



Year 6: Autumn 1

Being Me in My World



Knowledge

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

Social and Emotional Skills

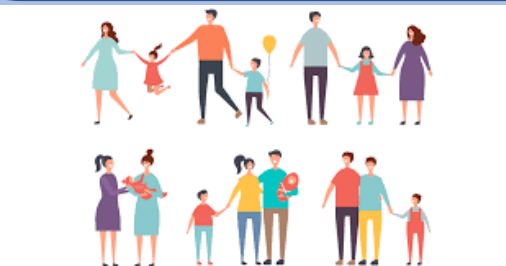
Be able to make others feel welcomed and valued.
Know own wants and needs.
Be able to compare their life with the lives of those less fortunate.
Demonstrate empathy and understanding towards others
Can demonstrate attributes of a positive rolemodel.
Can take positive action to help others.
Be able to contribute towards a group task.
Know what effective group work is.
Know how to regulate my emotions

Question for Learning

How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Does your teacher use Pause Points? What happens with these? Why do you think they are helpful? What are some of your hopes and dreams? What are some of the Universal Rights that all children share across the world? What have you learnt about children's lives in other parts of the world? What do you think and feel about this? Are your wants and needs similar or different from other children in the world? Why do we have laws in this country? What is a role model? Can you think of some good examples?

Key Vocabulary

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.





Year 6: Autumn 2

Celebrating Difference



Knowledge

Know that there are different perceptions of 'being normal' and where these might come from.

Know that being different could affect someone's life.

Know that power can play a part in a bullying or conflict situation.

Know that people can hold power over others individually or in a group.

Know why some people choose to bully others.

Know that people with disabilities can lead amazing lives.

Know that difference can be a source of celebration as well as conflict... .

Social and Emotional Skills

Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy.

Question for Learning

What is prejudice and discrimination, can you give an example? Why is there an Equality Act in the UK? Who does it protect and why? What role does power play in a bullying situation? Who has the power and why? Why do some people choose to bully? Can difference be a source of celebration? Can you give an example? Does having Pause Points during lessons help you concentrate? How does being able to do Calm me time help you regulate your emotions?

Key Vocabulary

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

