

**Unit of work: Rules and Responsibilities**

**PSHE/RHE Theme: Living in the Wider World**

**Assessment Outcomes:**

- I know and understand the school rules.
- I can use courtesy and manners
- I can vote for a school councillor
- I respect others and know I should be treated with respect.
- I can form an opinion on something and review this when I listen to other people's ideas.

<b>Health and Well-Being</b>	
<b>Relationships Education</b>	<p>(R24) how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>(R31) to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>(R33) to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<b>Living in the Wider World</b>	<p>(L1) to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>(L4) the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>(L7) to value the different contributions that people and groups make to the community</p> <p>(L25) to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>

**Key Learning**

Links back to prior learning	New learning this unit (Focus) This unit should begin with a recap of links to previous learning	Links with future learning
<p>Each year, children re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.</p> <p>In Year 1, children learn about the importance of listening to others.</p>	<p>In Year 3, children continue learning about the school rules and responsibilities. The learning focuses on manners and respect. They re-visit democracy by voting for their school council and take part in debates where they get to share their opinion and listen to the opinion of others.</p>	<p>In subsequent years, children will continue to work on the school rules and re-visit these through different scenarios.</p> <p>In Year 4, they will begin to look at respect of others no matter how different that person is to them.</p>

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**The Harmony Trust**  
**Year 3 PSHE Medium Term Plan**  
**Autumn 1**



<p>In Year 2, children continue to build on the use of the school rules, understanding why they are in place and what the consequences are if rules are not followed.</p>		<p>In Year 5, they will delve further into respect for others no matter their appearance, religion or gender and will cover how important self-respect/esteem is.</p> <p>In Year 6, children move onto rights and responsibilities. They re-visit some of the respect objectives and then move on to learning about diversity, how it has a positive impact on society and how they can use their knowledge of respect and apply it in different ways.</p>
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**Vocabulary and terminology arising in this unit:** (words in *italics* may have been encountered but not explicitly taught as part of a specific lesson)  
 respect, manners, courtesy, opinion, debate, rules, responsibility, democracy

**Positive Safeguarding for all**

**Every lesson will have consistent ground rules in place which:**

- includes not asking personal questions or sharing personal information
- use correct terminology – this avoids derogatory use of language
- ensures confidentiality (unless safeguarding)
- ensures the right to pass (as long as actively listening)

**All children should know who their trusted adult is at school and in the wider family.**  
 A trusted adult is someone who the child feels comfortable to turn to for help.

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	LO:	Success Criteria	Suggested Teaching Activities	C.C Links
<p><b>Session 1</b></p> <p>School Rules</p> <p><i>This lesson should begin with a recap of links to previous learning</i></p>	To know and understand the school rules.	<ul style="list-style-type: none"> <li>- Understand what rules and responsibilities are.</li> <li>- Explain the school rules.</li> <li>- Sort activities under the correct headings.</li> <li>- Work in groups to create freeze frames of the rules</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful Creative, Problem Solver, Communicator, Co-operative, Confident</b></p> <p><b>At the start of the session, share with children our ground rules for every PSHE session. Refer to the rules and have them evident in the classroom. Make sure all children understand the ground rules in place.</b></p> <p><b>Starter:</b> What are rules and responsibilities? Discussion time with partner (timed, share pair) and then share ideas and definition as a class.</p> <p><b>Main:</b> Explain that everyone at school has the right to learn, be safe and be happy and in order to do this we need to ensure we follow the school rules. Ask the children who can remember what rules we follow in school. Remind the children about the school rules.</p> <p><b>Whole class activity: For GHLLWK rules -</b> have the different letters as headings on the board and some picture examples/communication in print visuals displaying the different rules. Ask the children to sort the examples under the correct 'GHLLWK' heading. Once this is completed, ask the children to think of their own examples. If you have other school rules, sort school rules</p> <p><b>Plenary:</b> (Round Robin) How many examples can the children think of for the different rules – round the table</p> <p><b>Main Task:</b> Freeze frame work: Children to work in groups and take pictures using the iPads of them demonstrating the school rules – record in books or place on display. <b>Children to work in mixed ability groupings</b></p> 	<p>English – Communication and language</p> <p>Speaking and listening</p> <p>Drama</p>
<p><b>Session 2</b></p> <p>Manners</p>	To use courtesy and manners.	<ul style="list-style-type: none"> <li>- Understand what manners and courtesy is,</li> </ul>	<p><b>Starter:</b> Have the question on the board – What are manners? (create a class mind map of the ideas and opinions of the chn)</p> <p><b>Main:</b> Explain what manners and courtesy is and why they are fundamental for a happier society.</p>	<p>English – Communication and language</p>

