

SUBJECT: PSHE

UNIT: Living in the Wider World Rights and Responsibilities; Taking Care of the Environment; Money Matters

TERM: 3 YEAR GROUP: 4

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	To research, discuss and debate topical issues, problems and events concerning health and wellbeing, and offer their recommendations to appropriate people	<p>Describe what influences their decisions about health and wellbeing</p> <p>Describe how the media tries to influence people's decisions about health and wellbeing</p> <p>Give examples of informed decisions that protect health and wellbeing</p> <p>Talk about potential problems that arise through peer pressure/media influence</p> <p>Give advice on taking care of health and wellbeing</p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Analysing and evaluating situations</p> <p>Drawing conclusions</p>	<p>What decisions about our health and wellbeing are we able to make?</p> <p>What influences us to make these decisions?</p> <p>Why might the media try to influence our decisions about health and wellbeing?</p> <p>What advice would we give someone about their health and wellbeing?</p>	Use local or national current affairs on health and wellbeing issues as a context for session delivery

<p>SESSION 2</p>	<p>To learn why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p>	<p>Describe the mechanisms for taking part in decision-making in school</p> <p>Identify issues that concern them in school and what they can do about them</p> <p>Explain what is needed to make rules and how they can be involved</p> <p>Identify the steps they can take to help to change rules</p> <p>Give examples of ways in which everyone has a say in making the rules</p>	<p>Making decisions and choices</p> <p>Team working</p> <p>Negotiation – thinking ‘win-win’</p>	<p>How are laws made in a democracy?</p> <p>How can we ensure that we are all involved in making and changing school rules?</p> <p>What if others don’t agree with our ideas?</p>	<p>Teacher to choose rules and laws that have a context for the pupils, such as rules and laws relating to school life, laws to protect the local community and environment and how these laws are made in a democracy.</p>
<p>Session 3</p>	<p>To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>To understand that universal human rights are there to protect everyone and have primacy</p>	<p>Explain why rules and laws are made specifically to protect children</p> <p>Describe how some of the Rights of the Child relate to their daily lives</p> <p>Identify who they can talk to if they their own or someone’s rights aren’t being met and explain why they think these are the right people to talk to.</p> <p>Explain why rules and laws that protect themselves and others are important</p> <p>Understand that human rights take precedence over other laws and practices</p> <p>Identify ways in which they can promote human rights values</p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Empathy</p> <p>Looking at evidence</p>	<p>Why do children need their own human rights?</p> <p>Whose responsibility is it to meet a child’s human rights?</p> <p>Who/where can we go to for help?</p> <p>Why would we choose these people? How can they help us?</p> <p>How can we help promote the values of human rights, in our classroom, in the playground, in the school and in our community??</p> <p>What can we do to show that we respect the human rights of others</p> <p>Do those who care for us always know what is best for us?</p>	<p>A child friendly version of the Declaration of the Rights of the Child can be found at: http://www.unicef.org.uk/Documents/Publications/Child_friendly_CRC_summary_final.pdf</p>

	both over national law and family and community practices	<i>NB The teacher should choose the context for this, such as right to education or health care etc.</i>		Does disagreeing with those we care about mean we no longer care for them? Can we agree to disagree and still be friends?	
Session 4	To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities	Identify the impact anti-social and aggressive behaviour has in school and in the wider community Give examples of or demonstrate strategies that can be used to defuse aggressive situations Talk about steps to take if they or someone they know is experiencing aggressive behaviour Describe the potential effect that these kind of behaviours have on emotional health and wellbeing and the consequences to everyone if they continue.	Resilience Resolve conflicts Managing risk and personal safety Self-reflection	How might it feel to be a witness or be a target of bullying? Why might a witness sometimes join in or not tell? How could we make someone targeted feel better? Do we have a responsibility to tell, if we witness anti-social or aggressive behaviour, or bullying?	Stories where critical moments can be found and alternative endings developed; where characters have the courage to say 'No' or if they fail to say 'No' have to deal with the consequence; where characters have the courage to be themselves
Session 5	To learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the	Identify how our responsibilities may be changing as we grow older Identify rights/duties/responsibilities we have that are challenging for us Identify steps we can take to help us fulfil our duties/responsibilities (what helps/doesn't help us?)	Analysing and evaluating situations Negotiation Planning and deciding	What do grown-ups have to be responsible for? What are we responsible for? Are other people's expectations of us changing? How do we feel about the increasing responsibilities that	Stories where characters make a difference to others by carrying out their responsibilities/duties, and the effects of when they don't fulfil their responsibilities/duties Invite some of the school staff talk to the pupils about their rights/responsibilities/duties in

	environment	<p>Describe rights we have at home, school, in our community and environment</p> <p>Explain ways to make the school a safe and fair place so that rights are protected</p> <p>Recognise the relationship between rights and responsibilities</p>		growing-up brings?	the context of the school
Session 6	To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices	<p>Give reasons for the importance of solving differences</p> <p>Suggest different ways to demonstrate that we value the other's points of view</p> <p>Explain how sometimes resolving differences means 'agreeing to disagree'</p> <p>Explain the concept of compromise and how both parties may need to 'give a little' to get a win-win.</p> <p>Explain or demonstrate what is meant by 'negotiation'</p> <p>Identify ways to resolve conflict and how this involves making decisions and explaining choices</p> <p>Talk about the skills we need to practise to resolve differences</p>	<p>Making decisions and choices</p> <p>Negotiation – thinking 'win-win'</p> <p>Giving constructive feedback to others</p> <p>Self-reflection</p>	<p>If we disagree with someone, does it mean that we don't like them?</p> <p>How does it feel when we quarrel with other people?</p> <p>How could 'seeing things from someone else's point of view' help to resolve disputes?</p>	Stories where characters resolve conflict, see things from another point of view and respect other's opinions