

PSHE/ RSE

Medium Term Plan

Y6 - Autumn 1- Being Me in My World



Y6 - Being Me in My World	
Class Text	Wonder by RJ Palacio, Vote for Effie by Laura Wood, Splash by Charli Howard
Hook	Create spiral goals for the year
Topic Reflection	Machinery diagram/art work
Philosophical questions	Children should not be allowed to work on the Cocoa Plantations in Ghana, Is it fair some children have their needs met and others do not? Can you achieve success if your physiological needs are not met?

	Learning
EYFS + KS1	Being Me in My World 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	Personal, targets, goals, values, wider community, chocolate, compare, rights, wants, needs, communities, individuals, human, barriers, achieve, whole, success.
Tier 2	Universal rights, Compare, Theory, Function
Tier 3	Ghana, Cocoa Plantation, Maslow's Hierarchy of needs, Physiological needs, Self-esteem, Self-actualisation

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

Previous Skills	Previous Knowledge	Previous Understanding
Set personal and academic goals for the year. Identify what I value about my school. Identify when needs are not being met. Name the most important responsibility we have at school. Collaboratively build on others ideas and summarise the main points.	Know what I value about my school community. Know my rights and responsibilities as a British citizen. Know a range of factors can affect someone's needs and rights being met. Know there can be barriers to education. Know different roles and responsibilities within the wider community. Know how to work as a team when working towards the same goal	Understand my rights as a British citizen. Understand that a range of factors affect people's lives. Understand the implications if rules/laws are broken. Understand and discuss my rights as a British Citizen, roles and responsibilities of other parties.

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 1	Being me in my world	LO: Know others' values and goals and relate these to personal targets.	Children will look at the drawing Tom Daley drew when he was nine. What was his goal? How did this support him to achieve this? Talk about the trauma Tom encountered the year before the Olympics, did this make a difference? Use post-it notes to describe how Tom felt when he achieved the Bronze medal. Use the spiral template to write and draw personal targets for the future.	I can identify goals and values of those in the wider community. I can identify my own targets for the future. I can link these to the goals of others.	Tom, Olympics, dreams, goals, targets, personal, academic, future. Sentence Stems: I think Tom felt... because... I notice that Tom experienced... and I think the impact of this could be... I can empathise with Tom because...
Lesson 2	Being me in my world	LO: Know there are universal rights for all children but many do not have these met. (UN rights of the child poster)	Children will play people ping pong and be in two teams. Name as many chocolate bars as they can, alternating teams until they are out of ideas. Watch the BBC learning clip on children working on cocoa plantations in Ghana. After, give the children a true or false quiz (pre-made in Jigsaw). Use the questions "Children should not be allowed to work on the cocoa plantations." Split into teams of agree and disagree. Each group discusses and presents the main points to the other group. Use post-it notes to record how they feel about chocolate now.	I can understand that many children do not have their rights met. I can compare my own wants and needs, and compare these with children in a different community.	Rights of the child, culture, difference, chocolate, plantation, Ghana, agree, disagree. Sentence Stems: I agree with... because... I disagree with... because... I can see why you might think... have you thought about... You make an interesting point but...
Lesson 3	Being me in my world	LO: Understand my own wants and needs, and compare these with children in different communities.	Winning the lottery activity: Give children a strip of paper and ask them to write down all the things they would buy if they won the lottery. After 1 minute, ask them to cross off everything they don't need and just want. What are they left with? Discuss: What do we need in order to learn? Use post-it notes to record ideas. Introduce Maslow's Hierarchy of Needs. Give each child a copy of the triangle and talk in partners to discuss which needs are met and which are not yet met. Children annotate the triangle and make this an individual piece.	I can identify the difference between a want and a need. I can identify Maslow's Hierarchy of Needs. I can identify which of my needs have and have not been met yet. I can explain my ideas using annotated notes.	Maslow's Hierarchy of Needs, needs, wants, others, community, compare, children. Sentence Stems: My needs have been met because... This part of my needs has not been met yet and I think that this is because... I really appreciate that it might be difficult if... I can see now that by..., happening it can affect my needs.

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 4	Being me in my world	LO: Understand my own wants and needs and compare these with children in different communities.	Children will watch the two Jigsaw video clips and complete the Maslow's Hierarchy of needs for each child. Once both are complete children will come together in groups to form a decision about which child would find it the hardest to learn and why.	I can compare the needs of others outside my community. I can use Maslow's Hierarchy of needs to draw conclusions.	Maslow's Hierarchy of needs, needs, wants, others, community, compare, children. My needs differ to... because... I can see why... makes it hard to learn because... I empathise that ... would make ... challenging.
Lesson 5	Being me in my world	LO: Understand how rewards and consequences feel and link these to my rights and responsibilities.	Children create a spider diagram to show their target from the first lesson. Children use images and words to write obstacles to achieving this, how they can overcome these, and a reward they would like when this happens. Encourage children to refer to Maslow's Hierarchy of Needs.	I can link my goals to rewards, consequences and my rights and responsibilities. I can identify my feelings associated with these.	Rights, responsibilities, hierarchy of needs, others, achieving, rewards, consequences. Sentence Stems: A barrier to my target could be... I would overcome this by... A reward when I achieve this would be...
Lesson 6	Being me in my world	LO: Understand how to function best as a whole.	Show children images of machinery, football teams or school. Children identify different parts that enable it to work and be successful. Explain that the class is like a machine and we all work together to make it work and enable each other to learn. In groups children to draw the class and label how each part of the class works together to achieve success and reach our goals. Team leaders to feedback to the class	I can work effectively in a team and know how to function best as a whole. I can identify roles that support my class to function well as a whole.	Parts, function, classes, whole, successful, groups, effective, together. ... works effectively because... If ... did not work then it would not be effective because... I see the value of... because... ... is needed for our classroom to be effective because... I can see that if... happens then the class wont be effective.

Lesson	Concepts	Learning Objective	Lesson Outcome	Success Criteria	Vocabulary and Sentence Structures
Lesson 7	Being me in my world	<p>Philosophy for Children session</p> <p>LO: Use prior knowledge to critically debate.</p>	<p>'Can you achieve success if your physical needs are not met? Children will take part in a P4C session to discuss the above question. Children should write down their thoughts before and after the discussion. Remind children that changing their mind is a positive approach to learning.</p>	<p>I can show aspects of critically debating with my peers. I can use my knowledge from prior lessons to support my answers and build on ideas from me peers.</p>	<p>I agree with ... because... You make a great point... but have you thought about ... I really value your input ... have you thought about this... An excellent idea. I like that you said...however, ...</p>

Knowledge:	Skills:	Understanding:
<p>Know others values and goals in the wider community and how these can relate to personal targets.</p> <p>Know there are universal rights for all children but many do not have these needs met.</p> <p>Know Maslow's theory of human need.</p> <p>Know how rewards and consequences feel and how these link to my rights and responsibilities.</p> <p>Know how to function best as a whole and which roles enable this.</p>	<p>Identify the goals of others in the wider community and apply these to personal targets.</p> <p>Compare my own wants and needs with those in different communities.</p> <p>Identify which of my human needs have been met against Maslow's Hierarchy of needs.</p> <p>Compare the lives of two individuals outside my community using Maslow's Hierarchy of needs.</p> <p>Identify how to function best as a whole class.</p>	<p>Understand differences in communities.</p> <p>Understand there are different stages of need.</p> <p>Understand how rewards and consequences feel and how these link to my rights and responsibilities.</p>