



Summer 1 - How can we positively live in the wider world?

British Value Link: Mutual Respect

Lesson	Activity Outline	Knowledge and Skills	Key Vocabulary	Context
1	<p>LO: What are shared responsibilities?</p> <p>To assess the students' prior knowledge, initiate a class discussion and ask questions such as:</p> <ul style="list-style-type: none"> <li>• What do you understand by the term "responsibility"?</li> <li>• What are some examples of rules you follow at home, school, or in the community?</li> <li>• Do you know what human rights are? Can you give any examples?</li> <li>• Do you think everyone has the same rights and responsibilities? Why or why not?</li> </ul> <p><b>Starter:</b> Display a mind-map on the board with the central concept of "Shared Responsibilities, Rules and Laws, Human Rights, Rights and Responsibilities". The teacher will ask the students what they already know about these concepts and note down their responses on the mind map. After collating the students' responses, briefly explain the meanings of shared responsibilities, rules and laws, human rights, and rights and responsibilities, ensuring that the students understand the key terms and concepts.</p> <p><b>Input:</b></p>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>Responsibility</p> <p>Community</p> <p>Human Rights</p> <p>Rights and Responsibilities</p> <p>Rules</p> <p>Laws</p>	<p>This lesson plan aligns with the 2014 National Curriculum in England for Citizenship and PSHE. The specific learning objective for this lesson is to understand the concepts of shared responsibilities, rules and laws, human rights, and rights and responsibilities. This objective is based on the following outcome from the 2014 National Curriculum in England: Citizenship Key Stage 2: Pupils should be taught about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work</p>



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<p>Use a visual aid to provide more information about shared responsibilities, rules and laws, human rights, and rights and responsibilities. Explain the importance of shared responsibilities, rules, laws, human rights, and rights and responsibilities in maintaining a harmonious society. Present examples and case studies to help students understand these concepts in real-life contexts. Encourage the students to ask questions and participate actively in the discussion.</p> <p><b>Activity:</b> Divide the class into small groups of 4-5 students. Provide each group with a set of scenario cards that describe different situations related to shared responsibilities, rules and laws, human rights, and rights and responsibilities. Ensure each group receives a variety of scenarios to cover all the concepts. In their groups, students will discuss each scenario and decide the appropriate action to be taken. After discussing each scenario, the groups will present their decisions to the class. Encourage class discussions and debate, allowing students to express their opinions, ask questions, and critically analyse different courses of action.</p> <p><b>Plenary:</b></p>			<p>together to improve their communities and respond to discrimination.</p> <p>Rules and laws are important because they help to obtain and continue a balanced level of safety, fairness, order and justice. Rules help us learn and prepare for living in wider society.</p>
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	<p>Guide a whole-class discussion based on the scenarios and decisions made by the groups during the activity. Ask the students to reflect on the reasons behind their choices and explain the connection between rights and responsibilities. Summarise the key points discussed during the lesson. Give students an opportunity to ask any remaining questions or seek clarification.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
<p>2</p>	<p>LO: What is a community?</p> <p>To evaluate the prior knowledge of the Year 3 and 4 students, the lesson may begin with a class discussion or a mind map activity. Ask questions such as:</p> <ul style="list-style-type: none"> <li>• Can anyone tell me what a community is?</li> <li>• Have you ever been part of a community? Can you give an example?</li> </ul> <p><b>Starter:</b> Begin the lesson by displaying a picture or a short video that showcases a community, such as a neighbourhood, sports club, or school. Ask the students to share their initial thoughts and</p>	<p>L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community</p>	<p>Community Local Community Virtual Community Interest Based Community Contributions</p>	<p>This lesson plan aligns with the 2014 National Curriculum in England for PSHE in Key Stage 2. Specifically, it addresses the outcome: "To understand the concept of community and its different forms and purposes".</p> <p>Children are usually well established in their family community and</p>



