

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PSHE		Area of learning: Rights and Responsibilities
Year Group: Year 5/6		
Links to previous work/ Remember when	<ul style="list-style-type: none"> ● Identify, write and discuss issues currently in the media concerning health and wellbeing; ● Express their opinions on an issue concerning health and wellbeing; ● Make recommendations on an issue concerning health and wellbeing. ● Understand the difference between a fact and an opinion; ● Understand what biased reporting is and the need to think critically about things we read. ● Define the differences between responsibilities, rights and duties; ● Discuss what can make them difficult to follow; ● Identify the impact on individuals and the wider community if responsibilities are not carried out. ● Explain what we mean by the terms voluntary, community and pressure (action) group; ● Give examples of voluntary groups, the kind of work they do and its value. ● State the costs involved in producing and selling an item; ● Suggest questions a consumer should ask before buying a product. ● Define the terms loan, credit, debt and interest; ● Suggest advice for a range of situations involving personal finance. ● Explain some of the areas that local councils have responsibility for; ● Understand that local councillors are elected to represent their local community. 	
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"> ● Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; ● Describe the language and techniques that make up a biased report; ● Analyse a report and also extract the facts from it. ● Know the legal age (and reason behind these) for having a social media account; ● Understand why people don't tell the truth and often post only the good bits about themselves, online; ● Recognise that people's lives are much more balanced in real life, with positives and negatives. ● Explain some benefits of saving money; ● Describe the different ways money can be saved, outlining the pros and cons of each method; ● Describe the costs that go into producing an item; ● Suggest sale prices for a variety of items, taking into account a range of factors;

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		<ul style="list-style-type: none"> • Explain what is meant by the term <i>interest</i>. • Recognise and explain that different jobs have different levels of pay and the factors that influence this; • Explain the different types of tax (income tax and VAT) which help to fund public services; • Evaluate the different public services and compare their value. • Explain what we mean by the terms voluntary, community and pressure (action) group; • Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group. • Explain what is meant by living in an environmentally sustainable way; • Suggest actions that could be taken to live in a more environmentally sustainable way.
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Vocabulary

values, beneficiary, campaign bid, environmentally sustainable, composting, food miles, Fair Trade, democracy, candidates, election, debate, manifesto, voting, majority.

Sequence of learning	Learning objectives/ outcomes	Objectives and suggested details provided by the subject leader.
1	<p>Know the legal age (and reason behind these) for having a social media account;</p> <p>Understand why people don't tell the truth and often post only the good bits about themselves, online;</p> <p>Recognise that people's lives are much more balanced in real</p>	<p>Fakebook friends</p> <ul style="list-style-type: none"> • Know the legal age (and reason behind these) for having a social media account; • Understand why people don't tell the truth and often post only the good bits about themselves, online; • Recognise that people's lives are much more balanced in real life, with positives and negatives. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/fakebook-friends</p> <p>If have time look ar Two sides to every story too as this looks at fact, opinion, biased and unbiased https://www.coramlifeeducation.org.uk/scarf/lesson-plans/two-sides-to-every-story</p>

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	life, with positives and negatives.	
2	<p>Explain some benefits of saving money;</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method;</p> <p>Describe the costs that go into producing an item;</p> <p>Suggest sale prices for a variety of items, taking into account a range of factors;</p> <p>Explain what is meant by the term <i>interest</i>.</p>	<p>What's it worth?</p> <ul style="list-style-type: none"> ● Explain some benefits of saving money; ● Describe the different ways money can be saved, outlining the pros and cons of each method; ● Describe the costs that go into producing an item; ● Suggest sale prices for a variety of items, taking into account a range of factors; ● Explain what is meant by the term <i>interest</i>. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/whats-it-worth</p>
3	<p>Explain what is meant by living in an environmentally sustainable way;</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p>	<p>Happy shoppers</p> <ul style="list-style-type: none"> ● Explain what is meant by living in an environmentally sustainable way; ● Suggest actions that could be taken to live in a more environmentally sustainable way. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/happy-shoppers</p>

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4	To recognise reasons for rules and laws; consequences of not adhering to rules and laws.	Democracy in Britain 1 - Elections <ul style="list-style-type: none"> To recognise reasons for rules and laws; consequences of not adhering to rules and laws. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/democracy-in-britain-1--elections
5		<u>End of Unit Assessment</u>

Learning Outcome/product

I can explain how people’s social media profiles often give a biased view of them and can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves.

I can explain that what ‘environmentally sustainable’ living means and give an example of some of the organisations that work to improve this.

I can explain what the term ‘interest’ means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an ISA).

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

End of unit assessment question

End of Unit Assessment

Give the children a copy of ‘Y6 End of Unit assessment’ saved in the folder, which contains a copy of a social media ‘fakebook’ post.

Ask the children to have a look at this person’s recent social media post. What can we tell about this person from this post? What does the ‘profile’ lead us to think? Write down what you think about:

1. What you think this person is like.
2. How many friends you think this person has and why you think this.
3. What you think this person’s life is like.
4. On the other side of the paper, you can write anything else that you can think of about this – your thoughts and ideas; they all count.