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PSHE Focus:

Being Me In My World

Year I

Aulumn Term I

	Wha! ? (Knowledge)		
Spelli			
Saf	Record reflections that indicates what	Know how to use my	
Speci	has been learnt and how the children feel	PSHE log and reflect	
Calr	it went. To be completed to a high stand- ard with clear clari fication.	upon my learning.	
Belong			
Righ			
Respons			
Learning (
Rewar	How can Jigsaw Jack reel sare?		
Prou	What advice can we give him?	Know how to give sug-	
Consequ		gestions	
Disappo	Suggest a range of ways to keep someone		
Illustro	safe and how to make them feel safe;	How to make someone feel safe and welcome.	
<u> </u>		feer sufe und werconne.	
	Work toward completing class charter.	understand the rights	
	How can the choices be justified? What is my role within this?	and responsibilities of	
	J	being a member of my class	
	Link to RRSA and whole school approach.		
Use the	Children to discuss and record what a	understand the rights	
folder to	right is and link to their own rights. Part-	and responsibilities of	
welcome	ner these with their responsibilities. Why is	being a member of my	
	it important?	class	
	Be able to know what makes me feel proud and		
	why. How did I achieve that? How do I feel? Be	know my views are valued	
	able to tell others why you are proud of the.m? Understand how the correct choices can make me	and can contribute to the Learning Charter	
Sharing ow	feel proud.	J	
Recording th	Understand and discuss how the choices we make	recognise the choices I	
	effect the consequences we receive.	make and understand the	

	Wha! ? Vocabulary					
Spelling	Definition/Sentence					
Safe	To be protected from harm or danger.					
Special	Belonging to a particular place or person.					
Calm	Not to show strong emotions or feelings.					
Belonging	To be in a particular place or with someone					
Rights	A legal, social or elhical need of a person.					
Responsibility	Doing something that is required.					
Learning Charler	A learning contract.					
Rewards	Something given for doing well.					
Proud	Being pleased with own achievement.					
Consequence	A result of something that has been done.					
Disappointed	When expectations are not met.					
Illustration	A picture or drawing.					

Diagrams, Images and Symbols
images and the powerpoints in the jigsaw

folder to reinforce and inspire discussion. Staff are welcome to adapt

Possible Experiences

vn experiences. With the class.

Recording these as a picture / reflection in PSHE log.

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PSHE F₀	cus:	Celebrating Differences	Year		Aułumn Term 2	
	Whal? (Kr	.owledge)		What? V	'ocabulary	
	Learning Skills to Develop				Definition/Sentence	
Notice how I am the	Know that being	similar is being the same as someone	Similar / similarity	Similar / similarity Having the same characteristics.		
same to other people in my class.	ů ů		Difference	Liking or havir	ng characteristics that are not the same.	
		nilar and explain this.	Bullying	Repeatedly cau	using harm / distress to others.	
	ent makes us all	different is ok and that being differ- unique. Know that although we are	Bully	A person who	repeatedly causes harm or distress.	
Notice how I am different to other		so different, Know that is totally ac- vat we should accept, by understanding,	Ungair	Not treated /	having the same as others.	
people in my class.		ices. How do we accept the differences	Deliberate	Doing somethin	ng that is planned and thought out.	
	°,	that we Owe still have the right to be	Included	To involve ever	ryone.	
	included if we a	55	Qualifies	An important feature of someone / something.		
	Link this to STOP (several times on purpose). Know that bullying is STOP and be able to give examples that		Friend	A person you	like spending time with.	
Understand how	0 0	is. Know that anyone can be a bully and there	Special	Something that is better than the usual.		
being bullied feels.	are different forms. Know that a bully can come in	Unique	One of a kind			
		how they bully will be in many differ- stand why would someone bully some-	Celebration	A social gath	ering or an en joyable activity.	
Know how to help		slp I can tell an adult or someone I		Diagrams, Ima	ages and Symbols	
those who are bullied and what I need to do.	a good friend. ⁻	I can offer help and support by being To know and explain how I would feel ng bullied. I know that people might be for help.	inspire discussion. Sk Templates are in the	aff are welcome Jigsaw folders f	or each year group. Staff a re welcome	
Understand how it feels to make new friends.	their qualities. I and why this is Can you give a	ny friends are and why. I can explain can explain how I am a good friend important. What makes a good friend? n example of when you were a good	ło adapł, use projess			
	Ŭ	re was a good friend to you?			Experiences	
Understand how our differences make us				at indicates what	oulline that reglects / shows the persons has been learnt and how the children standard with clear clarigication.	

