

Unit of work: Rules and Responsibilities	
PSHE/RHE Theme: Living in the Wider World	
Assessment Outcomes:	
<ul style="list-style-type: none"> • I know and understand the school rules • I can use courtesy and manners • I can vote for a school councillor • I respect others, even when they are very from different me • I know I deserve to be treated with respect 	
Health and Well-Being	
Relationships Education	<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>
Living in the Wider World	<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>

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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
Each year the children re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.	In Year 4, children will learn more about the importance of rules, responsibilities and respect.	In Year 5 and 6 they will continue their learning of rules but this will develop further into looking at rights and responsibilities.

Vocabulary and terminology arising in this unit: (words in *italics* may have been encountered but not explicitly taught as part of a specific lesson)
 rules, responsible, responsibilities, qualities, role, promise, respect, feelings, emotions, difficult, negative, cope, coping strategies

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
Session 1 Rules	To understand why rules are needed in different situations.	<ul style="list-style-type: none"> - Understand what our school rules are - Know how to follow these rules - Know what happens if I do not follow these rules 	<p>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful Creative, Problem Solver, Communicator, Co-operative, Confident</p> <p><i>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.</i></p> <p>Starter: Recap learning done in previous years about rules. Where do we have rules in school? When have we written rules?</p> <p>Main: Ask the children where they have come across rules (for example, at home, playing sports, on the road, playing games, on television in programmes like ‘Who wants to be a millionaire?’). What rules do they know for these situations? Why do we need rules – what do the children think would happen if we didn’t have them? Emphasise that rules are there to protect our rights – for example, to keep us safe, to make things fair. If we didn’t have a rule about stopping at red traffic lights, it wouldn’t be safe to drive. Recall the school rules and discuss each rule. Why do we need the rule? Is the rule fair? Who makes the rule? What happens when the rule is broken?</p> <p>Plenary: Watch the children’s devised drama pieces and evaluate.</p> <p>Task: Children devise a drama piece in groups to show the rule, why this is a good rule and how it benefits us. Children to work in mixed ability groups for support. <i>T/TA to roam support and pay particular attention to key/target children.</i></p>	Speaking and listening Drama
Session 2 Responsibilities	To understand what being responsible means.	<ul style="list-style-type: none"> - Understand that different people have different responsibilities. - Understand that I become 	<p>Harmony Pledge Reference: Pledge 1 Be safe, healthy and happy, Pledge 5 Be Respectful</p> <p><i>Refer to the ground rules from last week. Before thinking about responsibilities, discuss with the children about who their trusted adults are in school and in the wider family.</i></p> <p>Starter: https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsygw Pause at each question and allow CHN to discuss using engagement structures.</p>	Speaking and listening Art

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		<p>responsible for more as I grow up.</p> <ul style="list-style-type: none"> - Understand why we have different responsibilities. - Create a poster to show what different responsibilities I have. 	<p>Main: Children discuss what responsibilities there are in class? Who is responsible for each one? What responsibilities are there in your home? Give the children a series of scenarios at home and ask them who would be responsible for each. EG:</p> <ul style="list-style-type: none"> • Feeding any pets. • Ironing. • Changing a lightbulb. • Paying the bills. • Flushing the toilet. <p>Are all responsibilities the same? How do responsibilities change as we get older?</p> <p>Plenary: Children to do a gallery showcase of their posters. What responsibilities did they see similar to theirs? Which were different? Why is it important that we are responsible?</p> <p>Task: CHN create a poster of their responsibilities and how they undertake them. HA: Include responsibilities of others they live with. LA/SEND: Working with CIP prompts such as substitution tables. T to support SEND to get started on task and then encourage to work independently. TA roam support other groups discussing ideas and images.</p>	
<p>Session 3 Pupil Responsibility</p>	<p>To vote for pupil responsibilities.</p>	<ul style="list-style-type: none"> - Know what responsibility means. - Know what responsibilities we have in school - Understand that each responsibility needs different qualities - Write qualities for a responsibility with a partner/group. - Take part in a class vote. 	<p>Harmony Pledge Reference: Pledge 7 Be Democratic</p> <p>Starter: What responsibilities do we have in school? Children to have solo thinking time and then Rally Robin ideas with their partner. Share ideas as a class.</p> <p>Main: Introduce children to the responsibility's cards for each different responsibility in school e.g. friendship monitor, library monitor etc. Have a couple of descriptions blocked out or block out a different one for each group and the children have to decide what skills are needed for the missing one either in pairs or as a group. Set children to main tasks.</p> <p>Plenary: Children to read out their paragraph/application for the job role. Once all have read out, then children will take part in an anonymous vote.</p> <p>Main Task: Children that wish to put themselves forward for a job role will write a short paragraph (CLT members are a bit longer) about why they would be perfect for the role using the attributes table.</p>	<p>Speaking and listening Communication Writing</p>

