

PSHE Planning - Year 4

HT2 - Rights, Rules and Responsibilities

Lesson	Focus	Key Outcome
1	Rights, wants and needs	Distinguish between rights, wants and needs and explain why children's rights are important.
2	Children's rights and wellbeing	Identify key rights in the UN Convention on the Rights of the Child and explain how they support children's needs and wellbeing.
3	Rights and responsibilities	Understand that rights come with responsibilities and explain how choices and behaviour can affect others at home and at school.
4	Why rules are needed	Explain why rules are necessary and how they help people feel safe, learn and treat one another fairly.
5	Rules and conventions	Recognise that some expectations become understood conventions and explain why important rules may still need to be communicated.
6	Making and changing rules	Contribute to class rules and explain what following agreed rules looks like in practice.
7	Democratic decision making	Compare different ways of making decisions and explain which approaches may be fair and appropriate in different situations.
8	Contributing to school decisions	Express views, listen to others and use appropriate democratic processes to contribute to decisions in school.
9	Elections, representation and debate	Explain how representatives can be elected, take part in a fair vote and contribute respectfully to a simple debate.

Lesson 1 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rights, wants, needs, important, same, different, agree, disagree
WALT	Understand the difference between rights, wants and needs.		
Success Criteria	• Explain the difference between wants and needs. • Explain why rights are important. • State some of the rights in the UN Convention on the Rights of the Child.	Resources	Resources: Flipchart/A3 paper; sticky notes; child-friendly summary of the UN Convention on the Rights of the Child. Teacher guidance: Save the Children Fund and UNICEF both publish resources for schools on rights. Both websites also include child-friendly summaries of the United Nations Convention on the Rights of the Child. Safe PSHE delivery: Use the fictional island scenario to distance the learning. Pupils should not be required to disclose personal family circumstances or whether their own needs are being met. Home links: Children share with their parents/carers the things they would need if they went to a new island and the things they would want. They can then explain what they have learnt about the difference between needs and wants. Mini-plenary: Highlight similarities and differences between groups regarding what they want and/or need to take to the island.
Starter	In Circle Time, ask the children to complete the sentence stem, 'When I pack for a holiday, I take ...'. As the children give their answers, record them on the board in two untitled lists according to whether each item is a want or a need. Ask the children to suggest why the answers have been placed in two lists. Use the discussion to explore different views about wants and needs.		
Main	Ask the children to imagine that a group of children are going to live on a new island where they will be beginning a new life and do not know what will already be there. In small groups, pupils list on sticky notes all the things the children might need or want. Place two pieces of flipchart/A3 paper on the carpet labelled 'wants' and 'needs', and ask groups to place their notes under the most appropriate heading. Groups then prioritise the ten most important things to take. Later, tell them that four more things must be left behind. Discuss how groups made their decisions and how they managed disagreement.		
Plenary	Ask pupils to explain the difference between wants and needs. Discuss whether people always have everything they want and whether everyone has everything they need.		
Assessment Opportunities	Baseline: use the starter sorting discussion to identify pupils' initial understanding of wants and needs. During the main activity, listen for reasons used when pupils classify and prioritise items. Endpoint: in the plenary, ask pupils to define 'want' and 'need', give one example of each, and explain why a right is different from a want. Record responses against the success criteria.		
Challenge	Ask pupils to identify an item that could be a want in one situation but a need in another. They should explain their reasoning and link the discussion to one right from the UN Convention on the Rights of the Child.	Support	Provide picture cards showing familiar wants and needs and a two-column sorting mat. Pre-teach the words 'right', 'want' and 'need'. Use sentence stems such as, 'A need is ... because ...' and 'A want is ... because ...'. Allow paired rehearsal before pupils share with the class.

