

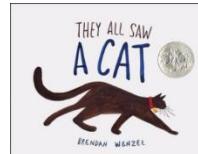
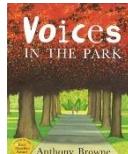


Y3 Medium Term Plan for PSHE

Autumn 1- Being Me in My World



Class Text:



Hook:

Medal making

Topic Reflection:

lego houses

Philosophical questions: What would it be like to have no rules? What is the dream school? Should rules apply to everyone?

Strands of 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

Vocabulary

Tier 1: feelings, proud, positive, negative, choices, dream, school, nightmare, school, important, rewards, consequences, different, actions.

Tier 2: emotions, goals, challenges, support, personal, situation.

Tier 3: value, rule of law, responsibility, role, perspective.

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

Work co-operatively within a group.

Previous Knowledge

Know strategies for coping with feelings.

Previous Understanding

Understand appropriate rewards and consequences.

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| <p>Identify responsibilities and why these are important.</p> <p>Apply the British Values to a range of situations.</p> <p>Recognise worries and apply strategies to manage these.</p> | <p>Know the British Value of Mutual Respect and Tolerance.</p> <p>Know the appropriate rewards and consequences within the class.</p> | <p>Understand and use the vocabulary of responsibility and appropriate.</p> <p>Understand the basic concept of British Values.</p> |
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| | <u>Concepts</u> | <u>Learning Objective</u> | <u>Lesson Outcome</u> | <u>Success Criteria</u> | <u>Vocabulary and sentence stems</u> |
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| Lesson 1 | Value | LO: Recognise own and others value. | <p>Children will write down or draw on a gold coin what they are most proud of. Read out the achievements to the class and guess who this belongs to.</p> <p>Give each child an additional coin to draw/write about what they are most proud of.</p> <p>Use three adjectives to describe how they felt when they achieved this.</p> <p>Turn these into medal for the children to wear.</p> | <p>I can recognise my own value.</p> <p>I can say what I value about someone else.</p> <p>I can set a personal goal for the year.</p> | <p>Value, success, achievements, proud, feelings</p> <p>I felt...when I achieved</p> <p>I want to achieve...</p> <p>I am proud of ... because they achieved...</p> |
| Lesson 2 | Worth, trust, safe | LO: Create a support network. | Children will have a large piece of paper and draw their nightmare school. | I can identify characteristics of a negative school environment. | Support, network, nightmare, school, community. |

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| | | | <p>What qualities are needed? Write adjectives to describe.</p> <p>Discuss who we could talk to if we were feeling overwhelmed in school.</p> | <p>I can identify who I can talk to when I am feeling overwhelmed.</p> | <p>My nightmare school would be...because..</p> <p>I can ask .. for support.</p> <p>I feel comfortable talking to...because...</p> <p>At school I can talk to...</p> <p>At home I can talk to..</p> |
| Lesson 3 | Rules, boundaries | LO: Understand why rules are needed. | <p>Children will work in the same groups and now design their dream school. What qualities does this have? Use adjectives to describe.</p> <p>What do we need to do, to make school a positive place?</p> | <p>I can say why rules are needed.</p> <p>I can identify positive learning behaviours.</p> | <p>Behaviours, positive, dream, design, place, school, community, rules</p> <p>Rules are important because...</p> <p>Rules are there to...</p> <p>My dream school would be...</p> <p>I would like school to be.. because...</p> |
| Lesson 4 | Consequences | LO: Understand my actions affect others. | <p>Play the treasure game. One child is in the middle surrounded by noisy objects. One child is nominated to steal the treasure whilst the middle child is blindfolded. Ask the children to think about the consequences of these actions.</p> <p>In six groups decide three rewards and three consequences. Collate these and make the class charter.</p> | <p>I can generate appropriate rewards and consequences.</p> <p>I can think of an example when my behaviour has had a consequence.</p> | <p>Consequence, reward, behaviour, appropriate, teamwork, actions.</p> <p>My actions affect other because...</p> <p>I want my actions to be...</p> <p>A time when my actions have had a reward is...</p> <p>A time when my action have had a consequence is...</p> |

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| Lesson 5 | Choices. | LO: Make responsible choices. | Children work as a team to make Lego houses to take part in a competition. Children will build the houses and will understand the importance of making responsible choices. Children will have different needs to accommodate (one blindfolded, one can't talk, one cannot touch the materials) | I can take on a role in a team. I can make responsible choices. I understand my choices impact others. | Choices, teamwork, role, other, impact, positive, negative. I worked well in a team because... I could have done better because... I liked how Made good choices because... I was a responsible learner because... I thought that ... worked well because... |
| Lesson 6 | Value | LO: Understand how my actions might affect other and try to see things from another perspective. | Show children a range of scenarios and how these might be seen from different perspectives. Create a mission statement to add to the learning charter to show motivations (use optical illusions as a warm up) | I can try and see things from other perspectives. I can interpret a situation. | Perspectives, situation, viewpoint, needs, others, consider. I respect... but I think that... I appreciate your thoughts but... I like how you... but I think... If you look at it like... you might think differently. |
| Lesson 7 | Value | Philosophy for children session: LO: See things from others perspectives. | Children will discuss the following question 'What would it be like to have no rules?' Encourage children to see situations from a range of perspectives and how different people could feel. Give scenario cards | I can take part in a discussion following the class charter rules. I can critically build on others ideas with support. I can try to see things from others perspectives. | Rules, viewpoints, needs, perspective, agree, disagree. I respect... but I think that... I appreciate your thoughts but... I like how you... but I think... If you look at it like... you might think differently. Great idea... but do you think...? |

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| | | | from different people and discuss these. Children to conclude their thoughts at the end of the enquiry. | | Have you ever thought about it this way...? |
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School Council Elections will take place in week 2 of the autumn term from Y2-Y6

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