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Priory Primary School Knowledge Organiser

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PSHE Focu: Being Me In My Wold Year 2 Auhum Term 1 What? (Knowledge) What? (Knowledge) Spelling colspan="2">What? Vocubury Spelling colspan="2">What? Vocubury Spelling colspan="2">What? Vocubury Know how to use my permit and and how the children yeal it went To to to complete to a high shadrard with clear chargitoria and and how the children yeal it went To to to a complete to a high shadrard with clear chargitoria and how to be shadrard with clear chargitoria and to be the children yeal it went to to the complete to a high shadrard with clear chargitoria and to be the children yeal it went to to the complete to a high shadrard with clear chargitoria and to be the children yeal it went to the are cooked something new. Asking for help a whot a city to an ask an adult or a preved to help and to be the children yeal to a rest do adult who wead yeag to per permittilities or period per went of both and perple should make sure held I con the and had perple should make sure held I con to and that perple should make sure responsibility as comething that is perple should make sure held I con the adult who and the perple should make sure responsibility as comething that is perple should make sure responsibility as comething that is perple should make sure responsibility to and what the revert is Know how to a come or guar responsibility as comething that is perple should make sure responsibility to contribute ideas and follow Something new cleares of the comething new cleares or guar responsibility to contribute ideas and follow Know how to make my cleare should be strees and behavisaurs result to a comething that is schoad? Know that a researd hare hearts in a cleasa add for a			5 5	0 0		A manufacture of the second seco		
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To recognise the choices my responsibility and no body else's. Possible Experiences	T II I				Possible E	zperiences		

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To recognise the choices	my responsibility and no body else's.		
that I make	To know the difference between re-		F
that 1 make.	wards and consequences and the effect		
	that they will have on me.		J

Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.

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Priory Primary School Knowledge Organiser