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<p>observations about the image/video. Lead a class discussion around the initial questions:</p> <ul style="list-style-type: none"> <li>• What can you see in this picture/video that makes it a community?</li> <li>• Why are communities important?</li> </ul> <p><b>Input:</b> Provide a clear definition of a community: "A community is a group of people who share common interests, beliefs, or activities and work together to support and help one another." Discuss different types of communities, such as local communities (neighbourhoods), virtual communities (online gaming groups), and interest-based communities (eco-clubs, sports teams). Explore the characteristics of communities by asking the following questions:</p> <ul style="list-style-type: none"> <li>• What are some key features of a community?</li> <li>• How do communities help people?</li> <li>• What roles and responsibilities do members of a community have?</li> </ul> <p>Share examples of famous communities throughout history and their achievements, such as the Ancient Greek city-states or the Suffragettes movement.</p> <p><b>Activity:</b> Divide the class into small groups and provide each group with a large sheet of paper and markers.</p>			<p>within their school community and this is hopefully somewhere where they feel comfortable, safe and secure. However, it is important that children come to realise that 'community' does not just stop there. The local community around them as well as their national and international community is so very important. It gives children a sense of belonging to a place and offers opportunities to develop a whole host of life skills.</p>
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	<p>Instruct the groups to create a mind map or a poster showcasing a specific community they belong to or are familiar with (e.g., school, sports club, religious community). Encourage them to include drawings, labels, and key words that represent the community, its characteristics, and people's roles and responsibilities. Allow time for the groups to present their posters to the rest of the class, explaining what makes their chosen community special.</p> <p><b>Plenary:</b> Recap the main points discussed during the lesson about communities. Engage the students in a reflective discussion by asking questions like:</p> <ul style="list-style-type: none"> <li>• What have you learned about communities today?</li> <li>• Why do you think communities are important?</li> <li>• How can we contribute positively to our communities?</li> </ul> <p>Provide feedback on the students' presentations, highlighting aspects they did well and reinforcing important concepts related to communities.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
3	LO: How reliable is the internet?	L12. how to assess the reliability of	Reliability Internet	This lesson plan aligns with the learning objective set out in the



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<p>To assess students' prior knowledge, begin the lesson by asking the following questions:</p> <ul style="list-style-type: none"> <li>• What do you understand by the term "internet"?</li> <li>• Have you ever used the internet to find information?</li> <li>• How do you decide if a website or source is trustworthy?</li> </ul> <p>Based on the responses, gauge students' understanding and adjust the lesson accordingly.</p> <p><b>Starter:</b> Start the lesson by showing a short video clip or image related to finding information on the internet. Elicit responses from students about their experiences with the internet and how they find information. Introduce the concept of reliability and explain that not all information found online is accurate or trustworthy. Ask students to think about the characteristics of a trustworthy source.</p> <p><b>Input:</b> Create a concept map on the board with the term "Reliability" in the centre. Guide a class discussion on the meaning of reliability and its importance in everyday life. Explain that the internet is a vast source of information, but not all of it is reliable. Discuss the different types of online sources, such as websites, social media, and videos. Highlight the importance of critical thinking and evaluating internet information.</p>	<p>sources of information online; and how to make safe, reliable choices from search results L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>Information Trustworthy Media Literacy Website Source</p>	<p>2014 National Curriculum in England for PSHE in Year 3 and Year 4, specifically under the strand of 'Media Literacy'. The objective is to help students understand the reliability of the internet and develop critical thinking skills to discern trustworthy sources of information. By the end of the lesson, students should be able to evaluate the reliability of online information and make informed decisions about its credibility.</p> <p>86% of internet users have been fooled by fake news,</p>
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	<p><b>Activity:</b> Distribute printed examples of information from various online sources (websites, social media posts, etc.). Ask students to work in pairs or small groups and evaluate the reliability of each source. Provide a checklist or criteria for evaluating reliability, such as author credibility, source authority, and evidence. Guide the groups as they discuss and analyse the sources, prompting them to use the checklist. Encourage students to express their opinions and justify their evaluations. Ask follow-up questions to stimulate critical thinking, such as "why do you think this website is reliable?" or "what evidence supports your evaluation?"</p> <p><b>Plenary:</b> Bring the class back together for a whole-group discussion. Ask groups to share their evaluations and reasons for considering certain sources reliable or unreliable. Summarise the lesson, highlighting key points about evaluating internet information. Wrap up by reinforcing the importance of critical thinking and encouraging students to be discerning consumers of online information.</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			<p>62% of internet users view made-up news as a significant problem, 83% think that online platforms are responsible for ensuring the accuracy of the content they host, 15% of internet users cite social media as their primary source for news</p> <p><a href="#">Must-Know Internet Accuracy Statistics [Current Data] • Gitnux</a></p>
4	LO: How is money used?	L17. about the different ways to pay for	Money  Coins	PSHE Education prepares pupils to manage many of the most critical



