

## Summer 1 OVERVIEW YEAR 3/4 – PSHE

Summer 1 Book(s) – The Iron Man - Technology in Action	
Topic(s) – Roles and responsibilities.	Guide time - 3 lessons
<b>Assessment:</b> Teacher assessment through AfL strategies. Weekly VIP quizzes. Peer and self-assessments. Book monitoring.	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>- A right is a moral or legal entitlement to have or to do something.</li> <li>- Responsibilities is an opportunity or ability to act independently and take decisions without authorisation.</li> <li>- Rights and responsibilities can be in many different environments such as home, school, in the community and the wider world.</li> <li>- Disagreeing is having or expressing a different opinion.</li> <li>- Resolving is to settle or find a solution to a problem.</li> <li>- Opinions are a view or judgement formed about something, not necessarily based on fact or knowledge.</li> <li>- It is okay to disagree but important to approach these situations in a positive manner.</li> <li>- Money is a current medium of exchange in the form of coins and banknotes.</li> <li>- Money is an important part of our society.</li> <li>- We need to manage money responsibly.</li> <li>- Some methods of borrowing money include loans, credit cards and overdrafts.</li> <li>- Borrowing money comes at a price and should always be thought about very carefully.</li> </ul> <b>Fat Question:</b> <b>Rights and responsibilities are only for adults. Do you agree? Justify your answer.</b>
<b>Links to prior learning (sequencing) and canon book</b> The Iron Man Children will build on their KS1 and LKS2 knowledge around growing up and the changes that they will experience, as they grow older.	
<b>Links to other learning (cross fertilisation)</b> In Computing, children will be using their knowledge of being responsible online and the importance of reduced screen time to protect our eyes. In DT, children will be creating an Iron Man and will use their knowledge of money and budgeting when picking appropriate materials. In Maths, children will be learning about money which will support their learning of the value of different coins and bank notes.  <b>Thematic Questions</b> <b>The World Beyond Us:</b> Do you think people's rights and responsibilities are still prevalent in space? <b>Modern Britain:</b> How would Britain be different if coins and bank notes were to be taken away? <b>Healthy Body, Healthy Minds:</b> What is the impact of borrowing on our mental health? <b>The World Around Us:</b> How is money different in countries around the world? Does it change the value of it? <b>Culture:</b> How do different cultures view money? <b>Technology in Action:</b>	

	<p>How does the use of technology change the way we spend money? E.g. internet shopping, apple pay etc.</p>	
<p><b>Links to future learning</b></p>	<p>This topic will prepare children for the next half terms learning of:</p> <ul style="list-style-type: none"> <li>- To begin to critique how the media can present information and understand how facts and opinions can be distorted in social media.</li> <li>- To think about the lives of people living in alternative places and people with differing values and customs.</li> <li>- To appreciate the range of regional, religious and ethnic identities in the UK.</li> </ul>	
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p>Children could use the '50 things to do before leaving primary school' to break a world record or when going to a whole class cinema trip explain how money and budgeting allows us to watch a movie.</p> <p>Other visits and visitors:</p> <p>Children could go to a local supermarket to understand the value of money. They could also investigate how supermarkets try to make us buy more than what we need.</p> <p>A person that works from a bank could come and visit the children to talk about saving and borrowing.</p> <p>The children could visit a local bank to explore saving and borrowing money.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/ Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p><b>Lesson 1 -</b></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>- A right is a moral or legal entitlement to have or to do something.</li> <li>- Responsibilities is an opportunity or ability to act independently and take decisions without authorisation.</li> <li>- Rights and responsibilities can be in many different environments such as home, school, in the community and the wider world.</li> </ul>	<p>LO: To recognise rights and responsibilities within different environments.</p>	<p>L7 – To understand and explore the spectrum of rights, duties and responsibilities they have at school, home, the wider community and to global issues such as the environment.</p>	<p>Listening Viewpoints Respect Resolving Differences Respect Compromise Empathy Mental health Positive Negative People Money Loan Debt Interest Tax Money Management</p>	<p><b>GD</b></p> <p><b>Year 3 –</b> Allow children to write about five of the rights and why it is important to them and what responsibilities come with having that right. Allow children to make that link between rights and responsibilities.</p> <p><b>Year 4 –</b> Allow children to write a paragraph to explain how school might look if no one had rights or responsibilities. They need to apply their learning from today to a different situation.</p> <p><b>SEND</b></p> <p><b>Year 3 –</b> Children will work as a group using the sorting cards to put them into rights and responsibilities.</p>	<p><b>Children may think that:</b></p> <p>Only adults have rights.</p> <p>Only adults have responsibilities.</p> <p>Responsibilities are only at home when you have to do chores.</p>	<p>Children will start by completing kagan activities to get the children thinking about the key vocabulary for this lesson. They will then understand the difference between a right and a responsibility and create their own examples. Finally, they will apply their learning to an appropriate task.</p> <p>See planning slides on trust shared.</p> <p><b>Other useful resources:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zwpvpx4">https://www.bbc.co.uk/bitesize/clips/zwpvpx4</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zs4b4wx">https://www.bbc.co.uk/bitesize/clips/zs4b4wx</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zbw9wmn">https://www.bbc.co.uk/bitesize/clips/zbw9wmn</a></p> <p><b>Year 3 Tasks</b></p> <p><b>Red</b> - Children will look at the examples of rights and responsibilities and tick which one they think it is.</p> <p><b>Blue</b> - Children will look at the examples of rights and responsibilities and write the statement to which one they think it is. They will also write the environment to where it is found.</p> <p><b>Gold</b> - Children will write about five of the rights and why it is important to them and what responsibilities come with having that right.</p> <p><b>Year 4 Tasks</b></p> <p><b>Red</b> - Children will look at the examples of rights and responsibilities and write the statement to which one they</p>

