

**Year 4 Medium Term PSHE Planner
Being Me in My World – Autumn 1**

<p>Half-term overview: Children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>		<p>Key Vocabulary: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>	
<p>Enquiry Question 1: How can we make our class feel like a team?</p>	<p>Enquiry Question 2: Who is in my school community and how do I fit in?</p>	<p>Enquiry Question 3: How does democracy work in our school?</p>	<p>Enquiry Question 4: Can my actions have positive and negative consequences?</p>
<p>Key Knowledge: Know how individual attitudes and actions make a difference to a class. How can special rules make us feel safe in our lessons? How well do you know the people in your class? What makes you feel included? What makes you feel excluded? How does it feel to be included? How does it feel to be excluded? What is teamwork? Why is teamwork important? How can our class work as a team? Social and Emotional Skills:</p> <ul style="list-style-type: none"> Identify the feelings associated with being included or excluded. Can make others feel valued and included. <p>British Values</p> <ul style="list-style-type: none"> Rule of law Individual liberty Mutual respect Tolerance 	<p>Key Knowledge: Know about the different roles in the school community. Know their place in the school community. How many different jobs are there in our school? Who makes up our school community? Who is important in our school community? Can we rank the jobs in our school? How does everyone in our school community help us to learn? How can you be responsible for supporting your learning and other peoples learning in our school? Who do you appreciate the most in our school? Social and Emotional Skills:</p> <ul style="list-style-type: none"> Identify the feelings associated with being included or excluded. Can make others feel valued and included. <p>British Values:</p> <ul style="list-style-type: none"> Individual liberty Mutual respect Tolerance 	<p>Key Knowledge: Know what democracy is within school setting. Know that having a voice and democracy benefits the school community Have you heard of the United Nations before? Do you know what the United Nations is? Do you know what the United Nations Convention on the Rights of the Child is? (see notes and complete activity) After looking at the pictures, discuss article 12 and 28 of the UNCCRC, and ask- are the rights of the child being upheld? How can we ensure articles 12 and 28 are upheld in our classroom? Social and Emotional Skills:</p> <ul style="list-style-type: none"> Understand why the school community benefits from a Learning Charter <p>British Values:</p> <ul style="list-style-type: none"> Democracy 	<p>Key Knowledge: Know that actions impact themselves and others. What is a reward? What is a consequence? Use scenario cards and get the children to discuss the following- What choices could be made? What will the consequence of these choices be? What rewards and consequences do you think could be used in our classroom? Social and Emotional Skills:</p> <ul style="list-style-type: none"> Be able to help friends make positive choices Know how to regulate my emotions <p>British Values:</p> <ul style="list-style-type: none"> Democracy Rule of law Mutual respect
<p>Enquiry Question 5: How do groups of people (including our class) make decisions?</p>	<p>Oracy Reflection Lesson:</p>		<p>Notes:</p>
<p>Key Knowledge: Know how groups work together to reach a consensus. What is the job of a judge in a courtroom? What decisions might they have to make? How do they make these decisions? Think about a family- What decisions have to be made in a family? Who makes these decisions? How are the decisions made? Think about parliament- What decisions have to be made in parliament? Who makes these decisions? How are these decisions made? Are there any similarities or differences in how decisions are made within these groups? Social and Emotional Skills:</p> <ul style="list-style-type: none"> Understand why the school community benefits from a Learning Charter. <p>British Values:</p> <ul style="list-style-type: none"> Democracy 	<ul style="list-style-type: none"> What makes an effective class team? How do all the different people in school work together so that it runs well? Does everyone have a role in school? Do you have choices about how to behave? How do rules, rewards and consequences help with this? What do you think democracy is? Can you give an example? What skills do you have that can help a team work well together? 		<p>Lesson 1: Activity idea: Diamond 9- children rank skills needed for good teamwork. Lesson 3: Look at pictures in resources folder and get the children to answer the questions that are underneath the pictures. Lesson 4: scenario cards will be useful to support this lesson. Cards are in the resources folder. Lesson 5: share scenario with the children as a final activity for the lesson. Can they come up with ways to solve the problems? Draw out the language of being included/excluded, democracy, decisions, roles, and the importance of empathising with how others might be feeling. Prior learning: Children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>