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<p>Begin the lesson by conducting a class discussion on "What is money?" Encourage students to give their own definitions and examples of how money is used in their daily lives. Take note of their responses to assess their understanding of the concept. Use this discussion to prompt students to think about different ways to pay for things and any choices they have experienced.</p> <p><b>Starter:</b> Display a range of images showing different ways to pay for things, such as coins, banknotes, credit cards, online payments, and mobile payments. Elicit responses from the students about what they see in the images. Ask questions like:</p> <ul style="list-style-type: none"> <li>• "What do you notice about the different ways people can pay for things?"</li> <li>• "Have you used any of these methods to pay for something? How did it feel?"</li> <li>• "Can you think of any other ways people might pay for things?"</li> <li>• "What do you think might influence someone's choice of payment method?"</li> </ul> <p><b>Input:</b> Introduce the concept of choice in payments by explaining that people have different preferences and circumstances that influence their decisions. Discuss different factors that may influence how</p>	<p>things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment</p>	<p>Banknotes Credit cards Online payments Mobile payments Value for money</p>	<p>opportunities, challenges, and responsibilities that they will face growing up in an increasingly complex world. The PSHE lessons, like this one, should develop the qualities and attributes that pupils need to thrive as individuals, family members, and members of society. Specifically, this lesson addresses the objective of Developing a deeper understanding of relationships, sex, and health, focusing on financial understanding and awareness.</p>
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people choose to pay, such as convenience, security, habits, cultural differences, and available options. Show examples and discuss how different payment methods work, including cash, debit cards, credit cards, online payments, and mobile payments. Explain the concept of "good value for money" by discussing how people consider the quality, price, and usefulness of a product or service before making a purchasing decision. Introduce the idea that people's spending decisions can affect others and the environment. Discuss examples like fair trade, avoiding single-use plastics, and donating to charity.

**Activity:**

Divide the class into small groups. Provide each group with a selection of scenario cards that describe different spending decisions and their potential impact on others and the environment. For example:

- *Ahmed has saved his pocket money and wants to buy a toy. He has the choice between buying a more expensive toy made from recycled materials or a cheaper one that may not be as environmentally friendly.*
- *Sophie is celebrating her birthday and has received some money as a gift. She can choose to spend it on a treat for herself or donate it to a charity that helps children in need.*
- *Ethan wants to buy a new computer game. He can choose to buy it brand new or look for a second-hand copy to save money and reduce his impact on the environment.*

(e.g. Fair trade, buying single-use plastics, or giving to charity)




Teaching children about money equips them with the knowledge and skills they need to manage their money effectively now and in the future. Children who do better with money tend to have parents/carers who talk to them about money and give them responsibility for spending and saving from an early age. 1 in 8 (13%) parents admit to never teaching their children about money. [How much pocket money do kids in the UK get? - Finder UK](#)



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	<p>In their small groups, students discuss each scenario, considering the different choices and the potential consequences of each decision. After the group discussion, have each group share their thoughts and decisions with the whole class.</p> <p><b>Plenary:</b> Bring the class back together for a whole-class discussion. Discuss the different scenarios and the decisions made by each group. Ask open-ended questions to prompt further reflection and discussion, such as:</p> <p>"Why did your group make that decision?" "How do you think your decision might have affected others or the environment?" "What factors did you consider when making your choice?" "Can someone explain what 'good value for money' means?" "Do you think it's important to think about the impact of our spending decisions? Why?" "What are some ways we can make more responsible spending decisions?"</p> <p> <b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
5	<p>LO: Who can I become?</p> <p>For this lesson, it would be brilliant if a range of adults with successful careers, from our local area, be invited in to talk to the</p>	L26. that there is a broad range of different	Careers  Jobs	In October to December 2023, there were 33.17 million people aged 16+ in employment in the



