

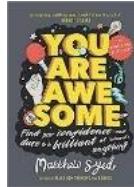


Y5 Medium Term Plan for PSHE

Autumn 1- Being Me in My World



Class Text:



Hook:

Graffiti brick wall



Topic Reflection: P4C discussion

Philosophical questions: What are your responsibilities to yourself and other so that everybody has the chance to learn? Is it the government's responsibility to ensure that every citizen in our country can have their needs met?

Stands of learning:

EYFS + KS1	KS2	Vocabulary	Fundamental British Values and Protected Characteristics	
<ul style="list-style-type: none"> ✓ Being Me in My World ✓ Celebrating difference ✓ Dreams and goals ✓ Healthy me ✓ Relationships ✓ Changing me 	<ul style="list-style-type: none"> ✓ Being Me in My World ✓ Celebrating difference ✓ Dreams and goals ✓ Healthy me ✓ Relationships ✓ Changing me 	<p>Tier 1: value, goals, positive, rights, responsibility, needs, background, different, rules, broken, consequences, personal, barriers.</p> <p>Tier 2: academic, British, culture, implications, collaborative, government, parties, cooperation, motivation, participation.</p> <p>Tier 3: United National Convention of the Rights of the Child, learning charter, empathise, laws, citizen.</p>	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

Identify the qualities of a good team member.

Previous Knowledge

Know the qualities that make a good team player.
 Know the roles people play in my school community.

Previous Understanding

Understand we need different job roles within the school community.

<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>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>Understand how democracy works through responsibilities.</p> <p>Understand motivations for behaviour.</p> <p>Understand groups come together to make decisions.</p>
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	<u>Concepts</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>Success Criteria</u>	<u>Vocabulary and sentence structures</u>
Lesson 1	Worth	LO: Know what I value most about my school and set goals.	Children to have a brick printed and write down the thing that makes them value school. Collect teachers' opinions prior to the lesson to share ideas if children find this tricky. Write down academic and personal goals for the year. Create a display/page in the floor book using a mix of personal goals and attributes that make them value school.	<p>I can talk about what I value in my school community.</p> <p>I can set personal goals for the year.</p> <p>I can set academic goals for the year.</p>	<p>Value, school, goals, personal, academic, school community, class community.</p> <p>I value school because...</p> <p>I think the same as...because...</p> <p>I think ... made a great point but I think...</p> <p>I would like to achieve... in my personal life.</p> <p>I would like to achieve ...in my school life.</p>

Lesson 2	Rights, responsibility, belonging	LO: Understand my rights and responsibilities as a British Citizen.	<p>Give the children the 'British' images and ask the children to sort them into British citizens and not British citizens.</p> <p>Address any misconceptions. All the images are British.</p> <p>Split the class into groups and each group has a picture.</p> <p>Select some of the UN cards and discuss the meaning of a small selection.</p> <p>Use the Jigsaw resources and scenarios and discuss if the needs are being met or not.</p>	<p>I can challenge misconceptions.</p> <p>I know the British Values.</p> <p>I can identify when needs have been and have not been met.</p> <p>I can explain my ideas.</p>	<p>British Values, citizen, Britain, UN rights of the child, needs, met and unmet.</p> <p>That is acceptable because...</p> <p>That is unacceptable because...</p> <p>The needs are met because...</p> <p>The needs are unmet because...</p> <p>I think the person feels... because...</p> <p>I feel that...</p>
Lesson 3	Empathy	LO: Empathise with people in this country who's needs are different to mine.	<p>Children will look at different images and sort them into 'rights met and rights denied'. Children will discuss if they have everything they need to learn. How would they feel? Are their rights being met?</p>	<p>I can emphasise when other children's rights are not met.</p> <p>I can identify the most important things to be ready to learn.</p>	<p>Rights, met, denied, appreciate, learning, ready to learn, empathise, important.</p> <p>The rights of the child have/have not been met because...</p> <p>The child has different needs to me because...</p> <p>I can empathise with the child because...</p>

			Create a list of the top six things that children need to learn and have their needs met. Compare to the graffiti wall they made in lesson 1 of things they appreciated.		I appreciate my learning environment because... When comparing the lives of the child and mine the differences/similarities are...
Lesson 4	Rules.	LO: Understand the implications if rules/laws are broken and the impact this has on people's rights.	Show children the London Riots 2011. Discuss what laws are being broken? What is happening in the scenes. Talk about if this happened at school, what would the consequences be? How is this effecting the rights of the child? Children write down the most important responsibility they have at school to ensure everyone's needs are met.	I can name implications on a child's rights if rules/laws are not followed. I can identify my biggest responsibility as a member of the class community.	Implications, rules, law, rights, rights of the child, consequence, needs. The riot show that... I think... about the riots. The consequences would be... This has affected the rights of the child because...
Lesson 5	Belonging	LO: Contribute to the group and understand how we best function as a whole.	Children will play the juggling ball game and decide how the skills cooperation, motivation and	I can take part in a group task. I can use the vocabulary of motivation, participation and cooperation.	Education, rights of the child, goals, motivation, participation, cooperation. I worked well in a team because...

			<p>participation effect working as a team. Children will pass one ball around the circle saying each person's name as they go. Add in more juggling balls and see which techniques are the most effective.</p>	<p>I can link teamwork to the UN rights of the child and how this benefits my education.</p> <p>I can explain how we worked best as a team when working towards the same goal.</p>	<p>Teamwork links to the UN rights of the child because...</p> <p>My rights are being met because...</p> <p>The best way to achieve the goal was to...</p>
Lesson 6	Community	<p>LO: Understand why our school community benefits from a learning charter and what the barriers to this could be.</p>	<p>What might be a barrier to education? How can education be a barrier to their lives? Use post it notes to identify barriers to learning. Are they all behaviours or are there outside factors that can impact education? What is your biggest barrier to education? Does this link to the rights of the child not being met?</p>	<p>I can say why a learning charter and rules are important to my school community.</p> <p>I can identify barriers to education and learning.</p> <p>I can link the barriers to the rights of the child.</p>	<p>Barrier, education, learning, community, school, rules, learning charter, behaviours.</p> <p>The biggest barrier to learning is...because...</p> <p>I agree with.... Because my learning barrier is the same.</p> <p>I respect ... and their barrier to learning because I feel...</p> <p>I respect...but I feel differently because...</p>
Lesson 7	<p>Philosophy for Children session</p> <p>role, responsibility</p>	<p>LO: Discuss my rights as a British citizen, roles and responsibilities of other parties.</p>	<p>Children will investigate and discuss the question 'Is it the government's responsibility to</p>	<p>I can collaboratively take part in a discussion.</p> <p>I can give my opinion on the roles and responsibilities of different parties.</p> <p>I can conclude my thinking.</p>	<p>P4C, rights of the child, thinking, needs, responsibility, conclusions.</p> <p>I think that... because...</p> <p>I agree with... because...</p>

			ensure that every citizen in our country can have their needs met?' Children will work collaboratively to ensure that they build upon each other's ideas and draw conclusions.		I appreciate that you think... but I feel ... You made an interesting point but... Excellent idea but have you thought about it from this perspective....
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School Council Elections will take place in week 2 of the autumn term from Y2-Y6

Endpoints:	Knowledge: Know what I value about my school community. Know my rights and responsibilities as a British citizen. Know the UN rights of the child. 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.
	Skills: 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.
	Understanding: 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.