

PSHE Medium Term Planning - CITIZENSHIP – Autumn 2

(Lessons refer to Kapow PSHE & RSE Resource)

Year One – PSHE & RSE Safety

Essential Skills developed in this unit	Essential Knowledge developed in this unit
<ul style="list-style-type: none"> • Recognising why rules are necessary. • Discussing how to meet the needs of different pets. • Exploring the differences between people. • Recognising the groups that we belong to. 	<ul style="list-style-type: none"> • To know the rules in school. • To know that different pets have different needs. • To understand the needs of younger children and that these change over time. • To know that voting is a fair way to make a decision. • To understand that people are all different.

CONCEPTS	CONTENT & CONTEXT	VOCABULARY
	<p>Lesson 1 - Rules To begin to understand the importance of rules.</p> <p>Lesson 2 -Caring for others: Animals To understand that animals have different needs and how to care for them.</p> <p>Lesson 3 – The needs of others. To begin to understand the needs of babies and young children.</p> <p>Lesson 4 – Similar , yet different. To begin to recognise ways in which we are the same and different to other people.</p> <p>Lesson 5 – Belonging To understand the range of groups people belong to.</p> <p>Lesson 6- Democratic decisions To begin to understand how democracy works.</p>	<p>Rule Different animal care pet need baby child same unique group fair unfair choice vote democracy</p>

Year Two – PSHE & RSE

Essential Skills developed in this unit	Essential Knowledge developed in this unit
<ul style="list-style-type: none"> • Explaining why rules are in place. • Identifying positives and negatives about the school environment. • Learning how to discuss issues of concern to me. • Recognising the importance of looking after the school environment. • Identifying ways to help look after the school environment. • Recognising the contribution people make to the local community. 	<ul style="list-style-type: none"> • To know some of the different places where rules apply. • To know that some rules are made to be followed by everyone and are known as 'laws'. • To know some of the jobs people do to look after the environment in school and the local community. • To understand how democracy works in school through the school council. • To understand that everyone has similarities and differences.

CONCEPTS	CONTENT & CONTEXT	VOCABULARY
	<p>Lesson 1 – Rules beyond school. To understand the importance of rules.</p> <p>Lesson 2 – Our school environment To understand ways to look after the school environment.</p> <p>Lesson 3 – Our local environment To recognise the role people play in looking after the environment.</p> <p>Lesson 4- Job roles in our local community To begin to understand the roles people have in the community.</p> <p>Lesson 5 – Similar yet different- my local community To recognise similarities and differences between people in the local community.</p> <p>Lesson 6 – School council To begin to understand how democracy works in school.</p> <p>Lesson 7- Giving my opinion To understand ways to share an opinion.</p>	<p>rule improve</p> <p>reason</p> <p>different</p> <p>environment</p> <p>responsibility</p> <p>problems</p> <p>pleasant</p> <p>job</p> <p>volunteer</p> <p>look after</p> <p>community</p> <p>identity</p> <p>same</p> <p>similar</p> <p>school council</p> <p>representative</p> <p>meeting</p> <p>democracy</p> <p>vote</p> <p>election</p> <p>opinion</p> <p>idea</p>

Year Three– PSHE & RSE

Essential Skills developed in this unit	Essential Knowledge developed in this unit
<ul style="list-style-type: none"> • Exploring how children's rights help them and other children. • Considering the responsibilities that adults and children have to maintain children's rights. • Discussing ways we can make a difference to recycling rates at home/school. • Identifying local community groups and discussing how these support the community. 	<ul style="list-style-type: none"> • To understand the UN Convention on the Rights of the Child. • To understand how recycling can have a positive impact on the environment. • To know that the local council is responsible for looking after the local area. • To know that elections are held where adults can vote for local councillors. • To understand some of the consequences of breaking rules. • To understand the role of charities in the community

CONCEPTS	CONTENT & CONTEXT	VOCABULARY
	<p>Lesson 1 – Rights of a child To begin to understand the UN convention on the rights of the child.</p> <p>Lesson 2 – Rights and responsibilities To understand the responsibilities of both children and adults to help all children benefit from their rights.</p> <p>Lesson 3 - Recycling To understand the environmental benefits of recycling.</p> <p>Lesson 4- Local community groups To understand the groups which make up the community</p> <p>Lesson 5 – Charity To understand that charities care for others and how people can support them.</p> <p>Lesson 6 – Local democracy To begin to understand how democracy works in the local area.</p> <p>Lesson 7- Rules To understand why we have rules and the consequences of breaking rules at school and home.</p>	<p>UN/United Nations donations</p> <p>Convention On- democracy</p> <p>Rights council</p> <p>rights councillor</p> <p>benefit county council</p> <p>responsibility district council</p> <p>materials unitary authority</p> <p>recycle budget</p> <p>rubbish priority</p> <p>environment</p> <p>building</p> <p>community</p> <p>purpose</p> <p>Support</p> <p>Together</p> <p>community</p> <p>care</p> <p>charity</p> <p>support</p> <p>volunteer</p> <p>fundraise</p>

