



## DOWN AMPNEY PRIMARY SCHOOL

### Term 4

#### Unit Overview: LKS2 PSHE

#### Rights and Responsibilities

Key questions	Substantiative Knowledge	Vocabulary
<p><u>Making a difference</u></p> <ul style="list-style-type: none"> <li>- Can one person make a difference to the environment?</li> <li>- Do the actions of one person affect lots of people?</li> <li>- Can a bystander have a positive effect on negative behaviour?</li> <li>- What is an active bystander?</li> <li>- How can someone be an active bystander?</li> </ul> <p><u>Media Influence</u></p> <ul style="list-style-type: none"> <li>- Is everything in the media true?</li> <li>- Are there always two sides to a story?</li> <li>- Can media reports influence people? How?</li> </ul> <p><u>Decisions about spending money</u></p> <ul style="list-style-type: none"> <li>- What choices and decision so we make about spending money?</li> <li>- How do decisions about money affect groups in the community?</li> </ul> <p><u>Having choices and making decisions about my health</u></p> <ul style="list-style-type: none"> <li>- What choices help to keep me healthy?</li> <li>- Why is it important to look after my health now?</li> <li>- Why is it important to look after myself in the future?</li> </ul> <p><u>Taking care of my environment</u></p>	<ul style="list-style-type: none"> <li>❖ Know what human rights and responsibility mean and how they can impact their community. <ul style="list-style-type: none"> <li>○ I can name some responsibilities and rights that I have.</li> </ul> </li> <li>❖ Recognise that we have a part in caring for and supporting our community. <ul style="list-style-type: none"> <li>○ I can share ideas and make decisions that affect others.</li> </ul> </li> <li>❖ Recognise influence, facts and opinions and doing so in a critical manner. <ul style="list-style-type: none"> <li>○ I can give my own opinion based on facts, opinions and other influences.</li> </ul> </li> <li>❖ To identify the impact of bystander behaviour and how they can make a difference to a situation. <ul style="list-style-type: none"> <li>○ Give examples of how I can support others as a bystander.</li> </ul> </li> <li>❖ Define terms related to finance and explain how society is supported by the income of others. <ul style="list-style-type: none"> <li>○ I can explain how other have a financial responsibility to their families and communities.</li> <li>○ I can give examples of choices and decisions with money that will affect me.</li> </ul> </li> </ul>	<p>Accident, emergency, affect, balanced diet, recycle, breathing, community, repair, reduce, creative, exercise, choices, wound, mental health.</p> <p><u>Phonics / polysyllabic words</u></p> <p>Year ¾ word focus: Accident /accidentally Breathing Exercise</p>
	<p><u>PSHE themes:</u></p> <p>Decisions about money, media influence, making a difference.</p> <p><u>British Values</u></p> <ul style="list-style-type: none"> <li>❖ <u>Democracy:</u> 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.</li> <li>❖ <u>The rule of law:</u> 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>❖ <u>Respect and Tolerance:</u> 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>❖ <u>Mutual respect:</u> Children learn that their behaviours and actions have an effect on their own rights and those of others.</li> </ul>	<p><u>Linked texts:</u></p> <p>Greta and the Giants Here We Are What a Waste!</p> <p><u>Possible misconceptions</u></p> <p>Children might not think that they can make any change to the world and that small actions make a big difference.</p>



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<ul style="list-style-type: none"> <li>- What different things can I do to look after our environment?</li> <li>- Why is it important to look after our environment?</li> <li>- How does this affect our future?</li> </ul>		
<p><b>Subject skills</b></p> <ul style="list-style-type: none"> <li>❖ Role-play and drama to different situations.</li> <li>❖ Circle time/quality talk led by the children.</li> <li>❖ Give advice to the mascot's about how they could deal with different situations.</li> <li>❖ Have clear and focused discussions around topics and establish what human rights are and what responsibilities we hold.</li> <li>❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own.</li> </ul>		
<p><b>Prior learning</b></p> <p><u>Me and my relationships</u></p> <p><b>KS1</b></p> <p>Feelings Getting help Classroom rules Special people Being a good friend</p> <p><b>LKS2</b></p> <p>Cooperation Friendships Bullying Assertive skills</p>	<p><b>Future learning LKS2 Year A (some)</b></p> <p><u>Valuing Differences</u></p> <p>Respect and challenge, communities, our friends and neighbours, celebrating our differences.</p> <p><u>Me and My Relationships</u></p> <p>Trust, friendships, cooperation.</p> <p><u>Keeping Myself Safe</u></p> <p>Managing risk, straying safe online, drugs and their risk</p>	<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>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>