



DOWN AMPNEY PRIMARY SCHOOL

**Term 4**

**Unit Overview: UKS2 PSHE**  
**Rights and Responsibilities**

<p><b><u>Key questions</u></b></p> <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> <li>❖ Are rights and responsibilities the same?</li> <li>❖ Do rights and responsibilities change as someone gets older? How?</li> <li>❖ What rights and responsibilities do we have to the community and the environment?</li> </ul> <p><u>Rights and Responsibilities Relating to My Health</u></p> <ul style="list-style-type: none"> <li>❖ How is someone responsible for their own health?</li> <li>❖ Why do some people find it hard to stick to their responsibilities for keeping healthy?</li> <li>❖ What might help someone restart being responsible for keeping healthy?</li> </ul> <p><u>Decisions About Lending, Borrowing and Spending</u></p> <ul style="list-style-type: none"> <li>❖ What things are needed by people in in the community?</li> <li>❖ What services do local councils provide?</li> <li>❖ Do councils choose how much money they give to the services they provide?</li> <li>❖ How might a council's spending choices affect different groups in the community?</li> </ul>	<p><b><u>Substantiative knowledge</u></b></p> <ul style="list-style-type: none"> <li>❖ Identify, write and discuss issues currently in the media concerning health and wellbeing.</li> <li>❖ Define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.</li> <li>❖ Identify the responsibilities to my home, community and environment I might have in the future.</li> <li>❖ Consider what advice to give relating to saving and borrowing money.</li> <li>❖ Define financial terms and explain how others have financial responsibility for the community.</li> <li>❖ I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.</li> <li>❖ I can give a few different examples of things that I am responsible for to keep myself healthy.</li> <li>❖ I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give examples of some of the things they have to allocate money for.</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p>Councillors, environment, interest, rights, responsibility, debit, costs, borrow, credit, health, community group, public services, loan, council, Exercise, vote, duties, sustainable, elections</p> <p><b><u>Phonics / polysyllabic words</u></b></p> <p>environment (CEW) responsibility / responsible sustainability / sustainable councillors (-er)</p>
<p><b><u>Subject skills</u></b></p> <ul style="list-style-type: none"> <li>❖ Collaboration and discussion.</li> </ul>	<p><b><u>PSHE themes:</u></b></p> <p>Decisions about lending, borrowing and spending. Rights and responsibilities relating to my health. Rights and responsibilities.</p> <p><b><u>British Values</u></b></p> <ul style="list-style-type: none"> <li>❖ <b><u>Democracy:</u></b> Children are encouraged to ask and answer questions about their learning, development and school environment.</li> </ul>	<p><b><u>Linked texts:</u></b></p> <p>Politics for Beginners, Alex Frith and Louie Stowell The Accidental Prime Minister, Tom McLaughlin</p> <p><b><u>Possible misconceptions</u></b></p> <ul style="list-style-type: none"> <li>❖ Children might think that decisions about the local area are made by the Government and Prime Minister.</li> </ul>



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<ul style="list-style-type: none"> <li>❖ Preparing a point of view to present.</li> <li>❖ Assertiveness and ability to put across a personal point of view as part of a discussion.</li> </ul>	<p>Supporting children to have discussions with their peers in a respectful way.</p> <ul style="list-style-type: none"> <li>❖ <b>The rule of law:</b> 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.</li> <li>❖ <b>Respect and Tolerance:</b> 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.</li> <li>❖ <b>Mutual respect:</b> Children learn that their behaviours and actions have an effect on their own rights and those of others.</li> </ul>	<p><b>Christian Values:</b></p> <p><b>Courage:</b> 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 able to reflect courageously on their own emotions.</p> <p><b>Respect:</b> The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p>
<p><b>Prior learning</b>  <u>Rights and Respect</u>  <b>KS1</b>          Taking care of things:          Myself          My money          My environment</p> <p><b>LKS2</b>          Skills we need to develop as we grow up          Helping and being helped          Looking after the environment          Managing money</p>	<p><b>Future learning UKS2 Year B</b>  <u>Rights and Respect</u>          Understanding media bias, including social media          Caring: communities and the environment          Earning and saving money          Understanding democracy</p>	<p><b>Trust:</b> 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>