				<p>Ensure children have time to talk about what each one means. Take a picture of children working as evidence for book.</p> <p><b>Year 4 –</b> Children will look at the examples of rights and responsibilities and tick which one they think it is. Allow children to work as a group and focus on the activity as opposed to 'writing'.</p>		<p>think it is. They will also write the environment to where it is found.</p> <p><b>Blue</b> - Children will write about five of the rights and why it is important to them and what responsibilities come with having that right.</p> <p><b>Gold</b> - Children to write a paragraph to explain how school might look if no one had rights or responsibilities.</p> <p><b>Year 3 Deepen the moment</b> How are rights and responsibilities linked? Use an example to justify your answer.</p> <p><b>Year 4 Deepen the moment</b> Adults and children have the same rights. Do you agree? Justify your answer.</p>
<p><b>Lesson 2 -</b></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>- Disagreeing is having or expressing a different opinion.</li> <li>- Resolving is to settle or find a solution to a problem.</li> <li>- Opinions are a view or judgement formed about something, not</li> </ul>	<p>LO: To respect others opinions and know how to resolve differences.</p>	<p>L8 - To look at alternatives to help me resolve differences, respect others opinions and I know how to make decisions and explain my choices.</p>	<p>Listening Viewpoints Respect Resolving Differences Respect Compromise Empathy Mental health Positive Negative People Money Loan Debt Interest Tax Money Management</p>	<p><b>GD</b></p> <p><b>Year 3 –</b> Allow children to work with a partner to create their own scenario to show a situation where there has not been a compromise and write this into their books. They will then use drama to act out how this would look if compromise was put in place.</p> <p><b>Year 4 –</b> Allow children to focus their work on the mental health</p>	<p><b>Children may think that:</b></p> <p>You have to do what the loudest person says.</p> <p>Compromise means that someone will be unhappy.</p> <p>We all have to have the same opinions.</p> <p>Having a different opinion means you are wrong.</p>	<p>Children will start by completing kagan activities to get the children thinking about the key vocabulary for this lesson. They will then understand the difference between opinion and compromise and create their own examples of when they've had to compromise. Finally, they will apply their learning to an appropriate task.</p> <p>See planning slides on trust shared.</p> <p><b>Other useful resources:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zfbny9q">https://www.bbc.co.uk/bitesize/articles/zfbny9q</a></p> <p><b>Year 3 Tasks</b></p> <p><b>Red</b> - Children will work with a shoulder partner to decide which scenario cards show compromise and which do not. They will then pick one scenario to act out to show how they have created a compromise.</p> <p><b>Blue</b> - Children will work independently to write in their books which scenario cards show compromise and which do</p>