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e human, we o netimes boys a otball and bea ls like? Is it g ys like blue? In statements o ntinuation gron ticed over the w anow that boys n be looked at t	s to Develop and girls can be similar because we to to school, we talk etc I know that nd girls like the same things such as vers. What do boys like? What do air to assume that girls like pink and I know that I can agree and disagree about boys and girls and justify my bout boys and girls and justify my reek? I	Similar / similarity Boys / Girls Assumption Stereotype Shield	Having the sam Male / Female Something that A held belieg o	ocabulary Definition/Sentence ne characteristics. : is certain, without proof. :bout someone or something		
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mow that boys n be looked at l		Bully	Someone who l	narms someone else several limes.		
n be looked at l	and girls are different and how this	On purpose	Doing somethin	ng intentionally A reason.		
	hrough toys, games and hobbies. I stypical view is a widely held view, not	Difference	Liking or havin	g characteristics that are not the same.		
always true. I know that it is ok for boys and girls to like the same things. How do you think the characters in		Kind / Unkind	Being gentle /	caring / nice. Not gentle /caring / nice.		
15 New I FOCK /	Boy In The dress seel? Can I share	Special	Something that is better than the usual.			
can say why I	think people might bully other people	Unique	One of a kind.			
reeling rrightened, being bullied themselves, reeling nsecure etc). I can explain what bullying is (Link to STOP— several times on purpose). Is bullying		A social gathering or an en joyable activity.				
	Friend	A person you	like spending lime with.			
e same as leas	ing— explain? I know who I can tall		Not left out, a	isked to join in.		
if I am being	bullied. There are adults who I car	Value	Something with importance.			
know that belo	onging means that I am part of c	Stand Up For	Speak out 1 s	sland up for.		
	5 0 1 0					
0 5	0 1		Diggrams Imp	ages and Sumbols		
ike others feel	like they belong? I know how]	Use the images and inspire discussion. St	he powerpoints in aff are welcome	the jigsaw folder to reinforce and to adapt.		
nave friends ar en I am chose ues I can feel	d we include each other. I feel happy n to do something. I know that some- upset if I am not chosen. Can you	to adapt, use profess	0 5 5	0 0 1 55		
	0 0 0		Possible Experiences			
5		Complete trophy temp	lale. This can be	adapłed ło suił needs / ideas.		
Jnderstand how when finding a friend. It is good to have things in common and good to find out about each other. Would recial and unique.						
e s s ij kn u a m a a kn e e r a e s a e s a e r a e r a e r a e r a n a a m a a m a a a a a a a a a a a a	same as leasi I am being is I am being is I know the ily, griends, is others geel is others geel be rewarded be rewarded is rewarded is rewarded is rewarded is an chose is I can geel in when som does it geel the ow that simil is ginding a non and good	same as teasing— explain? I know who I can talk I am being bullied. There are adults who I can low that belonging means that I am part of a p. I know there are lots of groups that I belong illy, friends, school, groups etc). I know that to e others feel welcome, we include them. How can we e others feel welcome, we include them. How can we e others feel like they belong? I know how I be rewarded by getting praise. I know that if others be rewarded by getting praise. I know that if others we friends and we include each other. I feel happy i I am chosen to do something. I know that some- i I can feel upset if I am not chosen. Can you in when someone has been a good friend to you? does it feel to be a good friend? ow that similarities and differences can help us i finding a friend. It is good to have things in non and good to find out about each other. Would	F several times on purpose). Is buillying same as leasing explain? I know who I can talk I am being bullied. There are adults who I can talk I am being bullied. There are adults who I can Value Stand Up For Use the images and I belong Value, griends, school, groups etc.). I know that to evolvers geel welcome, we include them. How can we evolvers geel like they belong? I know how I be rewarded by getting praise. I know that if others Stand up For Use the images and I geel happy when ve griends and we include each other. I geel happy I am chosen to do something. I know that somestin when someone has been a good griend to you? A I am chosen to do something. I know that somestin when someone has been a good griend to you? A to make similarities and diggerences can help us a griend. It is good to have things in non and good to gind out about each other. Would	reserver at times on purpose). Is builtying some as teasing—explain? I know who I can talk I am being bullied. There are adults who I can talk I am being bullied. There are adults who I can talk I am being bullied. There are adults who I can talk I am being bullied. There are adults who I can talk I am being bullied. There are adults who I can tak tare are lots of groups that I belong illy, friends, school, groups etc.). I know that to eathers feel welcome, we include them. How can we athers feel like they belong? I know how I be rewarded by getting praise. I know that if others is I can feel upset if I am not chosen. Can you tim when someone has been a good friend? Ow that similarities and differences can help us a finding a friend. It is good to have things in non and good to find out about each other. Would I am chosen to do something. I know that someone has been a good friend? Ow that similarities and differences can help us a finding a friend. It is good to have things in non and good to find out about each other. Would I am chosen to do something a friend. It is good to have things in non and good to find out about each other. Would I am chosen to do something. I know that someone has been a good friend? Ow that similarities and differences can help us a finding a friend. It is good to have things in non and good to find out about each other. Would I am chosen to do something in non and good to find out about each other. Would		

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Priory Primary School Knowledge Organiser

