

Lacock School C of E Primary School

Medium Term Planning for PSHE - Beech Class Spring Term 2 2022-2023

| Topic / key question | Rights and Respects | | | |
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| Lesson 1 | Learning Intent: Who helps us stay healthy and safe? | Learning ladder success criteria: <ul style="list-style-type: none">I can explain how different people in the school and local community help me stay healthy and safe.I can define what is means by 'being responsible'.I can describe the various responsibilities of those who help me stay healthy and safe.I can suggest ways I can help the people who keep me healthy and safe. | Starter Start by doing the pre unit assessment sheet. Introduce LI and learning ladder. Main teaching activity Together look at the photograph of the different people on the IWB. Ensure that the children recognise who or what each person is. <ul style="list-style-type: none">TeacherDoctorPoliceCrossing patrolFirefighterSchool caretakerSchool administratorNurse Ask the children to discuss in pairs <ul style="list-style-type: none">How do these people help us to stay healthy and or safe? Ask the children what we mean by 'having duties'? (a moral or legal obligation: a responsibility, a task or action one is required to perform as part of ones job) Using the definition we have agreed with, lead a whole class discussion by looking at each of the photographs again and considering these questions. <ul style="list-style-type: none">What are the duties of this person?What or who do they look after?What makes them reliable and trustworthy? Independent work (HA / MA /LA or consideration for differing year groups) | Notes: |

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| | | | <p>Activity 1: How they help us</p> <p>Put the children into eight groups and allocate each group one of the eight role titles seen on the picture along with the large piece of paper with the same role written in the middle. Within this group but working individually or in pairs, children complete the task:</p> <ol style="list-style-type: none"> 1. Draw a speech bubble on their blank post it notes 2. Write this persons duties in the speech bubble. Stick the completed speech post it note on the large sheet around the role title 3. Draw a small stick-type person next to the post it speech bubble to look as if the person is saying it <p>Come together again and ask the children to consider how we / they can help these people to carry out their duties. Some key questions might be?</p> <ul style="list-style-type: none"> • How can we help this person to do their job? • How can we make their job easier? <p>State that we have our own duties to help these people and help ourselves. Ask the children to consider their own duties at school and / or at home:</p> <ul style="list-style-type: none"> • What does a duty mean for them? • Who or what do they look after? • How do they look after themselves? • How do they help themselves to stay safe or healthy? • What important duties or jobs do they do? • What makes them reliable or trustworthy? <p>Activity 2: How we help people who help us!</p> <p>Working individually, as with activity 1, ask the children to write their own duties in a speech bubbles that they have drawn on the remaining post it note. They can then stick these onto the A4 sheet, along with a simple drawing of themselves, so that the speech bubbles comes out of their mouth.</p> <p>Plenary</p> <ul style="list-style-type: none"> • Children share their completed pictures from Activities 1 and 2 with others in the class. Review that there are different people in our community that help us to be safe and/or healthy, but that we also have our own duties to help them and to help ourselves. • Finish the lesson by asking the children to think of one thing that they will/can do later today or tomorrow to help themselves or someone else. A few children could share their thoughts or, if time allows, the whole class could have the opportunity to share their thoughts via a circle-time round. | |
| Lesson 2 | <p>Learning Intent:</p> <p>It's your right</p> | <p>Learning ladder success criteria:</p> | <p>Starter</p> <p>Introduce the lesson, LI and the success ladder.</p> <p>Main teaching activity</p> <ul style="list-style-type: none"> • Begin by explaining that rules and laws are there to protect everybody and keep us all safe and healthy. | <p>Notes:</p> |

