



Pinner Wood School



Year Group	6	Term:	Autumn 1	Subject	PSHE	Topic	Being Me In My World
						Key Question	How can I plan practically and emotionally for my year ahead?
Prior Learning and other Curriculum Links	<p>EYFS: Know special things about themselves</p> <p>Year 1: understand that their views are important</p> <p>Year 4: Know how groups work together to meet a consensus</p> <p>Year 5: understand how to set personal goals</p>				Target Tracker statements (Skills)	<p><u>Knowledge</u></p> <p>Know how to set goals for the year ahead • Understand what fears and worries are • Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process</p> <p><u>Social and Emotional Skills</u></p> <ul style="list-style-type: none"> • Can demonstrate attributes of a positive role model • Can take positive action to help others • Be able to contribute towards a group task • Know what effective group work is • Know how to regulate my emotions Be able to make others feel welcomed and valued • Know own wants and needs • Be able to compare their life with the lives of those less fortunate • Demonstrate empathy and understanding towards others. 	
Fundamentals	<ul style="list-style-type: none"> - Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcomed and valued - Choices, consequences and rewards - Group dynamics - Deomcracy, having a voice 				Key Facts/Sticky Knowledge	<ul style="list-style-type: none"> - Can identify their goals for the year and understand their fears and worries about the future - Know there are universal rights for children - Understand that actions affect others locally and globally 	

	<ul style="list-style-type: none"> - Anti-social behaviour - Role modelling 		<ul style="list-style-type: none"> - Can understand how rewards and consequences feel - Can understand how an individual's behaviour affects the group - Can understand that having a voice can benefit the school
Our Curriculum Journey	<p>Journey: We introduce this topic by discussing what it means to feel valued and how we can make others feel the same. The children will identify their goals for the year as well as any worries they may have and we discuss how to express these feelings. The next lesson encourages the children to understand their own wants and needs and to compare them with children from different communities. They will be introduced to the universal rights for children and learn that these rights are not met for all children. Following on from this, we will think about how our actions can affect others not only locally but globally too. This then leads into a lesson looking at our personal actions and how they can affect others and how we can empathise with them. Our next lesson surrounds the impact of an individual's behaviour on the group and how collectively we can function best as a whole. Finally, we will look at the concept of democracy and understand why our school community benefits from things such as a learning charter and how it can help the school community as a whole.</p>		
Key Vocabulary (revisited)	Participation, responsibilities, rewards, consequences, cooperation, choices, behaviour, wants, needs, worries, welcome	Key Vocabulary (new)	Laws, collaboration, motivation, rights, democracy, decision, rights, legal, illegal, obstacles, communication, community