Lesson 2 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rights, wants, needs, important, same, different, agree, disagree
WALT	Understand the difference between rights, wants and needs.		
Success Criteria	• Explain the difference between wants and needs. • Explain why rights are important. • State some of the rights in the UN Convention on the Rights of the Child.	Resources	Resources: Blank paper; drawing materials; For Every Child (UNICEF) or another child-friendly summary of the UN Convention on the Rights of the Child; optional iPads/cameras. Teacher guidance: For Every Child is published by UNICEF. Famous artists have provided illustrations for the Rights of the Child from the United Nations Convention. This resource could also be used in an assembly on the theme of rights. Safe PSHE delivery: Keep examples fictional and general. Avoid asking pupils to identify which rights, needs or experiences are missing from their own lives. Remind pupils that they may pass if a discussion feels personal. Cross-curricular / wider links: Art: illustrating the rights of the child.
Starter	Revisit the previous lesson: What are wants and needs? What is the difference between them? What were some of the things the fictional children wanted to take to the island? Did they need them?		
Main	Give each child a blank piece of paper and ask them to draw a fictional happy, healthy Year 3 or 4 child. Around the child, ask them to note or draw things and experiences that could help a child to be happy and healthy. Ask them to circle things or experiences that some children may not have. Discuss the fact that some people may not have all their needs and wants met, in this country or elsewhere. Explain that rights describe what children can expect in terms of fair treatment and having important needs met. Use examples such as the right to education and the right to feel safe to illustrate the connection between rights, wants and needs. Use For Every Child or another child-friendly source to introduce basic rights in the UN Convention on the Rights of the Child. Explain that many countries, including the UK, have agreed to uphold these rights. Pupils choose one or two rights they think are important and illustrate them through drawing, painting or, where appropriate, photographs that represent the right.		
Plenary	On the IWB or on sticky notes for the class PSHE book, ask the class to generate definitions of 'wants' and 'needs' and explain the difference between them.		
Assessment Opportunities	Baseline: revisit pupils' definitions of wants and needs from Lesson 1. During the drawing task, assess whether pupils can distinguish between things that support needs and things that are mainly wants. Endpoint: ask each pupil to name one child's right and explain why it is important. Compare their final definitions with their starting ideas.		
Challenge	Choose one right and explain how it connects to a need. Then explain why having that right protected is important for all children, even when children's lives and circumstances are different.	Support	Provide a small selection of illustrated rights and simple explanations. Model one example together, such as the right to education. Use sentence stems: 'Children have the right to ...', 'This is important because ...' and 'This links to the need for ...'.

Lesson 3 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rights, responsibilities, school, home, actions, behaviour, choices, needs, wants
WALT	Understand that rights come with responsibilities and how these affect home and school life.		
Success Criteria	• Explain that rights come with responsibilities. • Explain how these responsibilities affect actions in school. • Explain how these responsibilities can affect actions at home.	Resources	Resources: Matching Rights and Responsibilities worksheet. Teacher guidance: The original plan suggests extending discussion to rights that may be especially important where access to food, education or health care is limited, and finding out more about organisations such as UNICEF that promote and protect children's rights worldwide. Be sensitive to the variety of responsibilities children may have at home and to different family practices. Safe PSHE delivery: Use distancing throughout. Do not ask pupils to describe private family arrangements, caring responsibilities or difficulties at home. Emphasise that families organise responsibilities in different ways and that difference should be treated respectfully.
Starter	Organise pupils into pairs and give each pair statements from Matching Rights and Responsibilities. Ask them to pair each right with its corresponding responsibility. Each pair chooses one example and explains the link to the class. Pairs then join another pair and discuss: Which rights seem especially important for children? How can people help other children to enjoy these rights?		
Main	Use fictional family examples rather than asking pupils to disclose their own home circumstances. Give groups a simple picture or scenario showing adults and children in a household. Add speech bubbles beginning, 'I have a right to ...'. Pupils identify possible rights for different people and then discuss responsibilities that could sit alongside them. Explore how one person's behaviour can affect another person's rights, for example sharing space fairly, helping with agreed tasks, respecting rest time, or keeping younger children safe when an adult has asked for appropriate help. Compare this with responsibilities in school.		
Plenary	Ask pupils to share with a partner examples of rights and responsibilities that can exist at home and at school. Collate suitable examples in the class PSHE book.		
Assessment Opportunities	Baseline: use the matching activity to check whether pupils initially understand the link between a right and a responsibility. During the main task, question pupils about how choices and behaviour can affect other people. Endpoint: give pupils one right and ask them to state a related responsibility at school and a related responsibility in a fictional home scenario.		
Challenge	Explain how the same right can lead to different responsibilities in different settings. For example, compare how the right to feel safe might affect behaviour at school and in a fictional home or community setting.	Support	Use pre-matched examples first, then remove one part for pupils to complete. Provide a 'Right / Responsibility' two-column frame and sentence stems: 'If someone has the right to ..., other people have a responsibility to ...'. Use fictional characters and adult-supported discussion.