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| | | <ul style="list-style-type: none"> • I understand that humans have rights and also responsibilities. • I can identify some rights and also responsibilities that come with these. | <ul style="list-style-type: none"> • What sort of rules can you think of in school that help to keep everyone safe and healthy? • What rules and laws do you know about that help to keep everyone safe and healthy in our country? • How do those rules keep everyone safe? (smoking in the car with children) • Do different countries all have the same rules and laws? Why not? <p>Independent work (HA / MA /LA) Activity 1 – it’s your right</p> <ul style="list-style-type: none"> • Ask children to brainstorm a list of countries they have hear of. Set a target – can you think of 20? • Has anyone heard of the United Nations? Explain that the United Nations is an organisation made up of countries that want to work together in a peaceful way in the world. • Have a guess as to how many countries there are in the United Nations? (193) • The UN has an agreed list of rights for children • What is a right? (rights for children can be described as things that every child should have or be able to do in order for them to be healthy, safe and happy. Explain that happiness is an important part of our overall health) • Explain that the UN have agreed that children should have special rights and that all the countries of the UN have to do their best to make sure that children in their country have their rights protected. That is why we have laws in this country that protect children’s rights. • Ask children to look at the following statements and decide whether the statement is right (something they are entitled to) or not. Children to work in pairs. • Children have a right to play [See Article 31] • Children have a right to go to bed when they feel like it • Children have a right to eat a healthy diet [See Article 24] • Children have a right to keep pets • Children have a right to watch television all weekend • Children have a right to be treated by a doctor when they are ill [See Article 24] • Children have a right to eat sweets • Children have a right to choose their own friends [See Article 15] • Children have a right to be safe at all times [Several Articles - e.g. 32-37] • Children have a right to go to school [See Article 28] <p>Plenary</p> <p>Explain that with rights come the need to respect the rights of others - one person's rights can't be harmful to another person's rights. Think about the rights the children have written their posters about. For each right can the children describe how they ensure this right without affecting the rights of others? For example, if children have the right to play they need to so safely and kindly so that others can enjoy playing, too. For each of the rights you've looked at, ask the children to think of at least one way that they might need to consider others, so that the rights of others aren't affected</p> | |
| Lesson 3 | Learning Intent: How do we make a difference? | Learning ladder success criteria: <ul style="list-style-type: none"> • I understand the reasons we have rules. | Starter Introduce the lesson, LI and the success ladder. Explain to chn the rules of PSHE – everyone has their own ideas and opinions and that they are ok. Everyone should feel like they are listening to and that anyone can talk to me about anything. | Notes: |

- I can suggest and engage with ways I can contribute to the decision-making process in school.
- I recognise that everyone can make a difference within a democratic process.

Main teaching activity

Start the lesson with a discussion based on the following questions:

- What are our class rules?
- What are our school rules?
- Why do we have class and school rules?
- Why do we have rules about things we do online?
- What should happen if someone breaks the rules?
- What would happen if people didn't keep to the rules?
- Is it ever ok to break a rule?

Try to draw out from the discussion the idea that rules are there to protect people, keep them safe and happy. They help everybody get the most out of school.

Independent work (HA / MA /LA)

Ask the class how rules are made. Who decides the rules in the following places:

- School
- At home
- At a swimming pool
- At a railway station
- Online

Ask the children whether they think everyone agrees what the rules should be.

Who makes decisions in our school? The government? The governors? The headteacher? The teachers? Other staff? What about the children? Do the children have their say?

Give out the 'How do we make a difference?' activity sheet. Ask the children to work in pairs or threes to answer the questions shown on the sheet as follows:

- For each item discuss and agree what the rules are.
- Who do you think makes the rules?
- Is it possible to help make or change the rules and if so how would you go about doing it?

Discuss children's ideas after they have finished.

