

Global Citizens : PSHE : Social Awareness : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To know what a global community is.	In this introductory lesson, children explore the concept of a global community. They learn about a range of global communities and their aims and achievements. To apply their understanding, children either create a new global community aimed at addressing a significant global issue or conduct an in-depth study of an existing global community of their choice.	<ul style="list-style-type: none"> Do children understand that a global community is a group with global reach that works together towards a shared goal for positive change? Can children describe the features of a range of global communities? Can children explain why it is important to share resources and meet people's needs fairly? 	<ul style="list-style-type: none"> Slides Mission Statement Design Sheet 1A/1B Word Bank QR Codes (FSD? activity only) Research Sheet (FSD? activity only)
Lesson 2	To know what a global citizen is.	Children revisit the features of a global community and learn about their roles as global citizens. They will explore the inspiring stories of global citizens who began their activism as children: Malala Yousafzai, Greta Thunberg and Ryan Hreljac. Children apply their learning by planning and presenting a school assembly to inspire others to become global citizens.	<ul style="list-style-type: none"> Do children understand that global citizens have rights and responsibilities? Can children identify the actions and qualities of global citizens? Can children discuss a range of actions they can take as global citizens? 	<ul style="list-style-type: none"> Slides Statement Cards 2A/2B/2C Assembly Plan (FSD? activity only) Fact File (FSD? activity only)
Lesson 3	To explore how global communities work together to achieve their aims.	This lesson focuses on the challenges and opportunities faced by global communities working together for positive change. Children learn about the factors that help or hinder collaboration, such as different interests or unequal access to resources. They then practise negotiation and compromise by taking part in a model UN session or playing the game Global Goals.	<ul style="list-style-type: none"> Do children understand that members of global communities, like countries, have varying interests and resources? Can children describe some of the challenges in global co-operation and consensus building? Can children communicate respectfully during discussions and negotiations? 	<ul style="list-style-type: none"> Slides Country Profiles Country Cards Teacher Notes Instructions (FSD? activity only) Global Goals Game (FSD? activity only)
Lesson 4	To understand the concept of human rights.	Children learn that human rights are the freedoms and protections given to everyone so that they can live happy, healthy lives. They will find out about the UN Declaration of Human Rights and the Convention on the Rights of the Children. Children investigate the articles of the UN Convention on the Rights of the Child or create a collaborative Class Mural which illustrates the children's rights.	<ul style="list-style-type: none"> Do children know that human rights are there to protect everyone? Can children recognise some of the rights and responsibilities they have as part of the UN Declaration of Human Rights and the Convention on the Rights of the Child? Can children discuss what they think of the rights included in the Convention on the Rights of the Child? 	<ul style="list-style-type: none"> Slides Rights Cards Reflection Cards 4A/4B Mural Sheets (FSD? activity only) Blank Mural Template (FSD? activity only)
Lesson 5	To know how to fulfil our shared responsibilities as global citizens.	In this last lesson, children consider what actions they can take to fulfil their responsibilities as a global citizens, including making informed choices and taking action. Children take action to organise a recycling event or plan and hold a repair cafe for old clothing they have at home that is in need of repair or upcycling.	<ul style="list-style-type: none"> Do children understand that they have a responsibility as global citizens to care for others and the environment? Can children describe actions they can take to look after others and the environment? Can children make informed choices that care for others and the environment? 	<ul style="list-style-type: none"> Slides Sorting Sheet Planning Sheet (FSD? activity only) How to... Cards 5A/5B/5C (FSD? activity only) Stitch Instructions (FSD? activity only)

End of Primary Phase Objectives:

Relationships Education - Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Relationships Education - Caring friendships

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Relationships Education - Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

Relationships Education - Online relationships

- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

Health Education - Internet safety and harms

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

Vocabulary

community, citizen, diversity, rights, responsibilities, human rights, children's rights, UN Declaration of Human Rights, Convention on the Rights of the Child, ideas, law, shared values, global reach, mission, pledge, purpose, aim, achievement, impact, duties, action, informed choices, resources, interests, needs, wants, kindness, fairness, equity, sustainability, economy, happy, healthy, safe, fulfilled, freedoms, protections, discrimination, language, religion, culture, age, gender, race, disability, education, play, family, love, home, healthcare, healthy planet, hunger, poverty, wealth, power, skills, knowledge, technology, United Nations, General Assembly, resolution, global issue, compromise, respectful communication, manners, courtesy, compromise, negotiation, consensus building, debate, discuss, vote, waste, reduce, reuse, recycle, second-hand, upcycle, food choices, energy use, pollution, leachate, chemicals

Teacher notes