.
- Describe strategies for protecting and enhancing their personal and professional reputation online
- Describe some of the choices available at the end of Key Stage 4, including employment, further study, apprenticeships, work placements.
- Demonstrate some of the skills that can help someone to get a job (e.g. interview techniques, communication and team working skills)