<p>necessarily based on fact or knowledge.</p>			<p>impact of not compromising. Children will work with a partner to create their own scenario to show a situation where there has not been a compromise and write this into your book and explain the mental health impact that this can cause. Use drama to act out how this would look if compromise was put in place.</p> <p><b>SEND</b></p> <p><b>Year 3</b> – Children will work as a group using the sorting cards to put them into fair and unfair situations. Ensure children have time to talk about what each one means. Take a picture of children working as evidence for book.</p> <p><b>Year 4</b> – Children will work with a shoulder partner to decide which scenario cards show compromise</p>	<p>not. After, with their shoulder partner they will pick one scenario to act out to show how they've created compromise.</p> <p><b>Gold</b> - Children will work with a partner to create their own scenario to show a situation where there has not been a compromise and write this into their books. They will then use drama to act out how this would look if compromise was put in place.</p> <p><b>Year 4 Tasks</b></p> <p><b>Red</b> - Children will work independently to write in their books which scenario cards show compromise and which do not. After, with their shoulder partner they will pick one scenario to act out to show how they've created compromise.</p> <p><b>Blue</b> - Children will work with a partner to create their own scenario to show a situation where there has not been a compromise and write this into their books. They will then use drama to act out how this would look if compromise was put in place.</p> <p><b>Gold</b> - Children will work with a partner to create their own scenario to show a situation where there has not been a compromise and write this into your book and explain the mental health impact that this can cause. Use drama to act out how this would look if compromise was put in place.</p> <p><b>Year 3 Deepen the moment</b>      Compromise just means letting the loudest person get their way. Do you agree? Justify your answer with an example.</p> <p><b>Year 4 Deepen the moment</b>      When compromising, should every member involved be happy with the decision? Justify your answer with an example.</p>
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				and which do not. They will then pick one scenario to act out to show how they have created a compromise. Children should have adult support and pictures taken for evidence in books.		
<p><b>Lesson 3 -</b></p> <p>Children will know that:</p> <ul style="list-style-type: none"> <li>- Money is a current medium of exchange in the form of coins and banknotes.</li> <li>- Money is an important part of our society.</li> <li>- We need to manage money responsibly.</li> <li>- Some methods of borrowing money include loans, credit cards and overdrafts.</li> <li>- Borrowing money comes at</li> </ul>	<p>LO: To understand the roles and responsibilities linked to money.</p>	<p>L13 Year 3 – To understand the role of money and some ways in which I can manage money.</p> <p>L14 Year 4 – To recognise what the terms 'interest' and 'loan' means when looking at money.</p>	<p>Listening Viewpoints Respect Resolving Differences Respect Compromise Empathy Mental health Positive Negative People Money Loan Debt Interest Tax Money Management</p>	<p><b>GD</b> <b>Year 3 –</b> Allow children to use their learning to show the positives and the negatives of both saving and borrowing. It would be expected children use real life scenarios to show their understanding for the LO.</p> <p><b>Year 4 –</b> Allow children to use their learning to design a poster but thinking about the impact it has on mental health. They could work within a GD group to decide key points they might want to include. Allow children iPads to research extra information. Would</p>	<p><b>Children may think that:</b></p> <p>When you borrow money, you do not have to give it back.</p> <p>There are no consequences if you don't give back borrowed money.</p> <p>Borrowing money is much more beneficial than saving.</p> <p>Money is only in the form of coins and bank notes.</p>	<p>Children will start by completing kagan activities to get the children thinking about the key vocabulary for this lesson. They will then understand the role of money and the impact borrowing can have. They will apply their learning to an appropriate task.</p> <p>See planning slides on trust shared.</p> <p><b>Other useful resources:</b></p> <p><a href="https://natwest.mymoneysense.com/teachers/resources-8-12s/">https://natwest.mymoneysense.com/teachers/resources-8-12s/</a></p> <p><a href="https://www.valuesmoneyandme.co.uk/kids/pride-place">https://www.valuesmoneyandme.co.uk/kids/pride-place</a></p> <p><b>Year 3 Tasks</b>  <b>Red</b> - Children will design a poster to show the role of money.  <b>Blue</b> - Children will design a poster to show the positives and negatives of saving.  <b>Gold</b> - Children will design a poster to show the positive and negatives of saving and borrowing.</p> <p><b>Year 4 Tasks</b>  <b>Red</b> - Children will design a poster to show the positives and negatives of saving.</p>