PSHE Focus		Being Me In My World	Year 3	}	Autumn Term I	
	Whal? (Kr	rowledge)		What? V	'ocabulary	
	Learning Ski	lls to Develop	Spelling		Definition/Sentence	
	, The second sec	·	Valued	Feeling import	ant /loved.	
To value myself and know how to make others		elf is about knowing my worth and my s and knowing that I am important.	Achievement	Something dor	ne well.	
valued.		Know that by celebrating others and saying what	A _{ff} irm	To uphold an	idea / thought.	
	lhey do well	makes them valued.	Acknowledge	Accept someth	ing.	
			Goal	Someone's am	bilion.	
To be able to recognise		when I am happy I seel good aboul	Emolion	How you feel	about something.	
my emotions.	0 5	others. When I am sad I an upset and seem right. When I am, rrightened I	Learning Charter	A learning con	ıtract.	
	5	of something. I know that I can talk	Feeling	An emotional r	reaction.	
	ings would o	d my friends. I know how these feel- levelop in a school that was a night-	Proud	A feeling of s ment.	alisfaction as a result of one's achieve-	
	mare. 1 kno quences.	w that bad choices result in conse-	Nightmare	An unpleasant	; dream / experience.	
To know why rules are	,	: by making good choices the place	Worries	Feeling anxious.		
needed.		can be a happy one, rather than a sad	Solution	Solving a problem.		
		explain why we have rules in school	Praise	Approval of d	oing something well.	
Ta lugu that my chaices		ty and their impact. I have a right to an education and be	Rights	An entitlement	ŧ.	
bring rewards / conse-		place. I know that it is my responsibility	Responsibilities	Having a duly	y to do something.	
quences.	choices brin know that w	re I follow rules. I know that good g rewards and I can explain these. I rong choices bring consequences and I these. I can say which one I prefer.			ages and Symbols	
To work co-operatively in a group.	common and sometimes I I know tha	t with some people I have things in d we like the same things. I know that do not like the same as other people, t to work cooperatively with others I n to their ideas.	Use the images and t inspire discussion. St		1 the jigsaw folder to reinforce and to adapt	
I can follow the learning charter.		at a learning charter is a con- that a contract is something I ollow.		Possible	Experiences	
			5		has been learnt and how the children	

feel it went. To be completed to a high standard with clear clarification. Complete learning charter that will be used throughout the year,