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		<ul style="list-style-type: none"> - Write a paragraph to apply for a job role if I would like to. - Read my paragraph out loud confidently to the class/ 	<p>SEND/LA applicants– supported by teacher. Sentence openers to be provided as support if needed.</p> <p>Children who do not wish to put themselves forward for a job role will complete the attribute spider diagrams for each school responsibility using the ideas discussed during the main part of the session. Bubbles of each responsibility could be given on activity sheet and children create spider diagram around them.</p> <p>SEND/LA – supported by TA.</p>	
<p>Session 4 Respect</p>	To show respect to others.	<ul style="list-style-type: none"> - Discuss what respect means. - Understand ways to show respect. - Think about how others show respect. - Use drama scenarios to understand respect further. - Create a set of class respect rules. 	<p>Harmony Pledge Reference: Pledge 5 Be Respectful</p> <p>Starter: https://www.youtube.com/watch?v=GOzrAK4gOSo CHN discuss the video and talk about what they already know about respect.</p> <p>Main: How are we respectful at school? Discuss democracy and how this encourages respect. What do we respect and why? Discuss how each of the GHLLWK rules includes respect in some form. What is disrespect? How might someone be disrespectful? What can disrespect lead to?</p> <p>Plenary: As a class devise a list of respectful rules – How can we ensure we are respectful in our classroom, in school and the wider community? This could then be typed up and displayed in the classroom to refer back to.</p> <p>Task: Children to take part in a circle time for their main task this session - children work through Respect Scenario cards (<i>see appendix 1</i>) as group in the same way as a Story Whoosh would be done.</p>	<p>Speaking and listening</p> <p>Communication</p> <p>Drama</p>
<p>Session 5 Respect of others</p>	To know that I should treat others with respect and expect it in return.	<ul style="list-style-type: none"> - Create class ground rules for respect. - Watch video and discuss themes - Read group scenario cards - Discuss scenarios and how you would act 	<p>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</p> <p>Starter: What is respect? Develop a class definition. Develop ground rules for respect as a class e.g.</p> <ul style="list-style-type: none"> o Everyone has a chance to talk and not be interrupted. o Everybody’s opinions are valuable. o It’s OK for my opinions to be challenged. o It’s OK for me to challenge other people’s opinions. o It’s not OK for my opinion, or anyone else’s to be dismissed. <p>Main: a spider diagram of what is respect/ round robin with chn.</p>	

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		<ul style="list-style-type: none"> - Respect other people's opinions in the group. - Share ideas as a class. 	<p>Give out the different respect scenario cards – one to each group – children to discuss the scenario – Is the person being respectful or disrespectful? How would you act in this scenario? Scenarios could include: Respect and gender, respect and job role, respect and authority, respect and friendship.</p> <p>Plenary: Discuss each scenario and share ideas from each group. Gather other opinions from the group.</p> <p>Main Task: Children will work in mixed ability groups to take part in the activity outlined in the main part above. Sentence openers provided on IWB for children to use to communicate their ideas.</p>	
<p>Session 6 Manners</p>	<p>To understand the importance of manners</p>	<p>I will-</p> <ul style="list-style-type: none"> - Discuss what I think are good and bad manners. - Understand what bad manners are and why they are bad. - Understand that not all manners are universal. - Explore the manners of the world, finding out how etiquette can change between country and/or culture. - Demonstrate an understanding of manners from around the world and show this to my peers. 	<p>Starter: CHN have two post its. Write an example of good manners on one and bad manners on another to stick on a flip chart sheet. Show EG on the whiteboard. EG Bad manners= not covering your mouth when you cough. Good manners= Holding the door open for others.</p> <p>Main: What are manners? CHN timed pair share and feedback. Is saying please and thank you when making a request of someone good manners? Are there different kinds of manners? Table manners etc. Have manners changed throughout history? Are the expectations now different to those of 10, 20 or 50 years ago? Are manners the same around the world? For example, how we greet others in the UK is very different to that of people in China. Do manners vary between cultures, religions or countries? CHN share what manners look like in their own homes.</p> <p>Task: CHN work in groups to share manners and customs from their culture and teaching each other when and where to use them. Rally Coach format</p> <p>Activity ideas: Charades- CHN take a prompt from T containing an example of good or bad manners. Act it out in front of of class for them to decide if it is good or bad manners. EXT guess what culture the act comes from. 5 second skit- CHN devise a short skit in groups showing an example of good and bad manners. CHN watching say if good or bad manners were displayed. If bad, indicate what should have been done to display good manners.</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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Appendix 1 – Drama Scenario Cards



Respect Scenario Cards

James and Alice asked to join the football team. Hamza ignores them and carries on playing. Mariam stops playing and invites James and Alice to play.



Who is showing respect or disrespect? How?

Jenny and her brother Liam were playing with their friends and left the room messy. Mum asked them to tidy it up but they went out to play instead.

Who is showing respect or disrespect? How?

Ali's teacher notices he is struggling with his work. She asks him to stay in class afterwards to offer some help. Ali admits that he needs help and takes up his teachers offer for more support in class.

Who is showing respect or disrespect? How?

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Mrs Black is out walking with her baby in the pram. Rebecca and her friends walk by. They are all chatting loudly and don't even notice Mrs Black.



Who is showing respect or disrespect? How?

Sean and Peter walked down the school corridor quietly. They allow Mr Stevens to pass, make eye contact and greet him. Mr Stevens greets the boys with a smile and responds.



Who is showing respect or disrespect? How?

Safiya has new shoes. She decides to wear them to school. Jenny tells Safiya that he likes her new shoes. Karim comments that he does not like them.



Who is showing respect or disrespect? How?

Tamim and Umar are lining up nicely waiting for the dinner ladies. They use their manners when asking for their lunches. Hussain is being loud and keeps moving in and out of line. He tells the dinner ladies what he wants, not making eye contact or using his manners.



Who is showing respect or disrespect? How?

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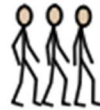
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Mr Brown is using the printer. Mrs Khatun is waiting patiently behind him to use it. Mr Rahman cuts the line and uses the printer when Mr Brown is done.



Who is showing respect or disrespect? How?

Oak class are waiting patiently in a line for their parents to pick them up. Birch class are not in their line, not listening to their teacher and talking to one another.



Who is showing respect or disrespect? How?

Jack and Rahim notice an elderly lady board the bus. Rahim looks back down at his phone and listens to his music. Jack gets up and offers the lady his seat.



Who is showing respect or disrespect? How?

Red group are taking turns in their Round Robin to share their ideas. Yellow group are talking over one another and no work is getting done.



Who is showing respect or disrespect? How?

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