



School Radio

Primary – PSHE Citizenship

By Heidi Burke

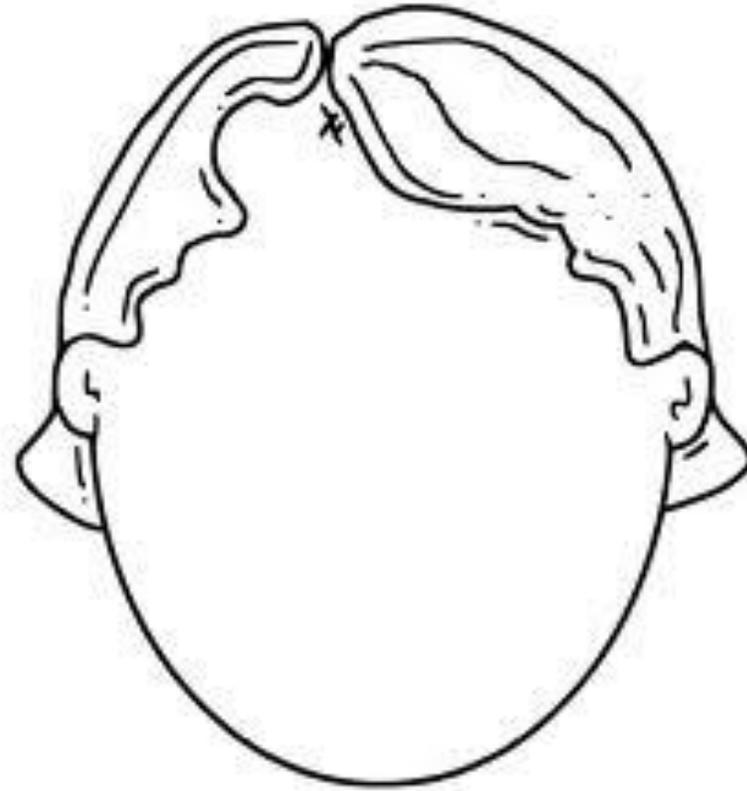
School Radio 2014

The date	The subject PSHE/Citizenship		Class		Teacher	
Starter	Levels/Criteria	Whole class input:	Differentiated target groups:	Plenary:	AFL:	Class list:
<p>Label face* with feelings, different feelings: happy/sad etc. *Template attached.</p>	<p>PSHE Developing confidence and responsibility and making the most of their abilities 1. Pupils should be taught: a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong b. to share their opinions on things that matter to them and explain their views c. to recognise, name and deal with their feelings in a positive way Preparing to play an active role as citizens 2. Pupils should be taught: a. to take part in discussions with one other person and the whole class b. to take part in a simple debate about topical issues c. to recognise choices they can make, and recognise the difference between right and wrong d. to agree and follow rules for their group and classroom, and understand how rules help them e. to realise that people and other living things have needs, and that they have responsibilities to meet them Developing good relationships and respecting the differences between people 4. Pupils should be taught: a. to recognise how their behaviour affects other people b. to listen to other people, and play and work cooperatively c. to identify and respect the differences and similarities between people d. that family and friends should care for each other e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. CITIZENSHIP Preparing to play an active role as citizens 2. Pupils should be taught: a. to research, discuss and debate topical issues, problems and events b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules c. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p>	<p>The first blank face template, given as a starter, should open up ideas on feelings: Share with the class, using IWB. Focus on negative labels, asking questions to explore deeper: Focus on bullying. How does bullying make someone feel? SECOND TASK: Children to complete second blank face: Labelling with feelings children may experience if they are being bullied. Share, using IWB. In groups, carefully selected: Avoiding certain potential problems. Role play: 1. One group to role play a person/or people being bullied (sensitivity to this- topic to be supervised closely) 2. One group to role play a person going home and trying to talk about it with their family: Mum, Dad, sister, other friends: Giving SOLUTIONS 3. One group to role play the victim coming back to school and SUCCESSFULLY DEALING WITH IT: Talking to a teacher and then solving the problem with the bully. 4. One group to role play the victim not telling anyone, letting it get worse. 5. One group to create a radio programme all about DEALING WITH BULLIES! What children can do. USING RADIO EQUIPMENT, organise in groups and record these activities.</p>	<p>SEN: Provide support where appropriate: Drawing ideas with printed labels?</p>	<p>Listen to selected pieces from interviews highlighting important points. What is the message? What is the difference between the group who highlighted the victim talking about it and dealing with it and the group where the victim didn't say anything? Why is it IMPORTANT to talk about it.</p>	<p>Whole class learning?</p>	
<p>Table resources : Some pictures of playgrounds to formulate ideas.</p>			<p>Lower ability: As above.</p>	<p>Key question:</p>	<p>CROSS REFERENCE: Note for 2a, 2b - Cross reference to English En1 Speaking and listening: Group discussion and interaction 3. To join in as members of a group, pupils should be taught to:</p>	
			<p>Middle ability: Some prompting. Key concepts and research discussed. Blank scripts.</p>	<p>Bullying is a wrong and can hurt people deeply. Why do people bully? What should you do if you have a friend who is bullying someone? Should you join in? Should you stop it? What should you do if you have a friend who is being bullied? Tell someone? Give advice?</p>	<p>a. take turns in speaking b. relate their contributions to what has gone on before c. take different views into account d. extend their ideas in the light of discussion e. give reasons for opinions and actions Drama 4. To participate in a range of drama activities, pupils should be taught to: a. use language and actions to explore and convey situations, characters and emotions</p>	