Priory Primary School Knowledge Organiser

PSHE F₀	cus:	Celebrating Differences	Year	3	Aulumn Term 2
	What ? (Kr	owledge)		What? V	'ocabulary
	Learning Skil	ls to Develop	Spelling	De _F inition/Sentence	
Appreciałe my fami-		n make a family and understand that	Family	A group of rel	lated things / people.
ly and the people that care for me.		set ups are different and this is ok. (Be those whose families maybe different in	Loving	Showing care	
nur ouro for mo.	5 5	separation / bereavement). I know that	Caring	Showing kindn	ess or concern for others.
	ů.	e same / different. I can explain how	Safe	Being protected	d from harm / hurl.
	Ű	/ that different people can be connect- > a definition of a family? What does	Connected	Linked togethe	r.
	your family mea	n to you?	Difference	Liking or havir	ng characteristics that are not the same
		mindful to family situations and may be aware of. What conflict can	Special	Something tha	t is better than the usual.
Know how to stay	<i>°</i>	icture? How do I know there is conflict	Conflict	Disagreement	or argument.
calm and use the	in a family (via a picture). I can say how each person	Solution	Finding an an	swer.	
'solve it together technique'.	5 5 5	might feel sad, uneasy and upset. I hav to solve can clict Haw can we use	Resolve	Finding a solution.	
recinitque .	ě	an give reasons how to solve conflict. How can we use we solve it together technique to help with conflict	Witness	Someone who sees an even!	
	resolution?	, , , , , , , , , , , , , , , , , , ,		A person present at an event but not taking part	
Know how to make	I know how I feel when I am upset and I can express ike my emotions. I know that it ok to feel sad. I can make	Bullying	To harm or hi	urt on purpose, (STOP)	
someone who is	-	e seel better when they are upset. Was there	Gay	Homosexual.	
being bullied feel better.		n you fell upset on the playground or 10 was? Did you do anything to help?	Unkind	Not very nice	/ quite nasty.
Detter.		gsaw leaching sequence).	Feelings	An emotion w	e teer
	I know that wor	king together makes a solution easier to	Consequence	A result of so	omething happening.
Be able to use prob- lem solving skills to		ideas we have the better the solution. I	Hurtful	Causing distre	ess or upsel.
solve bullying situa-	v	a bystander means that I see a situa- anything about it.	Unique	One of a kind	d.
tion.		5 5	Compliment	Saying some	hing nice.
Not to use hurt ful	effect on people	anda about how words can have an 2. I know that bulling hurts and upsets		Diagrams, Ima	iges and Symbols
ways to upset others.	others. I know that bulluing is (STOP - Several Times		inspire discussion. Sl	aff are welcome	. the jigsaw folder to reinforce and to adapt. or each year group. Staff are welcome
Be able to give and	said about you.	compliment is when something nice is I know that it is nice to receive a com-	to adapt, use profess	• • •	J J T TJJ
receive compliments	, ,	one and it makes people happy. Chose tner to give a compliment to.	Possible Experiences		
and say how it feels.	she person / pu		Hall of Fame outcon	ne. This can be ac	lapled to suit needs / ideas.
			5		has been learnt and how the children a standard with clear clarification.

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PSHE Focus	PSHE Focus: Being Me In My World		Year	4	Aulumn Term I		
	What? (Kn	owledge)		What? V	/ocabulary		
l	_earning Skil	ls to Develop	Spelling		Definition/Sentence		
To value myself and	, in the second	lf is about knowing my worth and my	Included	Feeling import	tant /loved.		
know how to make others	\$ \$	and knowing that I am important.	Excluded	Something do	ne well.		
valued.	Know that by	celebrating others and saying what	Valued	To uphold an	idea / thought.		
	they do well makes them valued. I know that ex-		Team	Working logelt	ner to achieve a common goal.		
	Ũ	one means leaving them out and in- makes them feel valued.	Role	The part a pe	rson plays.		
	J	J	Job Description	A list of what	: an employee needs to do.		
To understand my	I know that i	n school lhere are many roles, all of	Learning Charter	A learning cor	ntract.		
school communily	· ·	ally important. I know that these roles	Reward	Somelhing giv	en in recognilion.		
		the effective running of school . I can take on a role by listening to oth-	Consequence	Something tha	il happens as a resull of something.		
		hat all jobs require a job description	UN Rights				
	that helps people understand what they need to do.	Decision	Deciding on so	omelhing, like an answer .			
			Support	To help othe	ers.		
			Voling	To express a	To express a wish.		
To know my contributions are important.		ng decisions that affects others goes	Democracy	A system of v	<i>vo</i> ting.		
are important		to a vote and this is democracy. I know that school council is there to help us and share our viewpoints. I know that my contributions to the	Rights	An enlillemen	ŧ.		
			Responsibilities	Having a dut	y to do something.		
	learning cha	rter are important.	Democratic	Supporting a			
To know my actions	I understand	l that rewards motivate people and that	Contribution	11 3	5		
affect myself and oth-		5 (hopefully) deter people from making	Observer				
ers.	me and oth	now that either of these choice affect ers. I understand that by caring for I to help them and be a role model .					
				Diagrams, Ima	ages and Symbols		
To understand how people work together.	viewpoints ar others I nee a right to wo	in a group there will be different ad I know that to work effectively with d to listen to them. I know that I have ork in a group and I have a responsi- port others. I know that a successful	Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt				
	group works	5	Record reflections t	Possible Experiences Record reflections that indicates what has been learnt and how the children			
To undersland how a democracy works,	views (der benefits t the impor	at being able to share my mocracy) and having my say he school community. I know tance of a contract and how put my own expectations and	Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification. Complete learning charter that will be used throughout the year,				