<p>a price and should always be thought about very carefully.</p>				<p>expect children to have more writing than pictures.</p> <p><b>SEND</b></p> <p><b>Year 3</b> – Children will use iPads to research more information about saving money and the best ways we can save. Adult support to scribe and take pictures of children working.</p> <p><b>Year 4</b> – Children will use iPads to research more information about saving money and the best ways we can save. Adult support to scribe and take pictures of children working.</p>		<p><b>Blue</b> - Children will design a poster to show the positive and negatives of saving and borrowing.</p> <p><b>Gold</b> - Children will design a poster to show the impact of borrowing can have on our mental health.</p> <p><b><u>Year 3 Deepen the moment</u></b></p> <p>When using money on a bank card, it doesn't mean it's real because you haven't got coins or bank notes. Do you agree? Justify your answer.</p> <p><b><u>Year 4 Deepen the moment</u></b></p> <p>Borrowing is a much better way of managing money because you get money straight away. Do you agree? Justify your answer.</p>
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**Context (big picture learning):**

Children can explain what a right and what a responsibility is and recognise how they are linked. As part of this they will investigate why rights and responsibilities are important and consider what school might look like if no one had these. They will list situations where we might disagree and how disagreement can manifest itself – crying, anger, hurt fighting. This will support their development by showing how we can show we are listening carefully to others and how to deal with situations in a positive way when there is a disagreement. Finally, they will be able to identify a range of payment methods other than coins and notes and discuss how they manage money and ideas for saving money. They will identify scenarios where someone might want to save or borrow money. What would be the positives and negatives of these two methods? Decide what factors might help someone choose to save or borrow – want vs need.

Lesson 1 L1

Lesson 2 L2

Lesson 3 L3



# Year 3/4 PSHE Rights and Responsibilities Knowledge Organiser

## Key vocabulary

Listening - give one's attention to a sound.

Viewpoints - a person's opinion.

Respect - due regard for the feelings, wishes or rights of others.

Resolving - settle or find a solution to a problem.

Differences - a point or way in which people or things are dissimilar.

Right - a moral or legal entitlement to have or do something.

Responsibility - an opportunity or ability to act independently and take decisions without authorisation.

Compromise - an agreement that is reached by each side.

Empathy - the ability to understand and share feelings of another.

Mental health - a person's condition with regard to their psychological and emotional well-being.

Positive - a desirable or constructive quality or attribute.

Negative - a person, attitude or situation which is not desirable or optimistic.

Money - a current medium of exchange in the form of coins or banknotes.

Loan - a thing that is borrowed.

Debt - a sum of money that is owed.

Interest - money added to debt over time.

Money Management - ways or means of being in control of money.

## Learning intent

I will explain what a right and what a responsibility is and recognise how they are linked. As part of this, I will investigate why rights and responsibilities are important and consider what school might look like if no one had these. I will list situations where we might disagree and show how I deal with situations in a positive way. Finally, I will be able to identify a range of payment methods other than coins and notes and discuss how to manage money.

## Fat Question

Rights and responsibilities are only for adults. Do you agree?  
Justify your answer.



## VIPs:

- A right is a moral or legal entitlement to have or to do something.

- Responsibilities is an opportunity or ability to act independently and take decisions without authorisation.

- Rights and responsibilities can be in many different environments such as home, school, in the community and the wider world.

- Disagreeing is having or expressing a different opinion.

- Resolving is to settle or find a solution to a problem.

- Opinions are a view or judgement formed about something, not necessarily based on fact or knowledge.

- It is okay to disagree but important to approach these situations in a positive manner.

- Money is a current medium of exchange in the form of coins and banknotes.

- Money is an important part of our society.

- We need to manage money responsibly.

- Some methods of borrowing money include loans, credit cards and overdrafts.

- Borrowing money comes at a price and should always be thought about very carefully.