Lesson 4 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rules, rights, responsibilities, school, home, safe, necessary, useful, important
WALT	Understand why rules are needed at home and at school.		
Success Criteria	• Explain why rules are necessary. • Describe what a classroom or school would look and feel like without any rules. • Say whether a rule is necessary and useful.	Resources	Resources: Classroom Descriptions; Gateway Rules Venn diagram. Teacher guidance: Be aware that children will have a variety of experiences of rules at home. Encourage sensitivity to different family practices and emphasise that differences are positive. Safe PSHE delivery: Use fictional families and classrooms for discussion. Avoid inviting pupils to compare or judge rules used in individual homes.
Starter	In pairs, ask pupils to consider rules that a fictional family might use at home and the benefits of following them. Complete the sentence stem, 'At home, a person might have to ... because ...'. This preserves the original focus while avoiding pressure to disclose personal family rules.		
Main	Ask pupils to imagine they have been invited to look around two different classrooms in a neighbouring school. Read the Classroom Descriptions from each teacher and ask pupils to imagine being greeted at the classroom door. Pupils record, in pictures and/or writing, what they might see and hear and how someone might feel in each classroom. Share ideas and draw out why rules are necessary in a classroom.		
Plenary	Ask pupils to state some school or class rules and explain the reason for each. Refer to the Gateway Rules Venn diagram. Discuss whether some rules are more important than others and reinforce that school rules are created to help keep children safe and support learning.		
Assessment Opportunities	Baseline: use the starter to identify pupils' initial reasons for having rules. During the classroom comparison, assess whether pupils can connect the presence or absence of rules with safety, learning and feelings. Endpoint: give pupils a school rule and ask them to explain whether it is necessary and useful, using evidence from the lesson.		
Challenge	Compare two rules and decide whether one is more important in a particular situation. Justify the decision by referring to safety, learning, rights and responsibilities.	Support	Provide visual classroom scenes and a word bank including 'safe', 'learn', 'fair', 'kind' and 'respectful'. Use prompts: 'Without this rule ...', 'This rule is useful because ...'. Allow pupils to draw and label before explaining orally.

