

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PSHE Year Group: 3/4	Area of learning: Rights and responsibilities
Links to previous work/Remember when	<ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people. • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language. • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method. • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for items; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Term	Key Skills to be taught
Spring 2 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> • Understand that humans have rights and also responsibilities; • Identify some rights and also responsibilities that come with these. • Understand the reason we have rules; • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process. • Define the word <i>influence</i>; • Recognise that reports in the media can influence the way they think about a topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Recognise that they can play a role in influencing outcomes of situations by their actions. • Understand some of the ways that various national and international environmental organisations work to help take care of the environment;

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	<ul style="list-style-type: none"> • Understand and explain the value of this work. • Define the terms 'income' and 'expenditure'; • List some of the items and services of expenditure in the school and in the home; • Prioritise items of expenditure in the home from most essential to least essential. • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; • Understand how a payslip is laid out showing both pay and deductions; • Prioritise public services from most essential to least essential.
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Vocabulary

reliable, trustworthy, rules, laws, rights, democracy, environment, conservation, income, expenditure, VAT, national insurance, deductions.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <p>To understand the reason we have rules;</p> <p>To suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <p>To recognise that everyone can make a difference within a democratic process.</p>	<p>Recap – How do we make a difference?</p> <p>Discussion-</p> <ul style="list-style-type: none"> • What are our class rules? • What are our school rules? • Why do we have class and schools rules? • Why do we have rules about things we do online? • What should happen if someone breaks the rules? • What would happen if people didn't keep to the rules? • Is it ever OK to break a rule? <p><i>How do we make a difference?</i> discussion</p> <p>Ask the class how rules are made. Who decides the rules in the following places:</p> <ul style="list-style-type: none"> • School • At home • At a swimming pool • At a railway station

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		<ul style="list-style-type: none"> • Online <p>Activity sheet</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-do-we-make-a-difference-1</p> <p><i>Children record .</i></p>
2	Learning Objective: To define the word <i>influence</i> ; To recognise that reports in the media can influence the way they think about a topic; To form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	Recap – In the news! <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/in-the-news</p> <p><i>Children record</i></p>
3	Learning Objective: To define the terms 'income' and 'expenditure'; To list some of the items and services of expenditure in the school and in the home; To prioritise items of expenditure in the home from most essential to least essential	Recap – Harold's expenses <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-expenses</p> <p><i>Children record</i></p>
4	Learning Objective: To explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';	Recap – Why pay taxes? <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/why-pay-taxes-1</p>

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	<p>To understand how a payslip is laid out showing both pay and deductions;</p> <p>To prioritise public services from most essential to least essential.</p>	<i>Children record</i>
5	<p>Learning Objective: To demonstrate what has been learnt</p>	ASSESSMENT LESSON

Learning Outcome/product

I can explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.

I can explain how money is a limited resource and we have choices and decisions to make about how to spend it. I can give examples of these decisions and how they might relate to me.

Assessment records	List only those children who have not achieved the expected outcomes.