

**Year 6 Medium Term PSHE Planner  
Being Me in My World – Autumn 1**

<p><b>Half-term overview:</b> children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals</p>		<p><b>Key Vocabulary:</b> Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>	
<p>Enquiry Question 1: <b>What are your goals, fears and worries for this year?</b></p>	<p>Enquiry Question 2: <b>How are my rights, wants and needs different to children in other communities?</b></p>	<p>Enquiry Question 3: <b>How do my actions impact other people locally and globally?</b></p>	<p>Enquiry Question 4: <b>How does my behaviour and choices impact myself and others around me and how do these relate to rights and responsibilities?</b></p>
<p><b>Key Knowledge:</b> Know how to set goals for the year ahead. How can special rules keep us safe in our lessons? What is your biggest achievement? What does resilience mean? How can we build our own resilience? What are your hopes and goals for this year? Do you have any fears or worries about this year? What challenges might you face and how can you overcome them? <b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>Know own wants and needs.</li> </ul> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>Individual liberty</li> <li>Mutual respect</li> <li>Tolerance</li> </ul>	<p><b>Key Knowledge:</b> 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. What is your favourite subject at school? How do you feel about coming to school? What is your ambition when you leave school? What is your favourite chocolate bar? (See notes for video) How do you feel about chocolate after seeing the video? What is similar about the children's lives in Ghana compared to yours? What is different? Do you think the rights of these children are being met? What could be done to help them? <b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>Be able to compare their life with the lives of those less fortunate.</li> <li>Demonstrate empathy and understanding towards others.</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>Democracy</li> <li>Rule of law</li> <li>Individual liberty</li> <li>Mutual respect</li> <li>Tolerance</li> </ul>	<p><b>Key Knowledge:</b> Know that personal choices can affect others locally and globally. Should children be allowed to work on cocoa plantations in Ghana? If you won lots of money, what would you do with it? Are the things in your lists wants or needs? What needs are being met for you based on Maslow's triangle? What needs of yours have not been met yet? Can you think of ways to support each other with your needs? Is it possible to have all the needs on Maslow's triangle? Which needs are important to help you learn? Do you think the children in Ghana are having their needs met? <b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>Can take positive action to help others</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>Democracy</li> <li>Rule of law</li> <li>Individual liberty</li> <li>Mutual respect</li> <li>Tolerance</li> </ul>	<p><b>Key Knowledge:</b> Understand that their own choices result in different consequences and rewards. What is your learning goals for this year? What obstacles might get in the way of your goals? What solutions do you have to remove the obstacles? What rewards would you like for overcoming obstacles and achieving your goals? Which are the six most important rights you would like us to all share at our school? Which responsibilities go with those rights? Which rewards would be most motivating for you? Which consequences would you least want to deal with? <b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>Can take positive action to help others.</li> <li>Be able to contribute towards a group task.</li> <li>Know what effective group work is.</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>Democracy</li> <li>Individual liberty</li> <li>Tolerance</li> </ul>
<p>Enquiry Question 5: <b>How does an individual person's behaviour impact the behaviour of a group?</b></p>	<p><b>Oracy Reflection Lesson:</b></p>		<p><b>Notes:</b> <b>Lesson 2:</b> Discuss children's favourite chocolate bar as a class and pose the question- Do we take chocolate for granted? Do you know how chocolate is made? Watch video: <a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zff347h">https://www.bbc.co.uk/teach/class-clips-video/articles/zff347h</a> <b>Lesson 3:</b> Use Maslow's triangle to discuss human needs. <b>Lesson 5:</b> Scenario and role play cards are in the resources folder. Prior learning:</p>
<p><b>Key Knowledge:</b> Understand that their own choices result in different consequences and rewards. Understand how to contribute towards the democratic process. (see notes) What is happening in the scenario? What would each person do in this situation? What might they say? How will they be feeling? What rights have been broken? Have the children behaved responsibly? Were there things that might have made responsible choices difficult for the children? What should be the consequences for the children in this scenario? <b>Social and Emotional Skills:</b></p> <ul style="list-style-type: none"> <li>Can demonstrate attributes of a positive role model</li> </ul> <p><b>British Values:</b></p> <ul style="list-style-type: none"> <li>Rule of law</li> <li>Mutual respect</li> </ul>	<ul style="list-style-type: none"> <li>What are some of your hopes and dreams?</li> <li>What are some of the Universal Rights that all children share across the world?</li> <li>What have you learnt about children's lives in other parts of the world? What do you think and feel about this?</li> <li>Are your wants and needs similar or different from other children in the world?</li> <li>Why do we have laws in this country?</li> <li>What is a role model? Can you think of some good examples?</li> </ul>		<p>Children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>