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<p>children about where they are from and what they do for work. Alternatively, ask NB to come in and talk to the children – as she is from the local area originally. Adults – RRG Mum (florist); LB Mum (dental nurse)</p> <p>To evaluate students' prior knowledge, start the lesson with a class discussion about jobs and careers. Ask questions such as:</p> <ul style="list-style-type: none"> <li>• What is a job? Can you give examples of jobs you know?</li> <li>• Do adults have only one job throughout their life?</li> <li>• Why do people work? Do they always earn money? Can they work for free?</li> <li>• Do different jobs pay different amounts of money?</li> <li>• What skills do you think are important for different jobs?</li> </ul> <p><b>Starter:</b> Begin the lesson by asking students to brainstorm and write down as many different jobs and careers as they can think of on a large piece of paper. After a few minutes, ask students to share their ideas with the class and write them on the board. Discuss the different jobs and careers mentioned, encouraging students to think about the wide range of possibilities.</p> <p><b>Input:</b> Introduce the learning objective for the lesson: "Today, we are going to explore the different jobs and careers that people can have, and</p>	<p>jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the</p>	<p>Money</p> <p>Volunteer work</p> <p>Payment</p>	<p>UK. The employment rate (the proportion of the population aged 16-64 in work) was 75.0%. Employment levels gradually rose from 2011 to the start of the coronavirus pandemic</p> <p><a href="#">  STEM</a> - The ASPIRES study sought to shed new light on our understanding of how young people's aspirations develop over the 10-14 age period, exploring in particular what influences the likelihood of a young person aspiring to a science-related career.</p> <p>This report presents key findings from the research and implications and</p>
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<p>think about what kind of job you might like in the future." display posters/images depicting various jobs and careers, explaining each one and their importance in society. Discuss the idea that people often change careers or have multiple jobs during their lifetime, and that it's normal to explore different options.</p> <p><b>Activity:</b> Divide the class into small groups. Give each group a set of career cards (pre-prepared or printed from online resources) containing different jobs/careers. In their groups, students should take turns picking one career card and discussing the following:</p> <ul style="list-style-type: none"> <li>• What tasks or responsibilities might be involved in this job?</li> <li>• Do you think this job is paid well? Why or why not?</li> <li>• Do you know anyone who has this job? What do you think they enjoy about it?</li> <li>• How might this job help other people or the community?</li> </ul> <p>After discussing their chosen career, each group should share what they learned with the rest of the class. Lead a whole-class discussion, encouraging students to compare and contrast the different jobs and careers.</p> <p><b>Plenary:</b> Ask students to reflect on the activity and think about the jobs and careers they discussed. Provide each student with a template with the following questions:</p>	<p>skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older</p>		<p>recommendations for policy and practice.</p>
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	<ul style="list-style-type: none"> <li>• Which job/career did you find most interesting or exciting? Why?</li> <li>• What skills do you think would be important for that job?</li> <li>• Have you ever considered that job before? Why or why not?</li> <li>• Is there any other job or career that you want to know more about?</li> </ul> <p>Ask students to complete the questions individually and collect them at the end of the lesson.</p>  <p><b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
6	<p>LO: What have I achieved?</p> <p>Before beginning the lesson, assess students' prior knowledge by engaging them in a class discussion. Ask questions such as:</p> <ul style="list-style-type: none"> <li>• What do you think it means to have positive qualities and achievements?</li> <li>• Have you ever set goals for yourself? What were they and how did you achieve them?</li> <li>• How do you feel when you accomplish something?</li> </ul> <p><b>Starter:</b> Begin the lesson by displaying a picture of a famous person on the board and asking students to share what positive qualities they think</p>	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes	Qualities Achievements Goals Accomplish	This lesson plan aligns with the Personal, Social, Health and Economic Education (PSHE) subject area of the 2014 National Curriculum in England for Year 3 and Year 4 students. It focuses on the objective "to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes."



