



SUBJECT MEDIUM TERM PLANNING - RHE

Year Group: Two	TERM: Autumn 1	Theme: Community
National Curriculum: RHE C2: Being a good citizen C3: Living happily together:		
Context: This unit builds on the work the children have covered on community in year 1. During this unit the children will learn to recognise different communities and cultures. They will learn to recognise differences in values, traditions and diversity and understand the need for respect. The children will begin to look beyond their immediate community and think about the benefits of being a global citizen.	Concepts: belonging, feelings, respect,	Vocabulary: Similar, different, common, community, truth, false, friend, respect, discussion, agree, disagree, trust, appropriate, culture, religion, language, celebration, Hijab, crucifix, listening, polite, global citizen. Values, traditions, diversity, polite, kind
Prior Knowledge: The children will recognise that they are part of their class and school community. They will recognise the need for order and say why rules are important.	Future Knowledge: (What specifically will pupils learn in the future that is relevant to this unit?)	
End points /by the end of this unit pupils will... be able to say who is in their community outside school Discuss the culture they come from Say why we must be polite and kind Recognise the benefits of being a global citizen.		

Lesson Number 1

Key learning:

To identify and feel good about the ways that we are similar and different to create a class community

Concepts:

belonging, feelings, respect,

Lesson structure: Introduction

Play game – children to list three facts about themselves. Two that are truthful and one that is untrue. Can their partner guess which is true/false?

Success Criteria:

I can say how I am similar and different to my friends
I know that it is ok to be the same or different.

Suggested resources:

Flip chart

Jigsaw puzzle resource sheet.

Direct teaching

Teacher to share three facts about themselves. Children to then share three things that are special to them with a partner.

Discuss whether anyone had the same fact?

Highlight that most people will have said different things because we are all different. Just like different pieces of a puzzle that all fit together.

Activities

Follow up – Children to draw something special to them on a piece of a jigsaw puzzle.

key questions

Is it ok to be different to our friends?

How are we the same/ different?

Challenge:

I can explain why different people are special to me.

Adaptive teaching for SEND:

Vocabulary: Similar, different, common, community, truth, false, friend, respect, discussion, agree, disagree

Lesson Number 2

<p>Key learning: I can say what a good citizen is.</p>	<p>Concepts: friendship, feelings, belonging</p>	<p>Lesson structure: Introduction Philosophy sessions</p> <p>Begin with a circle time game: There's a space on my right. Children to invite someone new to sit next to them and explain why.</p>
<p>Success Criteria: I can think of a question with my partner I can join in with a conversation I can say what a good citizen is.</p>	<p>Suggested resources: Flip Chart Anansi video. Recording sheet</p>	<p>Recap rules for speaking</p> <p>direct teaching, , Introduce topic for discussion – What does it mean to be a good citizen?</p> <p>Listen to the story of Anansi and the Turtle.</p> <p>Children to generate questions about Anansi. Choose a question to discuss that will generate a discussion about Anansi's morals and character.</p> <p>Conclude by discussing what the kind choices Anansi should have made.</p> <p>Activities N/A</p> <p>key questions What does it mean to be a good citizen? How should we treat others?</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Vocabulary: Similar, different, common, community, truth, false, friend, respect, discussion, agree, disagree</p>		

Lesson Number 3

<p>Key learning: I know what different communities live near our school.</p>	<p>Concepts: friendship, feelings, belonging</p>	<p>Lesson structure: Introduction Show children a picture of a neighbourhood as a stimulus. Children to think with a partner about how many different communities they belong to.</p> <p>direct teaching</p>
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		<p>Show children a picture of a neighbourhood as a stimulus. Children to think with a partner about how many different communities they belong to.</p> <p>Introduce the definition of a community before sharing examples of different communities: school, place of worship etc.</p> <p>Philosophy session</p> <p>Watch video of the swirling Hijab.</p> <p>Discuss which community members wear a Hijab. What other religious clothing and symbols can we think of? Emphasis that some people may wear them all the time and some people may wear them on special occasions.</p> <p>Discussion point – How should we treat people that wear different clothes to us?</p> <p>Why is it important to treat different people with respect? Children to record their thought.</p> <p>Final thought – children to discuss the different communities that they are part of.</p>
<p>Success Criteria:</p> <p>I can say what a community is.</p> <p>I can talk about the different communities that live near my school.</p>	<p>Suggested resources:</p> <p>Flip chart</p> <p>Swirling Hijab Video</p> <p>Recording sheet</p>	<p>Activities</p> <p>Children to record their final thoughts on the different communities around school</p> <p>key questions</p> <p>What is a community?</p> <p>Why do we need to treat people with respect and kindness?</p> <p>What communities am I part of?</p> <p>Challenge:</p> <p>Adaptive teaching for SEND:</p>
<p>Vocabulary: in common, difference, school community, extended community</p>		

