



DOWN AMPNEY PRIMARY SCHOOL

Term 4

Unit Overview: LKS2 PSHE

Rights and Respect

<p>Key questions</p> <p><u>Making a difference</u></p> <ul style="list-style-type: none"> ❖ Can one person make a difference to the environment? ❖ Do the actions of one person affect lots of people? ❖ Can a bystander have a positive effect on negative behaviour? How? ❖ What is an active bystander? <p><u>Media influence</u></p> <ul style="list-style-type: none"> ❖ Is everything in the media true? ❖ Are there always two sides to a story? ❖ Can media reports influence people? How? <p><u>Decisions about spending money</u></p> <ul style="list-style-type: none"> ❖ What choices and decisions do we make about spending money? ❖ How do decisions about money affect groups in the community? 	<p>Substantiative knowledge</p> <ul style="list-style-type: none"> • Learn about human rights and responsibilities and how they can impact a community. • Recognise that they have a part in caring for and supporting their community, • Recognise influences, facts and opinions and doing so in a critical manner. • Identify the impact of bystander behaviour and how they can make a difference to a situation. • 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 opinions 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 financial responsibility to their families and community. ○ I can give examples of choices and decisions with money that will affect me. 	<p>Vocabulary</p> <p>Anti-social behaviour, media, United Nations, rights, spending, reduce, influence, environment, public services, income tax, negative, recycle, essential, actions, positive, community, responsibility, reuse, volunteer, School Council.</p> <p>Phonics / polysyllabic words</p> <p>En/vi/ro/ment Vo/lun/teer In/flu/ence</p>
<p>Subject skills</p> <ul style="list-style-type: none"> ❖ Role-play and drama to explore how our actions can impact others. ❖ Circle time/quality talk led by the children. ❖ Give advice to the mascot's about how they could deal with different situations. ❖ Have clear and focused discussions around topics and establish what it means to be 	<p>PSHE themes:</p> <p>Managing risk Staying safe online Drugs and their risks</p> <p>British Values</p> <ul style="list-style-type: none"> ❖ Democracy: Children are encouraged to ask and answer questions about their learning, development and school environment. Supporting children to have discussions with their peers in a respectful way. ❖ The rule of law: Identifying right from wrong and recognising the importance of laws, including those that govern the class, the school or the country. Creating rules and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment. ❖ Respect and Tolerance: Promoting individual differences and respecting how people can have different feelings in the same situation. All children listen and respect others' opinions when discussing different topics. 	<p>Linked texts:</p> <p>It's a o money day – Kate Milner The shopping basket – John Buringham We are all bron free.</p> <p>Possible misconceptions</p> <p>Some children may think that all drugs are bad.</p> <p>Christian Values:</p> <p>Courage: Children will develop the skill of recognising what is right from wrong and find the courage and conviction to make the best choices. Children will learn about different feelings and be</p>



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<p>respectful and tolerant of others and why we have human rights.</p> <p>❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own.</p>	<p>❖ <u>Mutual respect:</u> Children learn that their behaviours and actions have an effect on their own rights and those of others.</p>	<p>able to reflect courageously on their own emotions.</p>
<p>Prior learning</p> <p><u>Me and my relationships</u></p> <p><u>KS1</u></p> <p>Feelings</p> <p>Getting help</p> <p>Classroom rules</p> <p>Special people</p> <p>Being a good friend</p> <p><u>LKS2</u></p> <p>Solving problems</p> <p>Looking after our special people</p> <p>Special friends</p> <p>Dares</p>	<p><u>Future learning LKS2 Year B</u></p> <p><u>Keeping safe</u></p> <p>Danger, risk or hazard?</p> <p>How dare you!</p> <p>Keeping ourselves safe</p> <p>Raisin challenge</p> <p>Picture wise</p> <p>Medicines: check the label</p> <p>Know the norms</p> <p>Traffic lights</p>	<p><u>Respect:</u> The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p> <p><u>Trust:</u> Understanding that all relationships require an element of trust. This means being able to share thoughts, feelings and emotions with those around us in a way where we would not feel judged or criticised.</p>