



DOWN AMPNEY PRIMARY SCHOOL

Term 2

Unit Overview: UKS2 PSHE

Rights and Respect

<p><u>Key questions</u></p> <p><u>Understanding Media Bias, Including Social Media</u></p> <ul style="list-style-type: none"> ❖ Does someone's social media profile give a true view of them? Why do people show only certain aspects of themselves? ❖ Does social media affect how a person feels about themselves? ❖ Does using social media create pressures on people? ❖ How can someone keep healthy when using social media? <p><u>Caring: Communities and the Environment</u></p> <ul style="list-style-type: none"> ❖ What things have an impact on the environment? ❖ What is 'sustainable' living? ❖ How can we change to live more sustainably? ❖ What can someone do to help the environment? <p><u>Earning and Saving Money</u></p> <ul style="list-style-type: none"> ❖ What different ways are there to save money? ❖ Are there advantages or disadvantages to the different ways to save money, including long-term saving? ❖ What is 'interest' when money is saved? 	<p><u>Substantiative knowledge</u></p> <ul style="list-style-type: none"> ❖ Know that there is bias in the media. ❖ Know the different ways to save money. ❖ Know what voluntary and pressure groups are and their role in making changes to our communities and environments. ❖ Know what a democratic society is and how laws are made in the UK. <ul style="list-style-type: none"> ❖ Explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. ❖ Explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. ❖ Understand the advantages and disadvantages of different ways of saving money. 	<p><u>Vocabulary</u></p> <p>biased, elections, candidate, image, profile, interest, tax, stereotype, saving, cash, pressure, public services, recycling, unbiased, environmentally sustainable, bank (building society) account, democracy, online safety, social media</p> <p><u>Phonics / polysyllabic words</u></p> <p>sustainable</p>
<p><u>Skills</u></p> <ul style="list-style-type: none"> ❖ Understand the difference between 'fact' and 'opinion' and explain what 'bias' means. ❖ Discuss the reasons why people post online and the positive and negative effects relating to social media. ❖ Talk about how money is earned, the differences in incomes and how public services are supported by tax payers. ❖ Reflect on my role in making a change in my community or environment. ❖ Suggest ways that I can help my environment. ❖ Give examples of why we need a democratic society and how laws keep us safe. 		<p><u>Linked texts:</u></p> <p>Human Kindness: John Francis</p> <p>Do Something for Someone Else: Loll Kirby & Yas Imamura</p> <p><u>Possible misconceptions</u></p> <p>Children may think that:</p> <ul style="list-style-type: none"> ❖ A bank account is the only option to saving money. ❖ Everything printed in reputable media outlets is unbiased. ❖ They are too young to make changes in their community.



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<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <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. ❖ <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. ❖ <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. ❖ <u>Mutual respect:</u> Children learn that their behaviours and actions have an effect on their own rights and those of others 	<p><u>Christian Values:</u></p> <p><u>Courage:</u> 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><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> <p><u>PSHE themes:</u></p> <ul style="list-style-type: none"> ❖ Democracy ❖ Respect ❖ Responsibility ❖ Internet / Online safety 	<p><u>Prior learning: Rights and Respect</u></p> <p><u>KS1</u></p> <p>Yr A: Taking care of things: Myself My money My environment</p> <p>Yr B: Cooperation Self-regulation Online safety Looking after money – saving and spending</p> <p><u>LKS2</u></p> <p>Yr A: Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money</p> <p>Yr B: Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p> <p><u>UKS2</u></p> <p>Yr A: Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending</p> <p>Yr B: Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy</p>
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