Lesson 5 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rules, rights, responsibilities, school, home, safe, necessary, useful, important, learn, kind, respectful
WALT	Understand why rules are needed at home and at school.		
Success Criteria	• Explain why rules are necessary. • Describe what a classroom or school would look and feel like without any rules. • Say whether a rule is necessary and useful.	Resources	Resources: Gateway Rules Venn diagram; existing class ground rules; materials for drama/role play/song. Safe PSHE delivery: Agree discussion and performance ground rules. Keep examples focused on general school behaviour rather than naming pupils or recounting individual incidents. Home links: Children can share the drama, role play or song created in the plenary with their family. Mini-plenary: The plenary task could be presented or performed to another class, in a phase assembly or in a class assembly. Cross-curricular / wider links: Music/Drama/Role Play: presentation of the Gateway Rules.
Starter	Revisit the Gateway Rules Venn diagram and place some class rules in each section. Ask pupils whether some rules are more important than others. Explain why being safe is fundamental: if people are not safe, learning is affected.		
Main	Write the rule 'Do not climb on the school roof' on the board. Ask pupils why this rule may not need to be repeatedly displayed when everybody already understands and follows it. Introduce the idea of a convention: an understood expectation that people follow without frequent reminders. Ask pupils to identify other expectations that may have become conventions. Review existing ground rules and discuss whether any have become conventions, how pupils can tell, and whether they should remain displayed, for example to support new pupils or act as a reminder.		
Plenary	In groups, pairs or as a whole class, create a drama, role play or song explaining the three Gateway Rules: we are safe, we are learners, and we are kind and respectful.		
Assessment Opportunities	Baseline: ask pupils to explain why the Gateway Rules exist and whether any rule can become an understood convention. During discussion, assess whether pupils can distinguish between a necessary rule and the need to display or repeat it. Endpoint: pupils explain one Gateway Rule through the plenary performance and give a reason why it matters.		
Challenge	Choose an existing ground rule and argue whether it should remain displayed even if it has become a convention. Consider new pupils, reminders, safety and consistency.	Support	Provide examples of written rules and understood conventions for pupils to sort. Use a simple decision frame: 'Is it important? Is it understood? Does it need to stay displayed? Why?'. Offer a choice of speaking, acting or creating a short caption for the plenary.

Lesson 6 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rules, rights, responsibilities, school, home, safe, necessary, useful, important, learn, kind, respectful
WALT	Participate in making and changing rules.		
Success Criteria	• Suggest a rule which helps the class feel safe and enjoy learning. • Take part in making class ground rules. • Explain or show what following the rules looks like.	Resources	Resources: iPads (Book Creator), large paper, drawing materials; optional camera. Teacher guidance: The class booklet can also include descriptions of how behaviour that follows the rules is rewarded and what some consequences might be when people do not follow the rules. Any rewards or consequences should be consistent with the school behaviour policy. Activities in this unit could support pupil involvement in developing or reviewing the school's policy. Safe PSHE delivery: Keep any discussion of consequences consistent with school policy and avoid public discussion of named pupils or specific behaviour incidents. Cross-curricular / wider links: Computing: use Book Creator to make the booklet described in the main activity.
Starter	Review the song, drama or role play created at the end of the previous lesson. What are the Gateway Rules? Why are they important? Is one rule more important in some situations? Why?		
Main	Ask pupils to imagine Greaton School, where children feel safe and enjoy learning and playing. In random groups of six, pupils discuss what might happen in Greaton School. On large sheets of paper, each group designs the school and labels features that make it safe and a good place to learn. Share designs and discuss how people might feel there and which rights are being met. Revisit the contrast between classrooms with and without rules. Create a class leaflet, booklet or poster explaining ground rules to a new child or supply teacher. This may be drawn or created on iPads using Book Creator. In pairs, pupils can write a rule, explain why it is important and illustrate it, or take photographs of behaviour that demonstrates the rule. If needed, extend the creation task into another PSHE lesson. Finished booklets can be printed for the classroom, younger pupils or visitors.		
Plenary	Complete the sentence stem, 'A class rule that I think is important is ... because ...'.		
Assessment Opportunities	Baseline: revisit the Gateway Rules and ask pupils what effective rules should achieve. During the Greaton School and booklet tasks, assess pupils' ability to suggest rules, justify them and show what following them looks like. Endpoint: use the plenary sentence to check whether each pupil can identify and justify a rule that supports safety and learning.		
Challenge	Propose a new or revised class rule. Explain the problem it addresses, how it protects rights or supports learning, what following it would look like and how the class could review whether it is working.	Support	Provide example rules, photographs or simple scenarios to prompt ideas. Use a planning frame: 'Our rule is ... / It is important because ... / Following it looks like ...'. Allocate clear group roles and allow drawing, labelling or oral explanation.