Lesson Number 4

<p>Key learning:</p> <p>I can identify different features of our culture</p>	<p>Concepts:</p> <p>friendship, belonging</p>	<p>Lesson structure: Introduction</p> <p>Pose question “What does culture mean?”</p> <p>Explain that culture mean “way of life” for different groups of people. Ensure children understand that each group may do things differently.</p>
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<p>Success Criteria: I can listen to my teacher and classmates. I can generate ideas of things that make up my culture</p>	<p>Suggested resources: Flip Chat Video Clip Recording sheet</p>	<p>direct teaching, Watch the video clip, can the children spot things that make up their culture? Encourage class discussion. Refer to food, language, music etc. What celebrations do we have in our cultures? Ask the children if they gave the same answer? Explain that this is because we are all different!</p> <p>Activities Children to draw three things that make up their culture.</p> <p>key questions What does culture mean? What can you explain about your culture. How do different cultures vary?</p> <p>Challenge: Children to say why they have chosen to include these items in their culture.</p> <p>Adaptive teaching for SEND:</p>
<p>Vocabulary: , culture, religion, language, celebration, Hijab, celebration, language</p>		

Lesson Number 5

<p>Key learning: I can say who I can trust</p>	<p>Concepts: friendship, feelings, belonging</p>	<p>Lesson structure: Introduction Partner Work – 5,4,3,2,1 Children to use senses to discuss 5 things they can see, 4 things they can touch etc.</p> <p>direct teaching Introduce theme – “Who can we trust?” Look at picture stimulus. Children to discuss what we mean by trust in pairs. Share definition of trust. What are the different ways that we can show trust? Introduce the model for the circle of trust. Can the children decide who would be in their circle? Discuss how you might greet the people in the different circles</p> <p>Activities Children to write the names of two people in the different circles of trust.</p> <p>key questions</p>
<p>Success Criteria: I can identify people I trust I can identify different levels of trust</p>	<p>Suggested resources: Flip chart Circle of trust recording sheet</p>	

Who can we trust?
 What do we mean by different levels of trust
 What are appropriate ways to greet different people?

Challenge: Children to write different ways to greet these people

Adaptive teaching for SEND:

Vocabulary: truth, false, friend, respect, discussion, agree, disagree, trust, appropriate

Lesson Number 6

Key learning:
 to be polite and kind

Concepts:
 friendship, feelings,
 belonging

Lesson structure: Introduction

. Children to discuss with their partner what it means to be polite and kind.

direct teaching

Children to discuss with their partner what it means to be polite and kind.
 Help children to understand that respect mean thinking about other people and their feelings.
 Remind children that we can show respect through how we act and what we say.
 Children to discuss how we can show respect in school.

Activities

Children to complete sorting card activity. Which children are being polite and kind?

key questions

What is respect?
 How can we show respect in school?
 How can we be polite?

Challenge: Final thoughts – children to discuss with their partner how they can be polite.

Adaptive teaching for SEND:

Success Criteria:
 I can say how I can be respectful
 I can say how to be polite.

Suggested resources:
 Flipchart

Vocabulary: listening, respect, polite		

Lesson Number 7		
<p>Key learning: To be citizens of the world</p>	<p>Concepts: Friendship, feelings, belonging.</p>	<p>Lesson structure: Introduction Listen to the story “What does it mean to be global?”</p> <p>direct teaching Recap explaining that it involves understanding community, diversity, traditions, citizens, values and cultures. Sorting activity – can the children sort the statements in to those that would make them a global citizen and those that would not? Final thoughts – Why does being global make our world even more interesting and exciting</p> <p>Activities</p> <p>key questions What does it mean to be global What does being global make our world even more interesting and exciting?</p> <p>Challenge: Adaptive teaching for SEND:</p>
<p>Success Criteria: I can explain how to be a good citizen I can join in a discussion about being a global citizen.</p>	<p>Suggested resources: Flip chart Video – What does it mean to be global? Recording sheet.</p>	
Vocabulary: global, citizen		