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<p>that person possesses. This will serve as a transition into discussing positive qualities and achievements.</p> <p><b>Input:</b> Introduce the concept of positive qualities and achievements by explaining that everyone has something special about them and things they have done well. Provide examples to help students understand (e.g., being a good friend, getting good grades, helping others). Next, lead a class discussion, encouraging students to share positive qualities and achievements they have observed in others or experience themselves. Guide the discussion to include a range of achievements such as personal, academic, and social.</p> <p><b>Activity:</b> Students will be given a worksheet with a self-reflection activity. The worksheet will have a table with two columns: "positive qualities" and "achievements." students will be asked to list at least three positive qualities and three achievements about themselves. After completing the self-reflection activity, students will partner up and share their lists with each other. They will take turns verbalising the positive qualities and achievements they observed in their partners. Following the partner discussion, facilitate a whole-class sharing session. Students will have the opportunity to share positive qualities and achievements they learned about their peers. Encourage positive and supportive feedback from the class. Once</p>			<p>When it comes to the child-raising priorities of their parents and teachers, a majority of youth say these adults are more concerned about achievement than caring. About 80% of the youth in our survey report that their parents are more concerned about achievement or happiness than caring for others. A similar percentage of youth perceive teachers as prioritizing students' achievements over their caring.</p> <p><a href="#"><u>The Children We Mean to Raise: The Real Messages Adults Are Sending About Values —</u></a></p>
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	<p>the sharing session is complete, introduce the concept of setting goals. Explain that setting goals can help students work towards achieving personal outcomes.</p> <p><b>Plenary:</b>  Students will be given a "Goal Setting" worksheet. The worksheet will have spaces for students to write three personal goals related to their positive qualities and achievements. The teacher will guide students through the process of setting SMART goals:  Specific: Students will be encouraged to make their goals clear and well-defined.  Measurable: Students will be instructed to include a way to measure their progress towards their goals.  Achievable: Students will be reminded to set goals that they can realistically achieve.  Relevant: Students will be encouraged to ensure their goals are meaningful and aligned with their positive qualities and achievements.  Time-bound: Students will be prompted to set a deadline or a time frame for achieving their goals.  Once students have set their goals, they will have the opportunity to share their goals with a partner or in small groups, discussing how they plan to achieve them.</p>			<p><a href="http://makingcaringcommon.harvard.edu">Making Caring Common (harvard.edu)</a></p>
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	 <p><b>Plenary: Marvellous Me 'Activity'</b> Floor book expectation: QR codes, pupil voice, videos, and images.</p>			
7	<p><b>The Big Finish: How can we positively live in the wider world?</b></p> <p>Prior to this lesson, it is assumed that students have a basic understanding of:</p> <ul style="list-style-type: none"> <li>• Personal and social responsibility.</li> <li>• The concept of community.</li> </ul> <p><b>Starter:</b> Show students a picture of a local community gathering or an environmental initiative, and ask them to discuss what they see and how it might relate to living positively in the wider world. Initiate a class discussion based on students' observations and ideas.</p> <p><b>Input:</b> Define the key vocabulary: Community: A group of people who live in the same area and have shared interests or goals. Positive living: Taking actions that benefit oneself and others, contributing to the betterment of society. Global: Referring to the whole world. Local: Referring to a particular area or neighbourhood.</p>	<p>As above</p> 	<p>Community</p> <p>Positive living</p> <p>Global</p> <p>Local</p>	<p>Assess the children's learning to see what they have learnt and if the lessons have been useful to their outlook on how to live positively in the wider world.</p>





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Guide the students through a series of examples and scenarios to explain the concept of positive living in the wider world:  
Examples: recycling, volunteering, showing kindness, taking care of the environment, being respectful, etc.  
Scenario discussions: Provide scenarios where students can consider what positive actions they could take in various situations.

**Activity:**

Divide the class into small groups. Provide each group with a set of scenario cards, which describe different situations where positive living in the wider world is relevant. In their groups, students discuss and brainstorm ways in which they can positively contribute to the wider world in each scenario. After the discussion, have each group present their ideas to the class.

**Plenary:**

Lead a whole-class reflection on the activity. Encourage students to share their thoughts, ideas, and the most impactful solutions they discussed in their groups. Conclude the discussion by summarising the importance of positive living in the wider world and the potential impact of their actions.



**Plenary: Marvellous Me 'Activity'**



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	Floor book expectation: QR codes, pupil voice, videos, and images.			
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