At your school how do children have their say? NB: this will be depend on how you organise your Pupil Voice agenda. You may have a school council with elected members from each class. If so you may like to share:

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| | | | <ul style="list-style-type: none"> • How often they meet • Who attends these meetings • Is there a chairperson? A secretary? A treasurer? • What they discuss • Decisions they can influence • Areas they are accountable for • How they report back to the classes <p>If you are doing this lesson near the start of the year or start of a new term you may wish to use it to introduce and set up your school council elections and procedures.</p> <p>Plenary Set up your circle time in the usual way and remind the children of your normal circle time rules.</p> <p>Go round the circle asking each child to say a word which builds up to make a continuous sentence, for example:</p> <ul style="list-style-type: none"> • Child 1: One • Child 2: day • Child 3: I • Child 4: went • Child 5: to • Child 6: the • ...and so on <p>Is it possible to go round the whole circle to make a complete (and probably very long) sentence? Have a few goes at this, maybe starting with the same word but allowing the children to take it off in different directions.</p> <p>After the activity ask the children how each child was able to make a difference to the final sentence. From the very first word each child is making a small contribution to the entire sentence – they are making a small but important difference. Explain that this is how decision making can work. You may like to introduce the concept of democracy here – i.e. that through elections everyone can make a small but very important difference to the final decisions and outcomes.</p> | |
| Lesson 4 | Learning Intent: In the news! | Learning ladder success criteria: <ul style="list-style-type: none"> • I can define the word 'influence'. • I can recognise that reports in the media can | Starter Introduce the lesson, LI and the success ladder. Explain to chn the rules of PSHE – everyone has their own ideas and opinions and that they are ok. Everyone should feel like they are listening to and that anyone can talk to me about anything. Main teaching activity Start the lesson with some key questions such as: <ul style="list-style-type: none"> • What sort of choices do we make every day about our health? | Notes: |

influence the way I think about a topic.

- I can form and present my own opinion based on factual information and express or present these in a respectful and courteous manner.

- Who or what helps and supports us with those choices?
- What choices are made for us?
- Who or what influences our choices? What do we mean by 'influence'?

Explain that in today's lesson the children are going to be thinking how a story in the news might influence someone's opinion about an issue.

Independent work (HA / MA /LA)

Give out the sheet with the two online news articles. Read through the first article (you can read this to the class or ask for volunteer readers, remembering that the primary focus is not literacy skills.

After the first article ask the following questions:

- What do you think the writer of the article thought about the scheme?
- Do you think everyone agreed with him/her?
- Who had the reporter interviewed about the scheme?
- Why do you think s/he reported on what a small group of parents had said?
- Who else could the reporter have interviewed?
- What are your views on the scheme?

Now read the second article and ask the following questions:

- Did this article give the same message as the first one?
- What do you think the writer of this article thought about the scheme?
- Who did the reporter interview for this article?
- Why do you think the reporter didn't mention the small group of parents who were against the scheme?
- Are your views on the scheme any different now?
- How might people be influenced by the two different articles?

Plenary

Ask the children to choose one of the articles and write a letter to the online news site saying why they agree or disagree with the scheme. Explain that they need to make their points clearly and using respectful, courteous language, stating exactly why they have their opinion.

An alternative to this writing activity could be to ask children to work in pairs and role-play a radio interview where one child interviews the other about the scheme. The person being interviewed must decide who they are going to be (child, teacher or parent) and whether they agree or disagree with the scheme.

