



## PSHE/RSE CLASS 5 - Spring 1 – Rights and Responsibilities

Challenging discrimination and stereotypes, correct sharing of information online, evaluating media sources, money and financial risks

<b>Substantive Knowledge –</b> <ul style="list-style-type: none"> <li>To know the difference between fact, opinion, biased and unbiased</li> <li>Know the legal ages for having social media accounts</li> <li>Know the costs which go into producing an item</li> <li>Know how rules and laws protect them</li> <li>Begin to know the way in which democracy works in Britain</li> </ul>	<b>Markers for Assessment – Substantive Knowledge</b> <ul style="list-style-type: none"> <li>To know the difference between fact, opinion, biased and unbiased</li> <li>Know the legal ages for having social media accounts</li> <li>Know how rules and laws protect them</li> </ul>	Below	Above
<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Analyse a report to extract the facts from it</li> <li>Understand why people don't tell the truth and often post only the good bits about themselves</li> <li>Explain the benefits of saving money</li> <li>Develop the skills of responsibility, rights and duty</li> <li>Suggest sale prices for a variety of items, taking into account a range of factors</li> </ul>	<b>Markers for Assessment – Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Develop the skills of responsibility, rights and duty</li> <li>Understand why people don't tell the truth and often post only the good bits about themselves</li> </ul>		
<b>Prior Substantive Knowledge</b> <ul style="list-style-type: none"> <li>To know current issues in the media about health and wellbeing</li> <li>To know the difference between basic fact and opinion</li> <li>To know what we mean by voluntary, community and pressure groups</li> <li>Know some of the areas a local council would have responsibility for</li> </ul>	<b>Vocabulary</b> Acquaintance, prejudice, stereotype, gender, media, mutual respect, bystander, diverse		
<b>Prior Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>To express their opinion on an issue concerning health and wellbeing</li> <li>Make recommendations on an issue concerning health and wellbeing</li> <li>To identify the impact on individuals and the wider community if responsibilities are not carried out</li> </ul>	<b>SCARF Units to be Covered</b> <ul style="list-style-type: none"> <li>Two sides to every story</li> <li>Fakebook Friends</li> <li>What's it worth?</li> <li>Jobs and taxes</li> <li>Action stations</li> <li>Democracy in Britain 1 and 2</li> </ul>		
<b>Questions (potential 'hook' questions for lessons)</b> <ul style="list-style-type: none"> <li>How do you know this report is biased?</li> <li>What are you saving up for. How are you saving up? Is it easy? Why/Why not?</li> <li>Where do you show responsibility in your everyday life?</li> <li>Why is that item more expensive than this similar item?</li> </ul>	<b>Cross-Curricular/Enrichment</b> <ul style="list-style-type: none"> <li>English – debate about ages to have certain social media accounts</li> <li>Maths – percentages – calculating interest</li> <li>Role Play – eg different scenarios where we need to show responsibility/duty. What would happen if we didn't?</li> <li>Geography – looking at imports/exports from different countries</li> </ul>		