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PSHE Foo	cus:	Celebrating Differences	Year 4		Aulumn Term 2	
	What? (Kn	owledge)		What? V	ocabulary	
	Learning Skil	ls to Develop	Spelling		De finition/Sentence	
To accept people for	I know that to b	e kind is to accept people for who they	Character	What somebody	y is like.	
who they are.	0 0	ike football, religion, etc)I know that by	Assumption	Something beli	eved, without proo _f .	
	5	umption means to believe something knowing anything about them. How	Judgement	To make a dec	ision aboul someone or something.	
	Ű	experiences and assumptions impact	Surprised	Sudden feeling	g of wonder.	
	upon your own	decisions? Is it ok to judge others on	Appearance	What something	g /one looks like.	
	I can explain wh	ał a physical aspect about myself is -	Difference	Liking or havin	ig characteristics that are not the same.	
	10 5	re, what I look like. I know that we are	Influence	The effect on	ourselves / others.	
Question why I think what I do		an say what I like about myself and be judqed on your physical appear-	Opinion	A view or a ju	dgement.	
about others.	0 0 0	d justify— is it fair? How would you	Attitude	A way of think	king. Someone's thoughts.	
	5 5	judged you on what you looked like	Accept	To receive / lo	say yes.	
	and not what you		Friend	Someone who	we really like and get on with.	
	3	ls to be bullied. Explain that is some- eral times on purpose. fyou've been	Secret	Something no	t known to others.	
Know how it might	•	ou feel? Know that time impact upon	Deliberate	Something done on purpose.		
feel to be bullied and to witness it		set them, make them feel unliked and e to school. Why would someone bully	Byslander	Someone pres	ent but does not take part.	
	someone else? I	know that I need to speak out if I see	Witness	A person who	sees an event take place.	
			Cyber Bullying	The use of el	ectronic equipment to bully a person	
		easons why someone might be bullied, <, where they are from, what they wear,	Websiłe	A set of page	es on the internet.	
To problem solve a	° °	tc. I can explain why someone would	Special	Something bet	ter than normal.	
bullying situation.	1 0	omeone would not. (Want to make the ared to get involved). I know that cyber	Unique	One of a kin	.d.	
	bullying happens	•	Physical features	What you see	on a person.	
			Characteristics	A feature belo	onging specifically to someone.	
To like and respect	0 0	am unique (one of a kind) and what ay. (smile, skill, etc) How do you feel				
to like and respect the unique	, v	our family / school? (Be sensitive to		Diagrams, Ima	ges and Symbols	
features of my physical appearance	am left out. Ho	I know that I can feel upset when I w do you feel if you do not belong? tics do you like about you and your	inspire discussion. Staff are welcome to adapt.			
		explain why we make assumptions do	Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.			
To explain why it is		other people? We might not know them, nd us of someone ot something. (Use		Possible	Experiences	
good to accept people for who they are.	book on plan o	r pictures of people). Have you ever P How does it feel if someone judges	Record reflections tha	t indicates what	lapted to suit needs / ideas. has been learnt and how the children standard with clear clarification.	

