



PSHE/RSE CLASS 3 –Summer 1 – Rights and Respect- Cycle B

Protecting the environment, compassion for all, job interests and aspirations, gender stereotypes

Substantive Knowledge – Y3: To know what is meant by 'being responsible' To know the various responsibilities of those who help them stay healthy and safe To know that everyone can make a difference within a democratic process Y4 To identify some rights and also responsibilities that come with these To know that they can play a role in influencing outcomes of situations by their actions.	Substantive Knowledge - Markers for Assessment Y3 To know who has responsibility for keeping them safe and healthy in school, at home and in the community Y4 To know that rights and responsibilities go hand in hand and the difference between the two Y3/Y4 To know that they can play a role in influencing outcomes of situations by their actions.	Below	Above
Disciplinary Knowledge Y3 To suggest ways they can help the people who keep them healthy and safe Y4 To suggest and engage with ways that they can contribute to the decision-making process in school To form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. To prioritise public services from most essential to least essential.	Disciplinary Knowledge – Markers for assessment Y3 To suggest ways they can help the people who keep them healthy and safe Y4 To form and present their own opinions based on factual information and express or present these in a respectful and courteous manner		
Prior Substantive Knowledge Y3 To describe and record strategies for getting on with others in the classroom To know how to ask for help To know that people have choices about what they do with their money Y4 To know what is meant by 'being responsible' To know the various responsibilities of those who help them stay healthy and safe To know that everyone can make a difference within a democratic process	Vocabulary Y3/Y4 British Values, Respect, Democracy, Peer Influence, Economic education, taxes SCARF Units to be Covered <ul style="list-style-type: none"> • Who helps us stay healthy and safe? • It's your right • How do we make a difference? • In the news! • Safety in numbers • Harold's expenses (OPTIONAL) • Why pay taxes? • Logo quiz (OPTIONAL) 		
Prior Disciplinary Knowledge Y3 To explain, and be able to use, strategies for dealing with impulsive behaviour. To explain how they might feel when they spend money on different things. Y4 To suggest ways they can help the people who keep them healthy and safe	Cross-Curricular/Enrichment <ul style="list-style-type: none"> • Economic capability – visit from bank/building society • Money – Maths • British Values – Picture News • Geography – looking at economy in different countries 		
Questions (potential 'hook' questions for lessons) <ul style="list-style-type: none"> • Who helps to keep us healthy and safe? • What are our responsibilities? • What sort of rules can you think of in school that help to keep everyone safe and healthy? • What rules and laws do you know about that help to keep everyone safe and healthy in our country? • Why do we have rules about things we do online? 			