Lesson 7 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Decisions, fair, unfair, democratic, voting, responsible, veto, vote, majority, consensus
WALT	Understand how democratic decisions can be made in school.		
Success Criteria	- Suggest some different ways of making a decision. - Explain a fair way of making a decision.	Resources	Resources: Vocabulary cards or definitions for vote, democratic, majority, consensus and veto. Teacher guidance: This activity could be linked to school and class council work. Class councils discuss class-based and whole-school issues that representatives can take to, or bring from, the school council. A genuine issue already being explored could be used. Pupils may need explicit teaching of the different decision-making processes. Safe PSHE delivery: Use fictional or low-stakes school scenarios. Avoid votes that single out pupils, rank individuals or concern sensitive personal matters. Cross-curricular / wider links: School Council; Parliament Week.
Starter	Display the words 'vote', 'democratic', 'majority', 'consensus' and 'veto'. Discuss their meanings with the class, then reveal or agree clear definitions.		
Main	In groups, pupils role play reactions to different decision-making processes using a fictional class issue that matters to everyone, such as choosing between two possible class-trip activities or two wet-play resources. Give each group a different method: one person decides; majority vote; one-person veto; small-group veto; consensus; or a small representative group decides. Reflect on how each process feels and ask pupils which seems fairest. Emphasise that different decision-making approaches may be appropriate in different situations.		
Plenary	Ask pupils to suggest decisions that are made at school, for example purchases, curriculum choices, appointments, class organisation, Sports Day or school meals. Discuss who is responsible for each decision, which decisions can appropriately involve democratic pupil voice and where pupils can have influence. Identify appropriate issues pupils might take to class or school council.		
Assessment Opportunities	Baseline: use the vocabulary discussion to assess prior understanding of democratic decision-making. During role play, listen for pupils' reasoning about fairness and the strengths or limitations of each method. Endpoint: present a new fictional school decision and ask pupils to choose a suitable decision-making method and justify why it is fair and appropriate.		
Challenge	Compare majority voting and consensus. Explain one advantage and one limitation of each, then decide which method would be more appropriate for a given school scenario.	Support	Provide visual definition cards and model one decision-making process before group work. Reduce the number of methods to compare where appropriate. Use sentence stems: 'This method is fair/unfair because ...' and 'For this decision, I would use ... because ...'.

Lesson 8 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rights, responsibilities, vote, suggestions, express, views, opinions, democratic, decision, contribute
WALT	Develop skills to contribute to democratic decision making in school.		
Success Criteria	• Say how I can influence a decision at school. • Suggest ways in which I might use a suggestion box. • Contribute to a class discussion by expressing my views and listening to those of others.	Resources	Resources: Class suggestion/concern box; paper or slips for suggestions; discussion prompts. Teacher guidance: Set simple ground rules for use of a suggestion or 'Things I want my teacher to know' box. Only authorised adults should remove notes; comments should not be used to cause harm to other people; and adults may decide whether a topic is suitable for class discussion. Pupils should understand what will happen if a note raises a safeguarding concern. Safe PSHE delivery: Reinforce that the suggestion/concern box is not a public forum for naming or criticising individuals. Explain that adults cannot promise confidentiality where a child may be unsafe, and signpost trusted adults in school. Cross-curricular / wider links: School Council.
Starter	Brainstorm the different ways and times during a school week when children might be asked for their opinions or views. Emphasise that having appropriate opportunities to express a view is an important part of democratic participation.		
Main	Establish or revisit a classroom or school box where pupils can write comments, concerns or suggestions. Review safe-use rules and ensure pupils have a realistic understanding of possible outcomes. Using a fictional pupil outline rather than personal disclosure, identify situations in which a pupil might appropriately use the box. Choose a genuine but non-sensitive class issue that needs addressing, such as wet-play activities or cloakroom organisation. Demonstrate democratic discussion strategies: considering different points of view, listening carefully, speaking clearly, expressing ideas respectfully, identifying useful information, selecting key points, considering pros and cons, and suggesting compromises or alternatives. In groups, pupils discuss: What are the problems? What would the ideal situation look like? What steps could be taken? Each group elects a spokesperson to feed back briefly.		
Plenary	Ask pupils to reflect on how well their group demonstrated listening, considering different points of view, speaking clearly, expressing ideas, selecting key points, considering pros and cons, and suggesting compromises or alternatives. Pupils identify one discussion skill they want to improve next time.		
Assessment Opportunities	Baseline: ask pupils to list ways they can appropriately influence a school decision. During group discussion, use a simple observation checklist for listening, expressing a view, considering another viewpoint and suggesting a solution. Endpoint: pupils self-assess one discussion skill and explain one safe, appropriate way to contribute to a school decision.		

