

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 the conventions of courtesy and manners
- I can vote for a school councillor
- I know that having self-respect is important to my own happiness
- I respect others, even when they are very different me physically, in character, personality or backgrounds
- 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
<p>Each year they re-visit the school rules and learn about democracy when they vote for their pupil responsibilities across school.</p> <p>In Year 4, children looked at gender stereotypes so they should be able to draw on this knowledge during the respect lessons.</p>	<p>In Year 5, children will work on the GHLLWK school rules and re-visit these through different scenarios.</p> <p>They will also be taught about respect for others no matter their appearance, religion or gender and how important self-respect/esteem is.</p>	<p>In Year 6, children move on from just looking at the school rules and why they are important and 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. Diversity is a key element of SMSC and the British Values too.</p>

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, responsibility, courtesy, manners, democracy, leadership, respect, respectful, disrespectful, diversity, difference, self-respect and self-esteem, personal questions, trusted adults

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>Session 1</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"> - Understand what a rule is. - Know why we have them. - Discuss where else in the wider world rules are used. - Use drama to explore school rules. - Create a class charter. 	<p>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful Creative, Problem Solver, Communicator, Co-operative, Confident (See Appendix for HP Competencies speaking frame)</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: What is a rule? Why do we have them? Discuss with partner and review. Where in the wider world do we see rules? Solo think time and then Round Robin ideas as a group. Collect ideas as a class on flipchart paper.</p> <p>Main: What are the school rules? Children to Rally Robin and then re-cap rules as a class. Give out a different scenario card to small groups based on the school rules – could be done in 3s. Children will act out the scenario and then add on how they would tackle the issue. Example: Work hard – Henry is distracted by another friend in a lesson and he is not getting his work done – act this out How could he ensure he is working hard? The group will act out how they could change the scenario so that Henry can work hard. Review different scenarios as a class. Is that how you would solve the issue? What would you have done?</p> <p>Plenary: Create a class charter of how the children should treat each other, the equipment, the people they work with within their own class and display in the room.</p> <p>Main Task: Children to work in mixed ability groups to act out scenarios outlined above and give advice to solve them or improve the situation.</p> <p><i>T and TA to roam support groups.</i></p>	<p>Drama</p> <p>Speaking and listening</p> <p>Communication</p>

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<p>Session 2</p> <p>Manners</p>	<p>To use courtesy and manners.</p>	<ul style="list-style-type: none"> - Know the definitions for courtesy and manners. - Act out different scenarios as a group. - Discuss how manners or courtesy can be shown for each scenario. - Understand why manners and courtesy are important. - Listen to others and respond appropriately. 	<p>Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful</p> <p>Starter: Show 2 definitions on the IWB – one for manners and one for courtesy – children to discuss and match. Discuss as a class. Why is it important to have manners? Why is it important to show courtesy?</p> <p>Main: Drama scenarios: How would you act next scenarios? Each card describes a situation and children in small groups to act out the card and then add on how they would act next e.g. a person carrying lots of bags towards a closed door – What would you do next? Groups to work through each scenario given.</p> <p>Plenary: Showcase different scenarios and how the children would act to show manners and courtesy to others. Different groups will have different ideas so try to get a range of ideas.</p> <p>Main Task: Children to work in mixed ability groups to act out scenarios outlined above. T and TA to roam support groups.</p>	<p>Drama</p> <p>Speaking and listening</p> <p>Communication</p>
<p>Session 3</p> <p>Democracy</p>	<p>To understand democracy and vote.</p>	<ul style="list-style-type: none"> - Discuss good leadership qualities as a group. - Spider diagram leadership qualities as a class. - Understand what democracy is and why it is important - Write a paragraph to apply for pupil responsibility - OR create A Good Leader mind map 	<p>Harmony Pledge Reference: Pledge 7 Be Democratic</p> <p>Starter: What makes a good leader? Children to have solo think time and then Round Robin or Write Round Robin ideas as a group. Share ideas as a class and make a spider diagram on flipchart paper.</p> <p>Main: What is democracy? When is democracy used in the wider world? Why is it important? Display the questions on the board for children to discuss and then share ideas as a class. https://www.youtube.com/watch?v=u6jgWxkbR7A - well-made comprehensive video to explain democracy. Show children the different jobs that they can put themselves forward for in school and the skills that they will need. Children will then either write a paragraph to explain why they are suited to the job or use the qualities discussed in the starter to make a good leader mind map – make it quite arty if possible (examples shown in main task box)</p> <p>Plenary: Class voting to be completed for pupil’s roles and responsibilities.</p>	<p>Speaking and listening</p> <p>Art</p> <p>Candidates – Writing</p>

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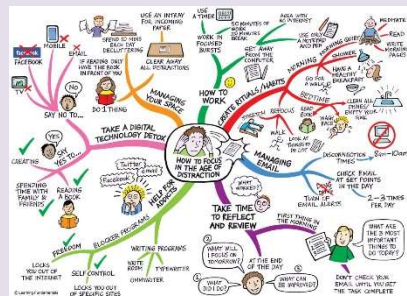
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Main Task:
Candidates who would like to take on a responsibility will fill in the form provided with the leadership qualities spider diagram at the top and then write a paragraph about themselves and why they are suited to the pupil responsibility.
Children to use job notes given and sentence openers where appropriate.

