

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

| Subject: Personal Development | Being Me | Year A: KS1 |
|--|-----------------|--------------------|
| <p><i>NB The statutory and non-statutory objectives are continuously revisited in a spiral curriculum using Jigsaw toolkit. Within themed topic's we teach objectives discreetly in MPT's whilst revisiting in outline previously taught objectives. For the purpose of this MTP we are emphasising the following objectives that pupils should be taught;</i></p> <p>RSHE Statutory Guidance;</p> <p>Online safety 4a-c,e Mental Health and Well-Being 6f Internet Safety 7a,c-d Physical Health 8a-d Healthy Eating 9a-c Drugs Alcohol & Tobacco 10a Health and Prevention 11b-f</p> <p>Non Statutory Guidance Citizenship KS1</p> <p>Developing confidence and responsibility and making the most of their abilities 1a-e Preparing to play an active role as citizens 2a,c-d Developing a healthier, safer life style 3a-g Developing good relationships and respecting the difference between people 4a-e Breadth of opportunities 5 a-b, d-e-g-h</p> | | |
| <p>Prior Learning (what pupils already know and can do)</p> <p>Know that there are rules in the classroom Know the terms right and Wrong Know about rewards in terms of stickers etc. Know that there are consequences in terms of unhappy and happy Know how to listen and turn take when talking Know what a verbal and non -verbal clue's when turn taking</p> | | |
| <p>End Points (what pupils MUST know and remember)</p> <p>Know what a responsibility means Know what a rule is and what a law is Know what a reward and a consequence is Know that their behaviour has an impact on others Know the word democracy and it means we can have different view points Know how to use the 4 rules of a conversation</p> | | |
| <p>Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions; Rules, responsibility, consequences, rewards, choice, safe, contributions, racism, discrimination, opinion, viewpoint, valued</p> | | |
| <p>Session 1: Rights and responsibilities; Understanding rights and responsibilities as a class member. Understand that their views are valued and they should value other people's views Taught Year A Being me lesson plans units 1 &2</p> | | |
| <p>Session 2: Understanding that they make choices and they must accept the consequences of those choices rewards and feeling proud, considering consequences, having a happy and safe space to learn Taught Year A Being me Lesson plans units 1 &2</p> | | |
| <p>Session 3: Can identify some of their hopes and fears, rights and responsibilities as a class and now a school member, learning how to valuing others contributions, express humility Taught Year A Being me Lesson plans units 1 &2</p> | | |

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Session 4: Understanding how my behaviour can impact on others. Recognise how they can make others feel. Can compare choices and recognise that my own choices can be better or worse than others.

Taught Year A Being Me Lesson plans units 1 &2

Session 5 British Values; Democracy; Explore that we all are free to have our own view point and this is protected by UK law. In some countries this is not the case and so it is to be valued. Explore difference and similarity through lens of different viewpoints and opinions. We can have these, however if they are harmful to others we are protected by law; racism, discrimination etc. What is a rule what a law is? Explain why we have rules and laws; Describe different types of rules e.g. home rules, school rules and laws; Identify the advantages and disadvantages of having rules; What happens when rules and laws are broken

Vocabulary: Racism, discrimination, opinion, viewpoint, valued

Session 6 Debate; Children learn active listening, they are learning to refine when they can talk and when they must listen. They are learning about the rules of having and holding a conversation. They are learning about the 4 parts of a conversation. Small talk (pleasantries), fact/disclosure, giving a view point, talking about personal feelings. They are refining the vocabulary of turn taking.