Challenge	During the group discussion, summarise a viewpoint different from your own before giving your response. Suggest a compromise that takes account of at least two different perspectives.	Support	Display discussion stems: 'I think ... because ...', 'I heard you say ...', 'Another idea could be ...' and 'A fair compromise might be ...'. Give pupils thinking time, clear group roles and the option to contribute through a written note before speaking.
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Lesson 9 - Living in the Wider World: Being a Responsible Citizen

Year group	Year 4	Theme	Living in the Wider World
Unit	HT2 - Rights, Rules and Responsibilities	Key Vocabulary	Rights, responsibilities, vote, suggestions, express, views, opinions, democratic, decision, contribute, election
WALT	Understand how children might be democratically elected at school to represent or act on behalf of others. Take part in simple debating and voting.		
Success Criteria	• Know some facts about an election. • Describe what a representative does. • Explain how a debate works. • State a view during a debate. • Take part in voting.	Resources	Resources: Large sugar paper to draw the outline of a child; voting materials as required. Teacher guidance: This is an opportunity to make links to local and national elections and to council and government processes, including elections and voting. Activities can be adapted depending on whether a school council already exists. If this forms part of the school council election process, it can be extended into nominations and votes for class representatives. Safe PSHE delivery: Agree debate ground rules before starting. Use assigned, distanced viewpoints and avoid requiring pupils to reveal personal or family political views. Do not use debates or votes that target individuals or protected characteristics. Home links: Children can share with their families what the words 'voting' and 'debate' mean and explain the issue debated in class. Mini-plenary: Extend the activity by discussing the role of the chairperson and, where appropriate, inviting a pupil to chair part of the debate. Cross-curricular / wider links: School Council; Parliament Week.
Starter	Share the fictional scenario of Alltown Primary School, where every class may choose one school-council representative but many pupils want the role. Ask for suggestions about how the class could solve the problem. Introduce manifestos and voting in an election. Draw a child-sized outline on large paper and ask pupils to imagine it represents a class representative. Record around the outline the qualities and skills of a good representative.		
Main	Choose a simple classroom issue with two possible outcomes, such as which of two books to read next or which of two wet-play games to buy. Discuss how the vote could be organised, for example a straight majority or secret ballot. Share the result and discuss the range of feelings people may have when a vote does or does not go their way. Then hold a debate on a relevant, age-appropriate school issue. Brainstorm arguments for and against. Divide the class into two groups, making clear that the assigned position may not represent pupils' personal views; the purpose is to practise expressing ideas and listening to others. In Circle Time, pupils indicate when they wish to speak and take part in a short debate, with the teacher as chairperson.		
Plenary	After the debate, ask pupils how successful the process was. Discuss what made an argument convincing and whether listening to another argument could lead someone to reconsider a view.		

Assessment Opportunities	Baseline: use the starter scenario to assess what pupils already know about elections and representatives. During the vote and debate, observe whether pupils follow agreed procedures, listen, express a reasoned view and accept the result respectfully. Endpoint: ask pupils to explain the role of a representative, one feature of a fair election and one feature of an effective debate.		
Challenge	Take the role of chairperson for part of the debate, ensuring speakers are heard fairly and the agreed rules are followed. Afterwards, explain how the chairperson supports a fair democratic process.	Support	Provide a simple election sequence using picture/word cards: candidate - manifesto - vote - count - result - representative. Give debate sentence stems such as, 'One reason for this is ...', 'I understand the other view, but ...' and 'I would like to add ...'. Allow pupils to rehearse a contribution with a partner.