CLT candidates to write their speech on the paper given – again job notes and sentence openers can be given to aid writing.
Children who do not wish to take on a role can create a mind map of leadership qualities in a style like the images below.



Session 4
Self-esteem

To understand that self-esteem is important for happiness.

- Share positive attributes about myself.
- Share positive attributes about others.
- Understand what self-esteem is.
- Understand how self-esteem can be built.
- Create a poster to help others build their self-esteem.

Harmony Pledge Reference: Pledge 1 Be Safe, Healthy and Happy, Pledge 5 Be Respectful

Refer to the ground rules for every PSHE session. Talk to the children about who their trusted adults are in school and at home.

Starter: Play a positivity game – share a good thing about yourself and a good thing about your partner – could be done as a circle time activity. **(You can use any other circle time game that gets the children talking about their positive attributes)**
How do these positive things about yourself make you feel? Why is it important to be positive about yourself and others?

Main: What is self-esteem? How can we build our self-esteem?
<https://www.youtube.com/watch?v=M6H0w03GJrQ>
Develop ideas for a 10 ways to build self-esteem poster as a class.

Speaking and listening

Art

			<p>Teacher to model how it could be presented – different media could be used/again this could be made into an art piece. Set children off to create their own poster.</p> <p>Plenary: Share posters and create a class 10 ways to build self-esteem to display in the classroom.</p> <p>Main Task: Children to create a 10 ways to build self-esteem poster that can be stuck in books.</p> <p>SEN/LA - children could be given a list of ways to build self-esteem and they choose 10 to use on their poster. TA to support SEN/LA with picture ideas.</p>	
<p>Session 5 Respect</p>	<p>To respect others even if they are different from me.</p>	<ul style="list-style-type: none"> - Know what respect is. - Develop class ground rules. - Read a given statement. - Decide whether it is true or false. - Write why the person in the statement should be respected. 	<p>Harmony Pledge Reference: Pledge 5 Be Respectful</p> <p>Refer to the ground rules for every PSHE session.</p> <p>Starter: What is respect? Discuss with partner and then discuss as a class. 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: Show this statement on the IWB - Jamie believes in a different religion to me so I shouldn't be his friend. Is this statement true or false? Why? Children to discuss with their partner and then as a class – refer back to ground rules if needed. Share a couple more scenarios together (these should be related to differences in people and showing respect to those in authority) on the IWB and discuss. Children to complete main task.</p> <p>Plenary: Review main task. Why is it important that we respect others? Link to British Values too.</p>	<p>English – writing</p>

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			<p>Main task: Children to be given a statement table worksheet – the first column will have the statement, the second column will be space for the children to write whether it is true or false and the end column will give them space to write their response. HA/MA – 3 statements different from the ones discussed as a class with an extension one if needed. LA/SEN – 2 statements – one discussed as class and an extra one that is different and can be discussed as a group and answered. T to work with LA/SEN TA to roam support others with ideas.</p>	
<p>Session 6 Respect</p>	<p>To know I deserve to be treated with respect.</p>	<ul style="list-style-type: none"> - Know the difference between being respectful and disrespectful. - Say if a scenario is respectful or disrespectful - Understand that you should be treated with respect. - Know different ways that you can be shown or show respect. - Write a short guide on how to be respectful. 	<p>Harmony Pledge Reference: Pledge 5 Be Respectful</p> <p>Starter: Respectful or disrespectful scenarios – circle time/class discussion Scenario cards given out to groups or could be done as a show me/stand up activity. Read the scenario – is it respectful or disrespectful?</p> <p>Main: Why should we all be treated with respect? Introduce that children will be writing a how to show respect guide or Respect Recipe. Use the question to model a short introduction to the respect guide/recipe. Children to then write their own introduction using the helpful questions. LA/SEN – sentence openers given and supported.</p> <p>How can you show respect? Children to have solo thinking time and then Rally Robin ideas. Share ideas as a class and teacher to spider diagram. Model how to write the first part of the guide or respect recipe – set children to task.</p> <p>Main Task: Children to write a how to show respect guide/recipe that can be used by others – there are some ideas on the website below on page 2. https://www.lcp.co.uk/wp-content/uploads/2019/09/PSHE-KS2-Pt2-Respecting-others.pdf LA/SEND – This group could order the first part of the recipe using sentences given and then finish it off together as a group. MA – Given recipe instruction sentence openers to help them. HA – work independently.</p>	<p>English – writing</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)