

| Our School Values- PSHE |   |
|-------------------------|---|
| Love                    | We show love by valuing ourselves and others so that we can become healthy and fulfilled individuals with a sense of purpose.   |
| Courage                 | We show courage by responding to challenges with confidence so that we are building resilience through hope and aspirations.  |
| Unity                   | We show unity by having an understanding of what it is to live in a democratic society (through British Values) and how to maintain healthy relationships with one another. |
| Inspiration             | We show inspiration by being active citizens within our community through making informed decisions and going above and beyond in the way we contribute to others.          |



Year 5

Personal, Social, Health and Economic Education (PSHE)

Being Me



I know some of my key rights and responsibilities as a British citizen and member of my school.

I understand how an individual's behaviour can impact on a group.

I understand how democracy and having a voice benefits the school community.

### Knowledge I already know

I know how good it feels to be included in a group and understand how it feels to be excluded.

I understand how democracy and having a voice benefits the school community.

I understand that my actions affect myself and others; I can think about other people's feelings and try to empathise with them.

### Knowledge I will learn

I know some of my rights and responsibilities as a British citizen and member of my school.

I understand how democracy and having a voice benefits the school community.

I can make choices about my own behaviour because I understand how rewards and consequences feel.

I can make choices about my own behaviour because I understand how rewards and consequences feel.

### Key Vocabulary

| Word           | Definition  |
|----------------|---|
| Citizen        | A legally recognised member of a country.   |
| British        | To do with Britain and its values.  |
| Democracy      | A value or action of electing members of the government by allowing adults to vote. |
| Value          | A belief that is important and kept in a society or a group of people.              |
| Community      | A group of people who live in the same place.                                       |
| Responsibility | The state or fact of having a duty to deal with something.                          |
| Consequence    | An action that follows another action.  |



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|---|---|--|---|---|--|
| L.I.: I can face new challenges positively and know how to set personal goals.<br>I know what I value most about my school and identify my hopes for his school year. | L.I.: I understand what it means to be British.           | L.I.: I can understand how individual's behaviour can have an impact on the group.<br>L.I.: I understand how democracy impacts groups of people. | L.I.: I know my rights and responsibilities.<br>L.I.: I know how rewards and consequences feel. | L.I.: I know the risks and benefits of using online technology. | L.I.: I understand how to behave safely outside of school (Clever Never Goes). |
| Class charter discussion and building blocks tasks.   | Sorting UN rights according to which child receives them. | Table with positive and negative impact actions.   | Impact piece: a poster representing knowledge of previous topics.                               | Online safety   | Safety curriculum  |