



## PSHE/RSE CLASS 4 –Summer 1 – Rights and Respect- Cycle B

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

<b>Substantive Knowledge –</b> <b>Y4:</b> 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 <b>Y4/5</b> 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.	<b>Substantive Knowledge - Markers for Assessment</b> <b>Y4/5</b> To know who has responsibility for keeping them safe and healthy in school, at home and in the community To know that rights and responsibilities go hand in hand and the difference between the two <b>Y5</b> <b>Y5</b> To suggest ways that they can influence outcomes of situations through their actions To recognise the age of criminal responsibility	Below	Above
<b>Disciplinary Knowledge</b> <b>Y4</b> To suggest ways they can help the people who keep them healthy and safe <b>Y4/5</b> To suggest and engage with ways that they can contribute to the decision-making process in school To form and present( <b>Y5</b> ) 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.	<b>Disciplinary Knowledge – Markers for assessment</b> <b>Y4</b> To suggest ways they can help the people who keep them healthy and safe <b>Y4/5</b> To form and present their own opinions based on factual information and express or present these in a respectful and courteous manner <b>Y5</b> Identify the impact on individuals and the wider community if responsibilities are not carried out.		
<b>Prior Substantive Knowledge</b> <b>Y4</b> To know the meaning of 'responsible' <b>Y5</b> 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	<b>Vocabulary</b> <b>Y4/Y5</b> British Values, Respect, Democracy, Peer Influence, Economic education, taxes, Public Services, Criminal Responsibility		
<b>Prior Disciplinary Knowledge</b> <b>Y4</b> To begin to suggest ways they can help the people who keep them healthy and safe <b>Y5</b> To suggest ways they can help the people who keep them healthy and safe To suggest and engage with ways that they can contribute to the decision-making process in school	<b>SCARF Units to be Covered</b> <ul style="list-style-type: none"> <li>• Who helps us stay healthy and safe?</li> <li>• It's your right</li> <li>• How do we make a difference?</li> <li>• In the news!</li> <li>• Safety in numbers</li> <li>• Harold's expenses (OPTIONAL)</li> <li>• Why pay taxes?</li> <li>• Logo quiz (OPTIONAL)</li> </ul>		
<b>Questions (potential 'hook' questions for lessons)</b> <ul style="list-style-type: none"> <li>• Who helps to keep us healthy and safe?</li> <li>• What are our responsibilities?</li> <li>• What sort of rules can you think of in school that help to keep everyone safe and healthy?</li> <li>• What rules and laws do you know about that help to keep everyone safe and healthy in our country?</li> <li>• Why do we have rules about things we do online?</li> </ul>	<b>Cross-Curricular/Enrichment</b> <ul style="list-style-type: none"> <li>• Economic capability – visit from bank/building society</li> <li>• Money – Maths</li> <li>• British Values – Picture News</li> <li>• Geography – looking at economy in different countries</li> </ul>		