Priory Primary School Knowledge Organiser

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PSHE Focus	:	Being Me In My World	Year 5		Autumn Term I
	Whal? (Kr	owledge)		What? V	ocabulary
		ls to Develop	Spelling		Definition/Sentence
	Ŭ	·	Education	Being laught /	' told new facts.
To know my hopes for this forthcoming year.	· ·	omething that we want desire and want 'hese can be personal or at school. I	Appreciation	Recognising qu	ualifies of others.
J J J		will many hopes for the year and I	Opportunities	A set of obbou	tunities.
		these in various ways. I know that	Goals	A dream to str	rive for.
	, s	se hopes will mean me facing challeng- l know how ło overcome and achieve	Motivation	A desire to do	something
		stand that hopes are like goals that I	Vision	To see someth	ing.
	want to achi	eve and to achieve these I will need	Learning Charter	A learning cor	stract.
T 1 11 1	T	TI II III I	Hopes	A desire for s	omething to happen.
To know my rights and responsibilities as a		I have rights and these can be found prvention (RRSA). I know that all chil-	Cilizen	A national o _f	a place.
British Citizen.		illed to these ,regardless of their na-	UN Rights	A list of rights	5 for children.
	v	age. I know that it is up to the adults in	Denied	Refusal to ad	nił.
	0 5	ake sure that I am exposed to these 5 know that with my rights I have	Empathise	Understand H	ne feelings of olhers.
	v	es to make sure I treat others fairly	Rights	An entitlemen	ŧ.
		pect; This is true for all areas of	Responsibilities	Having a duły ło do somełhing.	
	society.		Rewards	Something given in recognition of doing good.	
To empathise with others whose lives are different		some people will have different experi- who live in this country. Some experi-	Consequences	A result of m	aking a wrong choice.
to my own.		e belter and some will be worse. I know	Observer	, , , , , , , , , , , , , , , , , , ,	wałches buł does not take part.
To make choices about my behaviour.	to do things. (not much r I can explo encourages my own cho consequence lead to cons	vill have wealth (money and the ability) and some people will have poverty, noney, income etc). good choices with rewards. I know that ices will result in either a reward or a . I can explain the choices that would equences. I can tell you how both good roices will affect myself and others	Use the images and H inspire discussion. Sto	ne powerpoints in	iges and Symbols . the jigsaw folder to reinforce and to adapt
To contribute eggectively to a group. To know how a learning	a group but outcome. I d ductive learn in a group i ing ideas.	at I can make my own contributions to can also support others for a better can give ideas that will support a pro- ning environment. I know that working means listening, contributing and shar- at a learning charter is an	Possible Experiences Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification. Complete learning charter that will be used throughout the year,		
charler helps us.	agreemer	nt between class members eds to be followed.			

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Priory Primary School Knowledge Organiser

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PSHE Focus:		Celebrating Differences	Year 5		Aulumn Term 2	
Wha!? (Knowledge)			Whal ? Vocabulary			
Learning Skills to Develop			Spelling	De _f inition/Sentence		
To be aware of my	I can say what groups I am a part of and what they represent (values, beliefs, vision). I can tell you how I		Culture	Ideas and customs of people or society.		
own culture			Con _f lict	A disagreement or argument.		
		of this group. (Welcomed, secure, liked. Ng part of a group is special. I know	Similariły	Something that is the same.		
	that sometimes people and groups have a conflict, whereby they disagree on something. I know that disa- greements can arise because of a lack of understand- ing of each other. I know, by talking and understand-		Racism			
			Difference	Liking or having characteristics that are not the same		
			Homophobic	A dislike toward homosexual people.		
	I know that it can be hurtful to be left out of a group and treated differently. I can feel lonely and unwor- thy. I know that people can be discriminated against because of the colour of your skin (be aware of sensi- tivities). People will feel hurt and upset. Has this ever happened? How did it make you / your family feel?		Race	A particular group of human beings.		
To be aware of my own attitude towards other races			Discrimination	Un just treatment towards others based upon base		
			Bullying	Wanting to harm and intimidate.		
			Rumour	A story or fact that is not true.		
		ck on others because they are a dif-	Racist	Prejudiced łoward łhose of a parlicular race.		
	ferent colour / race?		Cyber Bullying	The use of electronic equipment to bully a person		
	A rumour is a story or fact that is not true and can I know that rumours are not good because they can upset and cause issues for the recipient. Think and compare how it would feel to spread a rumour or hear		Happiness	State of being happy.		
To be able to man-			Continuum	A continuous sequence.		
age my feelings in a bullying situation.			Indirect	Bullying that damages the reputation of others.		
	one about yourse inq is. (STOP)	el _f . I know how to describe what bully-	Plantation	An estate where crops grow.		
	I know that indirect bullying is bullying by others , for example, spreading rumours. I know that direct bullying is between the people involved. How can these be pre- vented? I know to ask an adult for help and tell others when I see incidences of bullying. I can tell you how my teachers and school deal with incidences of bully-		Developing World		s industrially underdeveloped.	
To be able to support children who are being bullied and who show bullying behaviours.			Direct	Directly betwe	een two people.	
			Diagrams, Images and Symbols			
To appreciale happi- ness over malerial wealth.	ing. I know that happiness can come from a variety of means (family, work, friends). I know that money is not the only way to happiness. I know that money can buy things to make you happy. How do you think that the children feel that work in the plantation? Would you be happy? Why not? Might the children be happier than you? Justify why.		Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt. Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.			
			Possible Experiences			
			Hall of Fame outcome. This can be adapted to suit needs / ideas.			
To show respect for mine and other cultures.	customs, etc) I c	is particular to my culture (religion, an discuss these and listen to what my w do show respect to other cultures?	Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.			