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| | | | <p>The interviewer must have a set of questions to ask about the scheme to challenge the interviewee's opinions. Remind the children about using respectful, courteous language throughout the interview. Give children a few minutes preparation time and then ask them to role-play the interview. You may like to ask some of the pairs to come up and show their interviews to the rest of the class afterwards.</p> | |
| Lesson 5 | <p>Learning Intent:</p> <p>Safety in numbers.</p> | <p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can explain the roles of the bystander and how it can influence bullying or other anti-social behaviour. I can recognise that I can play a role in influencing outcomes of situations by my actions. | <p>Starter Introduce the lesson, LI and the success ladder. Explain to chn the rules of PSHE – everyone has their own ideas and opinions and that they are ok. Everyone should feel like they are listening to and that anyone can talk to me about anything.</p> <p>Main teaching activity Ask children to share some positive things that other people have done for them in the last week, either at home or school.</p> <p>Thank them for their comments and explain that today we're going to think about some positive things that people can do for each other especially if they are experiencing some not so positive behaviour from other people.</p> <p>Happy and sad feelings In table groups, ask the children to take their large piece of paper and place it in 'portrait' mode and draw a line down the centre, dividing it into two roughly equal parts. At the top of one side draw a smiley face and a sad face on the other side.</p> <p>Ask the children to discuss in their groups, what behaviours would make someone feel happy and what would make someone feel sad. Ask them to write their ideas under the corresponding face.</p> <p>Have your own large piece of paper with a large circle drawn in the centre. Ask the groups to feedback their examples of behaviour that would make someone feel happy. Try to link their ideas to examples from the class e.g. "Last week when Zak fell over, Rohan helped him."</p> <p>End this section by stating that there are so many ways that we can make someone feel happy or good about themselves and you do lots of these every day.</p> <p>Now think about the negative behaviours, ask the groups to share. Don't discuss the behaviours but write them in the circle on your sheet.</p> <p>Explain that these are all examples of 'anti-social' or aggressive behaviours. This can include bullying behaviours. We're going to think what we can do if we witnessed this sort of behaviour. (Examples may include: teasing, name-calling, spiteful, unkind or cruel behaviour, including leaving people out.)</p> <p>Independent work (HA / MA /LA) Draw 5 or 6 crosses around the edge of the circle. Ask the children to imagine that these are all people who see or hear this behaviour taking place. We can call them witnesses. Psychologists refer to these as bystanders. The behaviour of bystanders has a huge impact on the outcome of bullying behaviour,</p> | Notes: |

whether they are **passive** (do nothing when witnessing the behaviour) or **active** (stick up for the person being bullied). This activity explores **bystander behaviour** and practising being **active bystanders**.

Ask the children how the witnesses might feel if they saw the negative anti-social or bullying behaviour taking place.

Acknowledge that it can be frightening or upsetting to witness such behaviour and that it can be difficult to know what to do but that when a group works together it is very powerful.

Write 'no' next to each cross to demonstrate the 'witnesses' expressing their disapproval.

Place the sheet with the circle on the floor and ask the children to stand around it in a circle. Join the circle yourself. Explain that as you are all standing looking at the circle (with the list of anti-social behaviours) you're going to imagine that you are witnesses to that behaviour taking place and that by watching or listening without doing anything, you're actually making it worse because you're giving attention and therefore power to the perpetrator (the person being unkind).

Now explain that humans like to feel part of a group and that they've got people on their side. Often, it doesn't take much to put a stop to unkind or anti-social or bullying behaviour, especially if lots of people act together.

Ask for a volunteer who is happy to start the action. Tell that person that they are going to say, "Stop doing that" in a quiet voice over and over. Explain that when you pat someone on the shoulder, then they should join in, repeating "Stop doing that" and that you'll carry on until everyone is included and you'll see what happens. Naturally the group will usually get louder, not only because of the number of voices but that each individual will get louder as they feel supported by others

After the activity, ask the children how they felt. Explore the 'safety in numbers' theory and explain that often the fastest way to stop bullying is by the class making it clear that they do not approve and that they want it to stop: isolating the person/people who are showing the bullying behaviour. Ask how they think the 'bully' would feel if they knew that most people didn't approve of their behaviour?

Plenary

Ask the children to sit back in their places. Acknowledge that sometimes they may be the only witness or for some reason they might feel afraid to stand up against the behaviour. What could they do then? (Find a trusted adult, at school or home.)

Encourage the children to think about who they could talk to if they felt worried or unsafe or if they thought someone else was feeling worried or unsafe. Use the 5 fingers of one hand to make a list of 5 generic people for the whole group eg teacher, parent, dinner supervisor, etc.

