

### Prior Learning (Skills)

- To recognise self-worth.
- To identify personal strengths.
- To be able to set a personal goal.
- To recognise feelings of happiness, sadness, worry and fear in themselves and others.
- To make other people feel valued.
- To develop compassion and empathy for others.
- To be able to work collaboratively (well together).

### Prior Learning (Knowledge)

- To understand that they are important.
- To know what a personal goal is.
- To understand what a challenge is.
- To know why rules are needed and how these relate to choices and consequences.
- To know that actions can affect others' feelings.
- To know that others may hold different views.
- To know that the school has a shared set of Christian values.

### Key Skills

- Identify the feelings linked with being included or excluded
- Can make others feel valued and included
- Be able to take on a role in a group discussion / task and contribute to the overall outcome
- Can make others feel cared for and welcomed
- Recognise the feelings of being motivated or unmotivated
- Understand why the school community benefits from a Learning Charter
- Be able to help friends make positive choices
- Know how to regulate my emotions



# Year 4 - PSHE

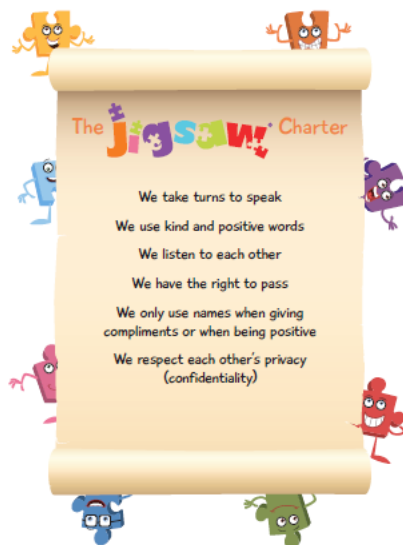
## Being Me in My World



Jiggy Jaz



Journal



Chime



Jerrie Cat's 'paws'

### Key knowledge

- To know how individual attitudes and actions make a difference to a class.
- To know about the different roles in the school community.
- To know our place in the school community.
- To know what democracy is (pupil voice in school).
- To know that our own actions affect ourselves and others.
- To know how groups work together to reach a consensus.
- To know that having a voice and democracy benefits the school community.

### Vocabulary

|                         |   |
|-------------------------|---|
| <b>Included</b>         | To be allowed to join in or be part of something..                        |
| <b>Excluded</b>         | To <i>not</i> be allowed to join in or be part of something.              |
| <b>Valued</b>           | To be worth something or useful.  |
| <b>Democracy</b>        | People have a say or a 'voice' in how something is run or ruled.          |
| <b>Attitude</b>         | A way of feeling or thinking about something or someone.                  |
| <b>Actions</b>          | A way of acting or behaving.  |
| <b>Regulate</b>         | To control something.   |
| <b>Emotions</b>         | How you feel about something.   |
| <b>Community</b>        | A group of people who live or work together or who have shared interests. |
| <b>Consensus</b>        | An agreement.   |
| <b>Rights</b>           | Something you are allowed by law.   |
| <b>Responsibilities</b> | Something you are responsible for or have a duty to do.                   |
| <b>Rewards</b>          | To be given something for doing something good.                           |
| <b>Consequences</b>     | The result of something.  |
| <b>Learning charter</b> | A list of rules that you agree together to help you learn.                |
| <b>Choices</b>          | A group of things that you can choose from.                               |
| <b>Behaviour</b>        | The way you act or behave.  |
| <b>Role</b>             | A part played by a person or thing.                                       |
| <b>Decisions</b>        | Making up your mind about something.                                      |
| <b>Authority</b>        | To have the right or power to give orders.                                |
| <b>Vote</b>             | To show your choice about something.                                      |
| <b>Motivated</b>        | To be inspired or want to do something.                                   |
| <b>Unmotivated</b>      | To not feel inspired or not want to do something.                         |