

# PSHE/ RSE

## Medium Term Plan

### Y4 - Autumn 1- Being Me in My World



Y4 - Being Me in My World	
<b>Class Text</b>	Emmeline Pankhurst
<b>Hook</b>	Election Party
<b>Topic Reflection</b>	Class Election
<b>Philosophical questions</b>	'You can't vote because of the way you look' Should everyone be able to vote?

Learning	
EYFS + KS1	<b>Being Me in My World</b> Celebrating difference Dreams and goals Healthy me Relationships Changing me
KS2	Being Me in My World Celebrating difference Dreams and goals Healthy me Relationships Changing me

Tier	Vocabulary
Tier 1	actions, rewards, consequence, team player, important, school, roles, job role, responsibilities, respectful, behaviour, decisions, community.
Tier 2	fairness, perspective,
Tier 3	citizen, attitude, democracy, United Nations Convention of the Rights of the Child, motivation,

Fundamental British Values and Protected Characteristics		
Rule of law Democracy Individual Liberty <b>Mutual tolerance and respect</b>	Gender Reassignment Disability Marriage and Civil partnership Pregnancy and maternity Race	Age Sex Religion or belief

Previous Skills	Previous Knowledge	Previous Understanding
Set personal goals. Identify feelings of value. Take on a role in a group. Identify positive and negative learning behaviours. Identify a support network in and out of school. Try to see things from different perspectives.	Know the importance of making responsible choices. Know why rules are needed. Know a range of learning behaviours. Know we always have a choice. Know the British Value Rule of Law Know people can see things from different perspectives.	Understand my actions affect others. Understand things can be seen from different perspectives.

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and sentence structures
Lesson 1	Being me in my world	LO: Know my attitudes make a difference to my class.	Children will work in teams and have 9 cards. They will write down nine words to describe teamwork and order these from most to least important using the 'Diamond nine' activity. (Give children ideas for the diamond nine)	I can generate words to describe teamwork. I can order these from most to least important. I can justify my reasoning.	Attitudes, teamwork, important, least important, school, value. "I value... in my class because..." "I think ... is important to teamwork because..." "It is interesting that..."
Lesson 2	Being me in my world	LO: Understand my school community.	Children will play job role charades and guess different roles within the school community. Give children the job role picture card and a blank card. Children to generate three of the most important jobs they complete within that role. Share ideas from different groups.	I can identify job roles within the school community. I can identify the key roles of a job within my school community.	School, community, roles, jobs, different, groups, opinions. "I think the role is... because..." "I can see from your actions that the role is... because..." "I believe that the most important part of this job is... because..."
Lesson 3	Being me in my world	LO: Understand how a fair democracy works.	Children play the spot the difference game and talk about the different environments. Introduce children to the United Nations Convention on the Rights of the Child (poster). Work in pairs to look at the UN rights of the child. Focus on 4, 29 and 41. Talk about democracy and how this is supporting rights and the responsibility of the government.	I can use the vocabulary of democracy and responsibility. I can link democracy to my rights.	Rights, responsibility, votes, UN rights of the child, government, FBV. "The right I think is the most important is... because..." "The rights link to my school life because..." "I think these rights are important to my because..."

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 4	Being me in my world	LO: Use democracy to benefit the school community.	Children complete the choices bingo sheet and find as many people with the same choice as them. Write the names in the box and the first person to fill all the boxes shouts bingo. Children will volunteer for school council and children will put forward their suggestions for why they should be elected. Children to vote for their school councillor. (Can be covered earlier in the planning to link to the school council votes)	I can identify similarities and differences in my class community. I can say why a decision would be good for the school community.	Class community, decision, choices, benefit, democracy, rights of the child, responsibility. "... is similar to me because..." "... is different to me because..." "I think ... has made a good point and would make a good candidate for school council..." "... would make a good councillor because..."
Lesson 5	Being me in my world	LO: Understand how groups come together to make decisions.	Children will build a tower using straws/spaghetti and see which group can make the tallest freestanding tower. One child is the observer to feedback on how the group made decisions, what worked best. Children sketch the tower and write words to describe their teamwork. Use the decision cards to talk about how different people make decisions and how they make the decision. Link to how this affects their rights.	I can identify ways of making decisions. I can identify what worked well in my group. I can identify a time when a group made a decision.	Teamwork, decisions, observer, rights, identify. "I think... worked well together because..." "I think... could have gone better because..." "To improve in the future, I think..." "I really liked that..." "I think that this would help me outside of school because..."
Lesson 6	Being me in my world	LO: Understand how rewards and consequences motivate people's behaviour.	Pass a sponge ball around the circle without using hands and the winner gets a prize. Introduce consequences and rewards. Rewards motivate our behaviours (consequence of using hands—out. Reward—win). Use the scenario cards to think of rewards and consequences for each. Is it appropriate? Would it motivate you to make the right choice?	I can suggest rewards and consequences for a scenario. I can identify motivations for good behaviour.	Rewards, consequences, motivate, choices, teamwork. "The consequence of ... would be..." "This consequence is appropriate because..." "I find this inappropriate because..."

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 7	Being me in my world	Philosophy for Children session: LO: Understand how rewards can impact choices and motivate behaviour	Use the question 'Should we use rewards to motivate people to vote?' Or complete the 10-step model to allow children to generate their own questions.	I can critically build on others ideas. I can use my prior knowledge to support my reasoning. I can summarise my thinking.	Ideas, build, summarise, motivate, rewards, P4C. I agree with... however, ... I think that... because... An interesting thought ...but...

School Council Elections will take place in week 2 of the autumn term from Y2-Y6

Knowledge:	Skills:	Understanding:
<p>Know the qualities that make a good team player.</p> <p>Know the roles people play in my school community.</p> <p>Know how a fair democracy works.</p> <p>Know rewards and consequences motivate people's behaviour.</p> <p>Know there are a range of ways to make a decision.</p>	<p>Identify the qualities of a good team member.</p> <p>Identify the key jobs of roles within the school community.</p> <p>Take part in a fair and respectful democratic debate.</p> <p>Identify motivations for good behaviour.</p> <p>Identify ways of decision making.</p> <p>Use democracy to benefit the school community.</p>	<p>Understand we need different job roles within the school community.</p> <p>Understand how democracy works through responsibilities.</p> <p>Understand motivations for behaviour.</p> <p>Understand groups come together to make decisions</p>