Resources, useful links:	NOTES/RESOURCES	
Useful links from plan: http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00198824/citizenship/ks2		
http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199209/pshe/ks1		
Further plans: http://www.primaryresources.co.uk/pshe/pshe1.htm#bullying		

Name:

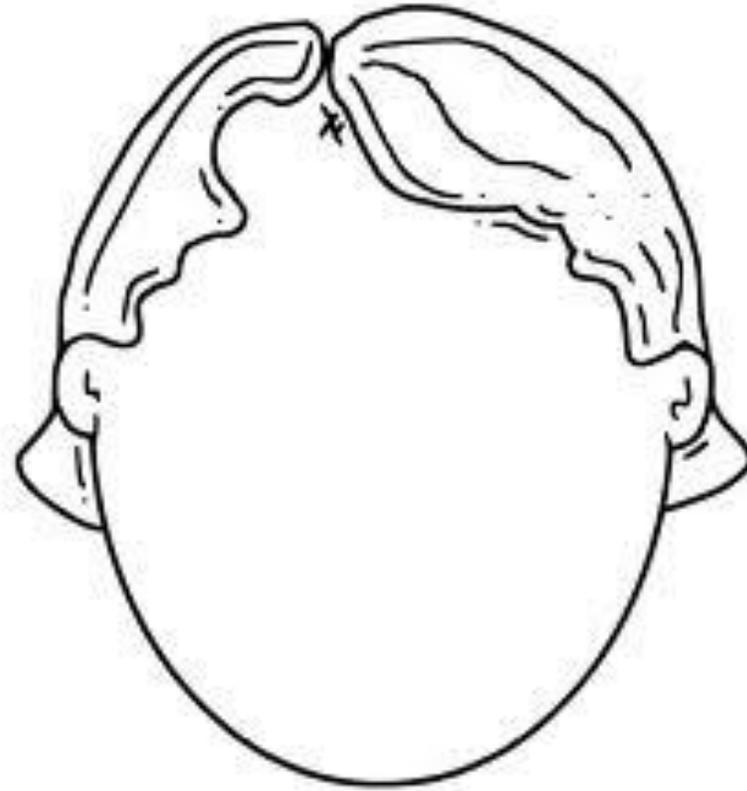
Date:



Label this face with feelings, like happiness, sadness, etc.

Name:

Date:



Label this face with feelings that describe someone who is being bullied.

Script title: Bullying. Blank Script.

Name:

Date:

Interviewer:

Interviewee:

Interviewer:

Interviewee:

Interviewer:

Interviewee:

Interviewer:

Interviewee:

Script title:	BLANK COPY	Name:	Date:
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Interviewer:	
Interviewee:	
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