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| **Key stage:** 5 | **Year: 3** | **Term: 2b** | | | **Subject: PSHE- Rights and responsibilities/ Citizenship** | | | **Assessment focus:Living in the wider world** |
| **Objectives:**  Pupils should be taught   * ways in which we are the same as other people * that everybody is also unique * about group and class rules and why they are important * about respecting the needs of ourselves and others * about groups and communities that they belong to * about the people who work in their community who are there to look after them and protect them and how we can get their help and support | | | | | | **Key words:**  community, group, unique, needs, rights, responsibility, respect, job, work, help, support, emergency services | | |
| **Essential skills and attributes developed:**  Developing and maintaining a healthy self concept  valuing and respecting diversity  strategies for recognising and accessing appropriate help and support | | |
| **The boxes below show both suggested activities and actual skills you are trying to develop through this topic at each level. These are not definite lists – You should look at the individual mix of pupils within your groups and alter the planning accordingly.** | | | | | | | | |
| **Low (p3-4)**  **Encountering** | | | **Middle (P5-7)**  **Foundation- core** | | | | **High (P8+)**  **Development, enrichment, enhancement** | |
| **Key skills (expected outcomes)** | | | | | | | | |
| * attends to adult led activity * shows anticipation * recognises familiar voices * greets familiar adult or peer * touches face of carer * looks for familiar adult * anticipates the results of an action * shows anticipation when specific equipment is distributed * becomes involved in own activity * selects materials to play with | | | * looks at others work * selects an activity independently * aware that others have their own belongings * clap hands to show appreciation * approaches a group they would like to join * take part in a short adult led group discussion * respond to others ideas * ask a peer to join a game * accept that others may join an activity * treat equipment with care | | | | * show awareness of the feelings of others * begin to show awareness that not everyone thinks like they do * listen to peers input into the group * can say their birthday * take part in discussing the class rules * talk about people who help them at home * listen to the news of peers * relate own experiences to those of others * is aware that not everyone has the same opinion * talk about the differences between themselves and others in class * is aware of the needs of others * identify similarities and differences in people’s likes and dislikes * identify some communities to which they belong * identify benefits of belonging to a community * understand that some people are employed to help the community * can list ways they are an active citizen | |
| **Activities** | | | | | | | | |
| At this level pupils should share experiences and interact with staff and other pupils in daily routines, for example, through eye contact, imitation, fun sequences, songs, mealtimes. They should begin to recognise certain people and associate them with particular events, for example, adult helpers for swimming, lunch time staff  Action games/ songs  What’s in the bag?- people who help us  Massage  Sensory stories  Messy play  Choosing activities/ games/ music  Picture collage of pupils  looking in mirrors at selves  looking at photographs of family/ close friends  explore stimuli relating to people who help us | | | * self portraits * identifying likes/ dislikes * identify groups they belong to * looking at self in mirror, describe themselves * explore people who help us box, match to symbols/ photographs * invite community workers into the classroom * share a favourite toy/ book/ dvd etc with the class * paired/ small group games/ activities which pupils may choose * Write a class book about people who help us * discuss/ write class rules * sorting good and bad actions- what makes a good citizen | | | | As previous plus-   * make a friendship web to highlight similarities * role play- accessing help/ support * Visit from community workers, pupils prepare questions to ask them * discussion- how am i unique? * self portraits * research different jobs in the community * make presentation about self and share with class * make a poster about a group they belong to e.g. d of e, guides, church * Discussion- what is a good citizen | |
| **Web links:** | | | | **Outdoor learning opportunities:**  Visit police station, fire station, doctors, church | | | **Resources:**  flash cards, mirrors, sensory stories, people who help us box, art materials, ball of string/ wool | |