

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PSHE Year Group: 1/2		Area of learning: Rights and responsibilities
Links to previous work/Remember when	<ul style="list-style-type: none"> • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends. 	
Term	Key Skills to be taught	
Spring 2 2025 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	

Vocabulary:

behaviour, consequences, special person, promise, needs, responsible, responsibility, rules, first aid, risk, accident, danger, hazard, kettle, safe, burn, scald, accident, emergency, money, cost, bills, spending, afford

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	Learning Objective: <ul style="list-style-type: none"> • Recognise how a person's behaviour (including their own) can affect other people. 	<p>Harold has a bad day</p> <p>Ask the class to explain what 'behaviour' means - what people do and how they act.</p> <p>Ask children to think of a time when they behaved in a helpful way, an unhelpful way, were kind, and were unkind.</p> <p>Does our behaviour only affect us? Who else does it affect?</p> <p>Read the story of Harold the Giraffe's bad day, pausing at the relevant points where the class</p>

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		<p>decides how he has behaved and who this behaviour has affected.</p> <p>Activity - being helpful challenge</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harold-has-a-bad-day</p>
2	<p>Learning Objective:</p> <ul style="list-style-type: none"> ● Demonstrate responsibility in looking after something (e.g. a class pet or plant); ● Explain the importance of looking after things that belong to themselves or to others. 	<p>Taking care of something</p> <p>Begin with the following key questions:</p> <ul style="list-style-type: none"> ● What needs do we all share? ● Who helps to meet our needs? (others but also ourselves - we can do things to help ourselves) ● What kind of things can we do to show that we can help ourselves? ● Does everyone in our class/on our table have the same needs? ● Would rules help us to meet other people's needs? ● Do we help with anyone's needs at home? ● How can we show that we respect the needs of others and of objects? (e.g. taking time to help people who are in need, or to look after something). <p>Activity -Introduce a class pet or plant (or your chosen area for looking after - e.g. school garden, class library etc.) with great ceremony and excitement. Explain that it needs us, as a class, to take care of it.</p> <ul style="list-style-type: none"> ● Make a list of what it needs to be properly looked after. ● Make a list of jobs that will meet those needs. ● How often do they need to be done? ● Whose duty is it? (Everyone's.) ● Next, draw up a rota of children to carry out the jobs. <p>Read <i>'The Pigeon Wants a Puppy'</i> by Mo Willems or <i>'I Completely Know About Guinea Pigs'</i> by Lauren Child.</p>

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		https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-care-of-something
3	<p>Learning Objective:</p> <ul style="list-style-type: none"> ● Explain where people get money from; ● List some of the things that money may be spent on in a family home. 	<p>Harold's Money</p> <p>Start the lesson with some open-ended key questions:</p> <ul style="list-style-type: none"> ● What is money? ● Where does money come from? ● How do we use money? ● How does money benefit us? ● What would the world be like if people didn't have money? <p>Look at the images of different people; ask whether they receive money and if so where the children think they get their money from:</p> <ul style="list-style-type: none"> ● Baby ● Child ● Teenager ● Young adult in the workplace ● Older adult in the workplace ● Pensioner <p>Summarise that money can come from a range of sources – e.g. gifts, pocket money, jobs and pensions.</p> <p>Activity - Harold's Money</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-money-1</p>
4	<ul style="list-style-type: none"> ● To understand why we have Comic Relief 	<p>May want to adapt to teaching on the day.</p> <p>Comic relief activities - 21st March</p> <p>https://www.comicrelief.com/rednoseday/</p>
5	<p>Learning Objective:</p> <ul style="list-style-type: none"> ● How to make a clear and efficient call to emergency services if necessary. ● Concepts of basic first-aid, for 	<p>Basic First Aid</p> <p>Follow this link to the First Aid Champions resources.</p> <p>This may take more than one lesson or choose what you feel is the most important areas if limited for time.</p>

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	example dealing with common injuries, including head injuries.	https://www.coramlifeeducation.org.uk/scarf/lesson-plans/basic-first-aid
6	Learning Objective: To demonstrate what has been learnt about valuing difference	ASSESSMENT LESSON

Learning Outcome/product

I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.

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