**PSHE/C Curriculum – Year 4 Autumn Term 1**

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| **Theme: Citizenship: Rights, Rules and Responsibilities** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. -To understand the difference between rights, wants and needs, and that rights come with responsibilitiesand - To recognise their responsibilities at school and at home to themselves and others.2. -What does it mean to be treated and to treat others with respect? (RR) and -To understand why rules are needed at home and at school. (RR)3. To understand how decisions can be made democratically in our class through simple debating and voting.4. To understand how children and adults in school might be democratically elected to represent others. 5. No Outsiders – Dogs Don’t Do Ballet – To choose when to be assertive | **Keyword** | **Definition** | **Keyword** | **Definition** | This unit contains teaching which directly addresses the PSHE requirements for:**Relationships Education**Respectful Relationships (RR)• the conventions of courtesy andmanners.• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. |
| rights | needs or things that we should all have e.g. the right to learn and the right to be safe | voting | to express your choice or opinion  |
| responsibility | things that we are expected to do, such as following the rules or being kind and helpful to others | assertive | behaving confidently and able to say in a direct way what you want or believe |
| chairperson | the person in charge of a meeting, committee or organisation | democracy | a system of government – a country in which power is held by elected representatives  |
| respect | admiration felt or shown for someone that you believe has good ideas or qualities | basic human rights | the basic rights and freedoms that belong to all of us, from birth until death |
| decisions | the act of deciding something or the need to decide something | United Nations | an organization between countries that promotes international cooperation including better living standards and human rights |
| contribute | to help cause an event or situation | wantsneeds | things that a person would like to have (but are not essential for survival)things that a person requires to stay alive (e.g. food, clothing, shelter) |
| representative | someone who speaks or does something officially for another person or group of people | consensus | a general agreement amongst a group of people (majority of opinion) |
| pros and cons | the advantages (positives) and the disadvantages (negatives) | spokesperson | a person who is chosen to speak officially for a group or an organization (a representative) |
| indifferent | having no bias, prejudice or preference | ballot | selecting a representative by voting secretly and recording votes on small slips of paper |
| majority vote | more than half of the total – the thing that most people voted for (the winner) | compromises | an agreement in an argument in which the people involved reduce their demands or change their opinion so that they can agree |
| parties | a group of people with similar ideas and beliefs who come together to achieve their aim | veto | an official power or right to refuse to accept or allow something |
| democratically | in a way that is based on the wishes of most of the people | convention | a large meeting for a political party |
| debating/debate | a competition in which terms of people, often students discuss a subject and make decisions | prioritise | to decide which group of things are most important so that you can deal with them first |
| **Prior Learning (Year 3)**The children in year three, explored how to create a safe and happy classroom environment through developing ground rules. They learnt how to build positive relationships within the class. They explored the different emotions associated with new situations and developed coping strategies that they could use. They explored how to welcome others who are new to their class and school. They identified their own support networks and developed skills to enable them to ask for help.  | **Future Knowledge (Year 5)**In year five, children will participate in developing ground rules for the class and in exploring what they mean in practice. They will also take part in activities to build positive relationships in the class and to develop their skills of cooperation. They will explore the range of new situations they or others may find themselves in, and the emotions they or others may experience. They will develop strategies for coping when they are new. They will also revisit and develop their own Networks of Support and consider how they can provide help and support to others. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. -What do we mean by rights and responsibilities? (1.1 – 1.5)and-What are my responsibilities at home and at school? | * Identify that there is a difference between wants and needs – using a Circle Time completing the sentence stem: ‘When I pack my bag to go away, I take...’ *As the children say*

*their answers, record them on the board in two lists without titles, according to whether it is a want or a need. Ask the children to look at the list and then suggest why they think you have put them in two lists. This may generate an interesting discussion about things you think are wants and they think are needs.** Identify their wants and needs in the situation of going to live on a new island where they will be beginning a new life - *Tell them that they don’t know what will be on the island. Ask the children, in small groups, to list on sticky notes all the things they might need or want on the island. Ask the children to place their sticky notes on two pieces of flip chart paper, one headed ‘wants’, and the other ‘needs’.*
* Know how to prioritise their needs – e.g. taking the ten most important things to have with them on the island - *which they write on a list.*
* Able to distinguish between wanted items and needed items to use on their island - *tell them they have to leave behind 4 more things, which they must cross off their list. Discuss how they decided which things to take and which to leave behind, and whether there were disagreements in the group*
* Able to explain the difference between wants and needs - *Do they have everything that they want? What about what they need?*
* Know what makes someone happy and healthy
* Understand what a happy, healthy child of their age needs – *draw a child then around the child, ask them to note or draw all the things that child has or experiences which makes him or her happy and healthy. Ask them to think about any of these experiences or things which some children may not have and to circle them on the picture. Ask them if there are some things which contribute to both health and happiness e.g. playing in the park with their family, cooking a meal together.*
* Recognise that everyone has had different experiences
* Recognise that some experiences can contribute to both health and happiness
* some people may not have all their needs and wants met, in this country or elsewhere.