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		<ul style="list-style-type: none"> <li>- Change scenarios from negative behaviour to positive behaviour scenarios.</li> <li>- Sort scenarios into the correct column</li> </ul>	<p>Take part in a quiz:  <a href="https://www.educationquizzes.com/ks2/personal-social-and-health-education/manners">https://www.educationquizzes.com/ks2/personal-social-and-health-education/manners</a></p> <p>Give the chn different scenarios of negative behaviour and ask the children how they would change the scenario into positive behaviour and using manners. e.g. instead of letting the door slam in someone’s face – hold the door open and say “after you”.</p> <p>Ask the children to share their scenarios and how they would rectify the negative behaviour.</p> <p>Once shared, give example of sayings that could be seen as rude such as ‘move’ ‘that’s mine’ and think as a class of how else this could be phrased.</p> <p><b>Throughout the week:</b> Set up a “pom pom jar” in the classroom when a child uses good manners a pom pom goes into the jar. The children can also gain pomp poms from other children telling an adult when they have seen them acting with courtesy.</p> <p><b>Plenary:</b> Quiz, quiz, swap – using manners</p>		<p>Writing</p> <p>Art (LA/SEND)</p>
			<p><b>Main Task:</b>  <b>LA/SEND:</b> Children to create a good manners garden for the PSHE display in the classroom  <b>MA/HA:</b> Children to be given different scenarios or sayings and they have to sort them into the correct columns. (Acting with courtesy and acting without courtesy)</p>		
<p><b>Session 3</b>          Democracy</p>	<p>To vote for school councillor.</p>	<ul style="list-style-type: none"> <li>- Talk about democracy and why it is important.</li> <li>- Partake in a pretend scenario</li> <li>- Candidate: Complete a persuasive poster on PM</li> <li>- Take part in a democratic vote</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 7 Be Democratic</b></p> <p><b>Before session:</b> If a child would like to be a representative on the school council they must complete the ‘Vote for me’ on Purple Mash.</p> <p><b>Starter:</b> Set up a pretend scenario with the class - I.E The class has lost their playtime just because the teacher has decided. Start a debate in class – why should the children get their play time?</p> <p><b>Main:</b>          Start by watching this video about democracy in the UK:  <a href="https://www.youtube.com/watch?v=ZN0qPOvRqVE">https://www.youtube.com/watch?v=ZN0qPOvRqVE</a></p>		<p>English – Communication and language</p> <p>Writing</p>

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		<ul style="list-style-type: none"> <li>- Understand the need for fairness in the voting process</li> <li>- Make an informed decision when voting.</li> </ul>	<p>Each representative who would like to be on the school council will present their 'vote for me' to persuade the class as to why they should be chosen. Children will vote. <b>Plenary:</b> Count the votes to see who is the winner</p> <p><b>Activity:</b> Children to complete a ballot paper to vote and post it into a ballot box. Remind the children they must put cross in one box only.</p>	
<p><b>Session 4</b> <i>Respect</i></p>	<p>To respect others and know I should be treated with respect</p>	<ul style="list-style-type: none"> <li>- Understand what respect is.</li> <li>- Understand how to respect others</li> <li>- Understand how I should be treated with respect</li> <li>- Explain how respect looks, sounds and feels</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 5 Be Respectful</b></p> <p><b>Recall with children our ground rules for every PSHE session. Refer to the rules from session 1. Ask children also to recall who their trusted adults are in school and at home.</b></p> <p><b>starter:</b> What is respect? Develop a class definition. Develop ground rules for respect as a class e.g.</p> <ul style="list-style-type: none"> <li>o Everyone has a chance to talk and not be interrupted.</li> <li>o Everybody's opinions are valuable.</li> <li>o It's OK for my opinions to be challenged.</li> <li>o It's OK for me to challenge other people's opinions.</li> <li>o It's not OK for my opinion, or anyone else's to be dismissed.</li> </ul> <p><b>Main:</b> Explain to the children that the way we act has an effect on all our senses. Ask the children, why is it important to respect one another? What will it sound like if you are being respectful? What would it sound like to you? What would it look like if you were being respectful? What example could we use if someone was being respectful to you? How does it make you feel when you are respectful to other? How does it feel to be respected? As a class complete, a class charter: (As a class we will... As the teacher, I will...)</p> <p><b>Plenary:</b> Children to share the main tasks that they have completed and discuss what respect looks, sounds and feels like.</p> <p><b>Main Task:</b> Children to complete a sheet based on the activity above children to look at respect through their own eyes and the eyes of others.</p>	<p>English – Communication and language</p> <p>Writing</p>

