

Being a Responsible Citizen 3

Core Concepts

Living in the Wider World (economic wellbeing and being a responsible citizen) RP5

Key Vocabulary

Responsibility- making good choices even when we do not want to

Laws- a rule that a nation or group of people agrees to follow

Identity- how you define and identify yourself

Anti-social- acting in a way which is against the law or rules

Consequences- the results of your actions

Society- the people and expectations brought by them around us

Stages

To investigate the different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.

To discuss why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.

To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities.

To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices

Enquiry Questions

How can we influence laws that protect us?

Do children have any rights in law?

Should we be allowed to behave however we want regardless of others feelings?

What responsibilities and rights do you have in school, at home and in your community?

Can you tell me about anything happening in the news this week?

Useful Resources

PIXL Primary> Resources> Character> Wellbeing> My Life> Year 5/6> Session 9 Responsibility

TES> Rules and Laws: Why do we need laws?

Twinkl> Planit> RE> Year 6> Justice and Freedom> Human Rights Lesson Pack 4

Use BBC News rather than Newsround

Key Facts

1. Laws are made by following a process to being published which can be seen on BBC.
2. UNICEF UK explains the rights of a child

Pre Teach Missed Learning from Cycle A

Being a Responsible Citizen 3

To know that there are some cultural practices which are against British law and universal human rights (eg.FGM).

Physical Health 3

Core Concepts

Health RP2

Key Vocabulary

Sufficient- a good amount

Healthy- being free from illness or injury

Germs- organisms which causes diseases

Prevention- how to stop something from happening

Pre Teach Missed Learning from Cycle A

Physical Health 2

To know how to plan and prepare a range of healthy meals.

To explain what an unhealthy diet and the impact of it.

Stages

To explain how to keep your teeth healthy.

To practice strategies of how to keep the teeth healthy.

To practice and investigate how to actively stop germs from spreading in the class.

To research the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

Enquiry Questions

How often should you visit the dentist?

Is it crucial that we visit the dentist?

What causes germs to spread?

What can do to prevent germs from spreading?

Why is sleep so important?

Useful Resources

PIXL Primary > Resources > Character > Wellbeing > My Health > Year 5/6 > Session 3 Rest and Recovery

Key Facts

| AGE | SLEEP REQUIRED (hrs) |
|-----------------------------|----------------------|
| Newborns (up to 2 months) | 12 - 18 hrs |
| Infants (2 months - 1 year) | 14 - 15 hrs |
| Toddlers (1 - 3 years) | 12 - 15 hrs |
| Preschoolers (3 - 5 years) | 11 - 13 hrs |
| School age (5 - 12 years) | 9 - 11 hrs |
| Teenage (12 - 18 years) | 8.5 - 9.5 hrs |
| Adults | 7 - 9 hrs |

Caring Friendships 3

Core Concepts

Respectful Relationships RP3

Key Vocabulary

Judge- make a decision based on a number of facts

Advice- a synonym for help

Trust- when you believe in something without needing reassurance

Friendship- a relationship between friends

Secure- feeling safe

Stages

To research the characteristics of positive and negative friendships and how positive friendships make us feel happy and secure and that they do not make others feel lonely or excluded.

To investigate how friendships can be repaired or strengthened and see that violence is never right.

To judge when a friendship makes them feel unhappy or uncomfortable, to manage the situation and to seek advice if needed.

To recognize who to trust and who not to trust.

Enquiry Questions

Should we give up when we have a disagreement with a friend?

When words have no effect, what should we do next?

What do you think a positive friendship looks like?

How do we deal with people who we no longer trust?

Useful Resources

PIXL Primary> Resources> Character> Wellbeing> My life> Year 3/4 > Relationships

PIXL Primary> Resources> Character> Wellbeing> My life> Year 5/6 > Life Connections

Pre Teach Missed Learning from Cycle A

Caring Friendship 2

To begin to understand that friendships can be worked through so that is repaired or strengthened and resorting to violence is never right.