

Prior Learning (Skills)

- To identify what we 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 help friends to make positive choices.

Prior Learning (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 our 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.

Key Skills

- To be able to make others feel welcomed and valued.
- To know my own wants and needs.
- To be able to compare my life with the lives of those less fortunate.
- To demonstrate empathy and understanding towards others.
- To demonstrate attributes of a positive role-model.
- To be able to take positive action to help others.
- To be able to contribute towards a group task.
- To know what effective group work is.
- To know how to regulate my emotions.



Year 6 - 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)

Jiggy Jem

Journal

Maslow's Triangle

- Self-actualisation
- Esteem
- Love/Belonging
- Safety
- Physiological

Mindfulness

Jerrie Cat's 'paws'

Key knowledge

- To know how to set goals for the year ahead.
- To understand what fears and worries are.
- To know about children's universal rights (United Nations Convention on the Rights of the Child).
- To know about the lives of children in other parts of the world.
- To know that personal choices can affect others locally and globally.
- To understand that our own choices result in different consequences and rewards.
- To understand how democracy and having a voice benefits the school community.
- To understand how to contribute towards the democratic process.

Vocabulary

Challenge	A difficult problem or task.
Goal	A result or end that a person wants and works for.
Attitude	A way of feeling or thinking about something or someone.
Actions	A way of acting or behaving.
Rights	Something you are allowed by law.
Responsibilities	Something you are responsible for or have a duty to do.
United Nations (UN)	An organization of many nations started in 1945 to promote world peace and understanding.
UN Convention on the Rights of the Child.	An international agreement setting out the rights of every child , regardless of their race, religion or abilities.
Citizen	A person who is a member of a country either because of being born there or being declared a member by law.
Choices	A set of options that you can choose from.
Consequences	The result of something.
Views	A way of thinking about something,
Opinion	To be given something for doing something good.
Collaboration	The result of something.
Collective Decision	A list of rules that you agree together to help you learn.
Democracy	A group of things that you can choose from.
Maslow's hierarchy of need.	Maslow's idea is that a human has 5 different levels of need which affect how they behave.
Locally	A particular area or a person's neighbourhood.
Globally	Related to the whole world.
Role-model	A person whose actions show a good example to be copied.
Regulate	To control.