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			<p><b>HA/MA:</b> To complete the sheet around what it looks, sounds and feels like to be respectful and to be respected.</p> <p><b>LA/SEN:</b> Same task as above with sentence structures and visuals (CIP)</p>	
<p><b>Session 5</b></p> <p>Opinions</p>	<p>To form an opinion on something and share my ideas.</p>	<ul style="list-style-type: none"> <li>- Understand what an opinion is</li> <li>- Give opinions on subjects</li> <li>- Show respectful skills</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 5 Be Respectful</b></p> <p><b>Recall with children our ground rules for every PSHE session.</b></p> <p><b>Starter:</b> Sort sentences into facts or opinions. Explain to the children that they need to read the sentences and decide if it is a fact or someone's opinion. They must then explain why they know this to their partner.</p> <p><b>Main:</b> Children to take part in a P4C session. 'It's just a matter of opinion'. <a href="https://p4c.com/its-just-a-matter-of-opinion-2/">https://p4c.com/its-just-a-matter-of-opinion-2/</a> Make a set of rules for our class P4C session. What must we do? Choose an opinion from the list or create one to suit your class e.g. "Boys are better at running than girls." Share this opinion with the group. Give them time to have a think about the opinion. Do they agree or disagree and why? Encourage children to explain why they agree or disagree. Encourage children to listen to each other. <b>(Take photos for their books – try not to include faces)</b> <b>Extension:</b> If time, then you could give them another topic from the opinions in the starter.</p> <p><b>Plenary:</b> Review lesson – How did you feel giving your opinion? If someone challenged your opinion, how did that feel? Were you able to see someone else's point of view? Why/Why not?</p> <p><b>Main Task:</b> Children will take part in a class discussion so that they have the opportunity to give their opinion. To ensure that all children talk – they could discuss with their partner first before sharing as a whole class. <b>T/TA to support SEND/LA in forming and expressing their opinions.</b></p>	<p>English – Communication and language</p> <p>Speaking and Listening</p>
<p><b>Session 6</b></p> <p>The opinion of others</p>	<p>To listen to the ideas of others and show respect.</p>	<ul style="list-style-type: none"> <li>- Know what a debate is</li> <li>- Give opinions on subjects</li> <li>- Understand that different people</li> </ul>	<p><b>Harmony Pledge Reference: Pledge 5 Be Respectful</b></p> <p><b>Starter:</b> Complete a mind map answering the question "What is the best thing about break times?" Explain to the children that they have formed their own opinions by answering this question.</p> <p><b>Main:</b> Recap what an opinion is: <a href="https://www.youtube.com/watch?v=Flyt5pEcE_g">https://www.youtube.com/watch?v=Flyt5pEcE_g</a></p>	<p>English – Communication and language</p> <p>Speaking and listening</p>

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		<p>can have different opinions</p> <ul style="list-style-type: none"> <li>- Use and show respectful skills in a class debate.</li> </ul>	<p>Use this example to show the difference between facts and opinions.          As a class explain that we use our opinions everyday – I.E When we do our book reviews – I like this part etc...</p> <p>In the class set up a debate where one side is for and the other against. Give the children a number of opinions – the children have to debate using their respectful skills to listen to one another. (Pizza is the best food to eat)</p> <p><b>Set to main task.</b></p> <p><b>Plenary:</b> Complete the class debate – the class could be split down the middle or each side could be put on different sides of the circle. Teacher to act as the neutral party in the debate and help to guide children from either side to debate their opinions.          Explain how it is ok for others to not agree with your opinion however we need to be respectful to each other.</p> <p><b><i>(Pictures could be taken of the debate by the TA for books – try not to include faces).</i></b></p> <p><b>Main Task:</b> Class debate – Pizza is the best food to eat.          If children are for this means they think that pizza is the best food so they will need to jot down ideas with their partner about why it is the best food.          If children are against this means that they don't think pizza is the best food and they will need to jot down ideas with their partner about why it is not the best food.  <b><i>Children to sit in mixed ability pairing for support in this session.</i></b>  <b><i>T/TA to roam support the whole class giving hints and ideas for both sides of the argument.</i></b></p>	
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# Provide a safe learning space, with consistent ground rules

Must include not asking personal questions or sharing personal information

Use correct terminology – this avoids derogatory use of language

**Establish ground rules that are consistent across year groups**

Confidentiality (unless safeguarding)

Right to pass (as long as actively listening)

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