* Understand that ‘rights’ help to describe what people can expect in terms of fair treatment and having their needs and wants met - *use an example, such as the right to education or the right to feel safe, to illustrate the connection between rights, wants and needs*
* Know what it means to have basic human rights
* Able to explain the basic rights contained in the United Nations Convention on the Rights of the Child - using the book ‘For Every Child’
* Understand that this is something many countries, including the UK, have signed up to - *ask the children to take one or two rights that they think are very important to them and to illustrate them. This could be done through drawing or painting, or children could be asked to take photographs, illustrating the right (for example a photo of games being played in the school playground to show Article 21, the right to play and relax)*
* Understand how to match rights and responsibilities and explain how they link together - *organise the children into pairs and give each pair a set of statements from* Matching Rights and Responsibilities Resource *– ask them to read the statements and pair each right with its corresponding responsibility. Ask the children to choose one statement and explain the link between the right and the responsibility to the class.*
* Identify which rights are most important to them at the moment – *in pairs using Matching Rights, Rules and Responsibilities activity (done previously)*
* Recognise ways that they could help to make sure other children are able to enjoy these rights - *ask the children to draw a picture of the people who live in their home, giving each one a speech bubble with the sentence stem, I have a right to ... and write some of the rights these people would say they have, including adults and children.*
* Recognise and compare similarities and differences between their ideas and their partner’s - *ask each pair to feedback some of the rights they have written to make a central class list of these*
* Identify which responsibilities go alongside these rights e.g. My mum has a right to some peace and quiet in the evening, so we have a responsibility to go to bed on time; my dad has a right to go to a football match on some Saturdays, and he has a responsibility to check that mum can look after us then; I have a right to eat dinner, my parents have a responsibility to buy the food and cook it and I have responsibility to help with the tidying up.
* Able to come up with some of their own rights and responsibilities
* Understand how their behaviour affects others’ rights e.g. – they may need to help tidy up so that their parent/carer can have a rest. They may have a responsibility to keep a younger sibling safe when a parent/carer is not in the room.
 | * sharing
* listening respectfully to others’ ideas and opinions
* turn-taking
* communicating effectively with others
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| 2. - What does it mean to be treated and to treat others with respect? (RR)and- Why do we need rules and conventions at home and at school? (RR) – (5.1 – 5.4) | * Identify what the word ‘respect’ means to them – make a list
* Recognise what showing someone respect might look like
* Recognise what someone showing disrespect might look like – *role play with colleague - (Sam) starts telling you (Chris) about something they have enjoyed doing. In role, you demonstrate a lack of respect by not listening, not looking at your partner, fiddling with something, interrupting, belittling what they are talking about and talking over them about something you have done.*
* Understand how Sam (from the roleplay activity above) might be feeling when he was not treated with respect
* Recognise ways that Chris could have acted different – and record these positive statements - *e.g. look at the person, show you are listening, let them speak, focus on them, respond politely*.
* Understand that by showing someone that you are listening, you are showing them respect
* Understand ways of showing someone else respect – through role play – repeat previous activity – however, this time showing respect – using positive statements e.g. look at the person, show you are listening, let them speak, focus on them, respond politely.
* Identify how Sam is feeling now that he is being listened to and respected
* Understand different ways that you can show respect to other people – *record these*
* Understand how to show respect when listening (as in activity 3.2) - *ask the children in pairs to take it in turns to talk about something they enjoy. Focus on the role of the ‘listener’.*
* Understand how it felt for both parties when they were listened to compared to when they weren’t
* Know that when we feel respected, we feel safe, able to express ourselves and accepted for who we are
* Understand how to show respect towards others – *through creating a classroom display*
* Recognise the rules they have to follow at home
* Identify and discuss the benefits they get from following those rules – working in pairs and completing the sentence stem, *‘At home I have to ... because* ...’ Ask them if there are any ways they behave at home that everyone just follows, because they know it is the right thing to do. Gather examples and explain that these are conventions
* Recognise that some families have different rules and conventions
* Understand what ‘conventions’ are
* Identify conventions they have in the classroom e.g. we know not to stand on tables, we know we should tuck our chairs in, we don’t need a rule about these things.
