**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

|  |
| --- |
| **Subject: Personal Development Being Me Year A: Phase 1**  *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;*  **RSHE Statutory Guidance;**  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  **Non Statutory Guidance Citizenship KS1**  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 |
| **Prior Learning (what pupils already know and can do)**  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 |
| **End Points (what pupils MUST know and remember)**  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 viewpoints Know how to use the 4 rules of a conversation |
| 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 |
| **Session 1:** Feeling special and safe: Understanding how to make others feel welcome in the class.  **Taught Year A Being me lesson plans units 1** |
| **Session 2:** 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** |
| **Session 3:** Rewards; Understanding how to care for others’ feelings and knowing to know my views are valued. Recognising how to feel proud of an achievement and how this is recognised.  **Taught Year A Being me Lesson plans units 1** |

1

(Version 2, Nov 22)

**Medium Term Plan:** Supporting Implementation of LTP/Progression Grid

|  |
| --- |
| **Session 4: Consequences;** 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.  **Rule of Law** 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. |

2

(Version 2, Nov 22)