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| | | | <p>Then ask children to rest their heads on their hands on the desks as they think of people that they could talk to if they felt worried or unsafe. Play some calming music as they think.</p> <p>At the end of the activity, thank the children and remind them that they can always talk to you, even if you seem busy, it is very important that they know that they can share their worries with you.</p> | |
| Lesson 6 | <p>Learning Intent:</p> <p>Why pay taxes?</p> | <p>Learning ladder success criteria:</p> <ul style="list-style-type: none"> I can explain what is meant by the terms 'income tax', 'national insurance' and 'VAT'. I understand how a payslip is laid out showing both pay and deductions. I can prioritise public services from most essential to least essential. | <p>Starter</p> <p>Introduce the lesson, LI and the success ladder. Explain to chn the rules of PSHE – everyone has their own ideas and opinions and that they are ok. Everyone should feel like they are listening to and that anyone can talk to me about anything.</p> <p>Main teaching activity</p> <p>Explain that when someone gets paid they don't get all of the money they earn. Why do the children think that is?</p> <p>Explain that money is deducted (taken away) from pay for taxes or National Insurance:</p> <ul style="list-style-type: none"> Income Tax: money which is used to pay for public services like hospitals, police, education, libraries and so on. National Insurance: money which is used to pay for state pension and other benefits. Everybody is given a National Insurance number. VAT. This means Value Added Tax. It is a tax that is paid when people buy certain items that are seen as being less essential than other items. <p>Why pay taxes? Part 1</p> <p>Display the payslip. Explain the various elements of the payslip and what they mean. Make sure the children understand the difference between gross pay and net pay. Try to keep this as simple as possible at this stage.</p> <p>Optional activity – give out the 'Looking at a payslip' Activity sheet. Children can either draw a line to match up the definitions with the various parts, or cut out and match up the definitions with the various parts of the payslip by gluing them in the correct places on the sheet, indicated by the arrows. (NB: to do the latter, after cutting out the definitions, stick the payslip with its arrows onto a larger (e.g. A3) piece of paper to allow enough space for the definitions to be stuck next to the arrows. Check that children have completed this successfully.</p> <p>Children can practice the skill of calculating money in pounds and pence by checking that the deductions from the full salary are correct (subtract the deductions from the full pay figure to get the final pay figure).</p> <p>Explain that VAT isn't taken from a person's pay directly, but rather charged for items or services that they buy.</p> <p>Independent work (HA / MA /LA)</p> | |

Why Pay taxes? Part 2

Who pays taxes? Pretty much everyone who is employed in work although people who earn under a certain limit do not have to pay any taxes.

Brainstorm a list of public services that are paid for through our taxes. This might include:

- Hospitals and health care
- Education
- Emergency services (Fire, Police, Ambulance)
- Libraries
- Parks
- Roads
- Other ideas

Activity: Diamond Nine

Children to work in small groups. Give out the Diamond Nine cards (cut from the pupil activity sheet). After cutting out the nine cards, children make a Diamond Nine shape using the cards showing how they would prioritise public services if they were in charge.

Create the diamond pattern as follows:

1 on the top row

2 on the 2nd row

3 on the 3rd row

2 on the 4th row

1 on the 5th row

Total: 9 cards

Why are some public services more important than others?

When complete compare the different Diamond Nine configurations.

Was there any difference of opinion?

If so, why?

Plenary

Now ask children to remove the card at the bottom of their Diamond Nine. Discuss what life would be like if that service wasn't available to the public. How would it impact on people's lives?

Remove a card from the second to bottom row of the Diamond Nine. Discuss what life would be like if *that* service wasn't available to the public. How would it impact on people's lives?

Remove the other card from the second to bottom row of the Diamond Nine. Again, discuss what life would be like if *that* service wasn't available to the public. How would it impact on people's lives?

Explain that all these services are important to the public and although some are more important than others and need to be prioritised, if any of these services didn't exist then people would suffer as a result.

Summarise that taxes help to provide services that people need and rely on.