Year Four – PSHE & RSE

Essential Skills developed in this unit	Essential Knowledge developed in this unit
<ul style="list-style-type: none"> • Discussing how we can help to protect human rights. • Identifying ways items can be reused. • Explaining why reusing items is of benefit to the environment. • Identifying the benefits different groups bring to the local community. • Discussing the positives diversity brings to a community. 	<ul style="list-style-type: none"> • To know that human rights are specific rights that apply to all people. • To know some of the people who protect our human rights such as police, judges and politicians. • To know that reusing items is of benefit to the environment. • To understand that councillors have to balance looking after local residents and the needs of the council. • To know that there are a number of groups which make up the local community.

CONCEPTS	CONTENT & CONTEXT	VOCABULARY
	<p>Lesson 1 – What are human rights? To begin to understand the Human Rights convention.</p> <p>Lesson 2 – Caring for the environment To understand how reusing items benefits the environment.</p> <p>Lesson 3 - Community To understand the role of groups in the wider community.</p> <p>Lesson 4 - Contributing To understand the contribution groups make to a community.</p> <p>Lesson 5 – Diverse communities To understand the value of diversity in a community.</p> <p>Lesson 6-Local councillors To develop an understanding of the role of local government.</p>	<p>human rights United Nations Protect MP judges politicians environment benefit waste hierarchy recycling reusing community group community group volunteer making a difference benefit group diversity difference</p>

		same local government council councillor surgery resident
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Year Five – PSHE & RSE

Essential Skills developed in this unit	Essential Knowledge developed in this unit
<ul style="list-style-type: none"> • Explaining why reducing the use of materials is positive for the environment. • Discussing how rights and responsibilities link. • Exploring the right to a freedom of expression. • Identifying the contribution people make to the community and how this is recognised. • Developing an understanding of how parliament and Government work. • Identifying ways people can bring about change in society. 	<ul style="list-style-type: none"> • To know what happens when someone breaks the law. • To understand the waste hierarchy. • To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. • To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government’s work. • To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.

CONCEPTS	CONTENT & CONTEXT	VOCABULARY
	<p>Lesson 1 –Breaking the law. To begin to understand what happens when the law is broken.</p> <p>Lesson 2 – Rights and responsibilities To explore the links between rights and responsibilities.</p> <p>Lesson 3 – Protecting the planet To understand how reducing our use of materials and energy will help the environment.</p> <p>Lesson 4 – Contributing to the community To understand how we recognise and value the contribution people make to the community.</p> <p>Lesson 5 – Pressure groups To recognise the role of pressure groups.</p> <p>Lesson 6- Parliament To begin to understand how parliament works.</p>	<p>rule consequence law magistrates’ court Crown Court Police Trial Fair Judge Jury Prosecution lawyer Defence lawyer Defendant Freedom of expression Right Responsibility reduce environment energy materials</p>

		<p>government company businesses contribution community society recognition media pressure group change charity campaign celebrities Parliament monarch Government House of Commons House of Lords Prime Minister Opposition Speaker</p>
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Year Six – PSHE & RSE

Essential Skills developed in this unit	Essential Knowledge developed in this unit
<ul style="list-style-type: none"> • Learning about environmental issues relating to food. • Discussing how education and other human rights protect us. • Identifying causes which are important to us. • Discussing how people can influence what happens in parliament. • Discussing ways to challenge prejudice and discrimination. • Identifying appropriate ways to share views and ideas with others. 	<ul style="list-style-type: none"> • To know that education is an important human right. • To know that our food choices can affect the environment. • To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. • To know that prejudice is making assumptions about someone based on certain information. • To know that discrimination is treating someone differently because of certain factors.

CONCEPTS	CONTENT & CONTEXT	VOCABULARY	
	<p>Lesson 1 - Human rights To understand human rights, including the right to education.</p> <p>Lesson 2 – Food choices and the environment To understand some environmental issues relating to food and food production.</p> <p>Lesson 3 – Caring for others To understand how to show care and concern for others.</p> <p>Lesson 4 – Prejudice and discrimination To recognise prejudice and discrimination and learn how this can be challenged.</p> <p>Lesson 5 - Valuing diversity To understand diversity and the value different people bring to a community.</p> <p>Lesson 6- National democracy To begin to understand how government works.</p>	education human rights environmental issues food miles seasonality Care Responsibility Concern Issue Cause Prejudice Discrimination Segregation Tackling Overcoming Homosexual	Equality Act Protected characteristics Recognition Role model Government Cabinet Prime Minister MP Elected Minister Tax