

Prior Learning (Skills)

- Identify the feelings associated 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

Prior Learning (Knowledge)

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

Key Skills

- To be able to identify what they value most about school.
- To identify hopes for the school year.
- To have empathy for people whose lives are different from our own.
- To consider our own actions and the effect they have on ourselves and others.
- To be able to work as part of a group, listening and contributing effectively.
- To understand why the school Community benefits from a Learning Charter.
- To know how to regulate my emotions.
- To be able to help friends make Positive choices.



Year 5 - PSHE

Being Me in My World



The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Journal

Mindfulness

Jerrie Cat's 'paws'

Key knowledge

- To know how to face new challenges positively
- To understand how to set personal goals
- To understand the rights and responsibilities associated with being a citizen in the wider community and their country
- To know how an individual's behaviour can affect a group and the consequences of this
- To understand how democracy and having a voice benefits the school community
- To understand how to contribute towards the democratic process

Vocabulary

Goals	A result or end that a person wants and works for.
Fears	A strong feeling you have if you expect danger or pain.
Worries	To feel troubled or anxious.
Democracy	People have a say or a 'voice' in how something is run or ruled.
Community	A group of people who live or work together or who have shared interests.
Rights	Something you are allowed by law.
Responsibilities	Something you are responsible for or have a duty to do.
Consequences	The result of something.
Learning charter	A list of rules that you agree together to help you learn.
Choices	A group of things that you can choose from.
Decisions	Making up your mind about something.
Motivate	To be inspired or want to do something.
Wants	Something you wish for.
Needs	Something that you must have.
Maslow	A person who said that people have different levels of needs.
Empathy	To share another person's feelings or thoughts.
Comparison	To compare something against something else.
Cooperation	Working together.
Legal	Something allowed by law.
Illegal	Something against the law.
Ghana	A country in western Africa.
Cocoa plantation	A large farm or estate where Cocoa is grown.
Obstacles	Something that stops forward movement or progress.
Participation	To take part in something.