* Identify why we need rules and conventions in the classroom – using Classroom Descriptions resource - Ask the children to imagine they have been invited to look round two different classrooms in a neighbouring school. Read the Classroom Descriptions by each teacher, asking the children to imagine the teacher is greeting them at the door of the classroom. Ask the children to record in pictures and/or writing under each description what they see and hear and how they feel once they are in the classroom. Ask the children to feed back some of their ideas to the class and draw out why rules are necessary in a classroom.
* Recall some of their school or class rules and understand reasons for each rule
* Understand reasons why they think some rules are more important than others
* Understand that school rules are created to keep children safe and happy and to help them to learn
* Recognise if a rule is good or not and if it is necessary or unnecessary – using the example ‘Do not climb on the school roof’ - *They know this rule and everybody follows it. They don’t need to be reminded of it – it is a convention. Ask the children to list other rules which are unnecessary to write down, because everyone knows them. (Refer to Activity 5.1) Share these as a class. Look over your existing ground rules and discuss whether any have become conventions and how they can tell.*
* Recognise the difference between a rule and a convention
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| 3. How do we make democratic decisions in school?* 1. – 7.5)
 | * Understand that there are different ways to make decisions
* Recognise how they would react to different decision-making processes - Decide on a significant issue which will be important to all class members e.g. the destination for a class trip or which DVD to watch for the end of term treat*. Give each group a different method for making the decision, e.g. one child decides, majority vote, veto of one child, veto of a small group of children, consensus, small representative group decides.*
* Identify which way of deciding (above) would be the fairest way
* Recognise that different approaches to decision-making may be appropriate in different situations.
* Understand how to vote fairly on a simple classroom issue It might be preferable to choose an issue which has only two possible outcomes e.g. which of two books to read next, which of two games to buy for wet play. *Discuss with the children the system they would like to use to hold the vote e.g. straight majority, secret ballot etc. In Circle Time, tell the children the result of the vote, and ask them how they feel about the result. Some will be pleased, some will be disappointed and perhaps some will be indifferent.*
* Identify the different feelings associated with voting
* Know how to use democratic strategies to make decisions - Decide on a class-based issue that genuinely needs addressing e.g. wet play activities, untidiness in the cloakroom. Have a general class discussion about the issue. Now demonstrate the processes involved in talking about issues. Be explicit about the democratic strategies used e.g. considering different points of view, listening carefully, speaking clearly, being willing to express ideas and feelings, identifying and locating sources of information, selecting key points, considering pros and cons and suggesting compromises or alternatives. Organise the children into groups to discuss the given topic and ask them to use the strategies that have been listed above to answer the following questions:
* What are the problems?
* What would we like the ideal situation to look like?
* What steps could we take to achieve this? - Each group to elect a spokesperson to feedback briefly on each of these three questions.
* Recognise how well they think their group demonstrated the following skills: listening, considering different points of view, speaking clearly, expressing ideas and feelings, identifying and locating sources of information, selecting key points, considering pros and cons and suggesting compromises or alternatives *– reflecting on discussions from activity 7.3*
* Identify which democratic strategies that they used – *and give themselves a score out of ten for each skill – able to choose one which they will try to work on next time to increase their score*
* Understand how to carry out a debate on a particular issue which is relevant to them - such as homework, uniform or school dinners, e.g. School dinners are better for you, homework should be banned, school uniform is a sensible idea, children should be allowed mobile phones. Ask them to brainstorm ideas for and against and record these for them on the whiteboard.
* Understand how to debate ‘for’ and ‘against’ an issue – divide class into two groups – one group will argue in favour and one group will argue against *(explain that this may not represent their real view - but will give them practice at expressing views and listening to those of others). In Circle Time, ask the children to indicate when they want to speak and ask them to carry out a few minutes of debate, with you acting as the chairperson.*
* Identify how successful they think the debating process was
* Recognise if they think anyone spoke very convincingly and in a way which might cause people to change their mind
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| 4. What is a representative and how do we elect them? | * Understand the process of how to choose a representative
* Understand what a manifesto is
* Understand what an election is and how someone gets elected
* Know how to elect someone to be a representative - share this scenario with the children: The children at Alltown Primary School have set up a school council. Every class in the school is told that they can choose one person to represent their class on this council. The children in all classes all wanted to be the representative, but there could only be one from each class. - Ask the children for suggestions about how to solve the problem. Discuss the idea of having manifestos and voting accordingly in an election.
* Understand how to use a manifesto
* Understand what they think the qualities and skills of a good class representative for school council might be and record these (around a drawn outline of a child)
* Able to use their understanding of the election process to nominate school council representatives - *use the qualities and skills discussed in Activity 8.2*
* Understand how to create their own manifestos
* Able to carry out a democratic process to elect representatives
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| **No Outsiders**5. Dogs Don’t Do Ballet – To choose when to be assertive | * I know what assertive means
* I know why being assertive is sometimes hard
* I can choose when to be assertive
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