Priory Primary School Knowledge Organiser

PSHE Focus:		Being Me In My World	Year 6		Autumn Term I		
Wha! ? (Knowledge)			What ? Vocabulary				
Learning Skills to Develop		Spelling	Definition/Sentence				
			Goals	A dream to strive for.			
I can idenlify my goals for the year	I know that this year I will face many challenges, hopes and fears. I know that I am able to express these and talk about how I will overcome them. I know that to help others they need to feel welcome and able to share their own worries and thoughts. I know that a goal is something that I want to achieve and I am able to say how I will get there. I know that worries are thoughts that make me feel I can't achieve them.		Worries	Something we feel anxious about.			
			Fears	Something that might frighten us.			
			Community	A group which	A group which you belong to .		
			Education	Something that we learn / are taught.			
			Needs	Something that is a necessity to survival.			
			Learning Charter	A learning contract.			
			Wants	A desire for something to happen.			
To know there are rights	I know that I have rights and these can be found in the UN Convention (RRSA). I know that all chil- dren are entitled to these ,regardless of their na- tionality or age. I know that it is up to the adults in my life to make sure that I am exposed to these rights. I also know that with my rights I have responsibilities to make sure I treat others fairly and with respect; This is true for all areas of society.		Maslow	A well known psychologisł.			
for all children. (1)			UN Rights	A list of rights for children.			
			Choices	Something we choose to do.			
			Empathise	Understand the feelings of others.			
			Rights	An enlitlement.			
			Responsibilities	Having a duty to do something.			
			Rewards	Something given in recognition of doing good.			
To understand my own	I know that some people will have different experi-	Consequences	A result of m	aking a wrong choice.			
wants and needs and		These can be both positive and nega-	Obstacle				
how they might differ.	tive. I know that as humnas we all have needs and wants. Needs are what we need to survive (Maslow)						
(2)		re not a necessity to our survival.					
		5					
To make choices aboul	I can expla	in how the school behaviour system					
my behaviour.	encourages good choices with rewards. I know that my own choices will result in either a reward or a consequence. I can explain the choices that would lead to consequences. I can tell you how both good and bad choices will affect myself and others within the classroom.						
			Diagrams, Images and Symbols				
			Use the images and the powerpoints in the jigsaw folder to reinforce and				
			inspire discussion. Sto	aff are welcome	to adapt		
To contribute effectively	I can tell that I can make my own contributions to		Possible Experiences				
to a group.	a group but can also support others for a better outcome. I can give ideas that will support a pro- ductive learning environment. I know that working in a group means listening, contributing and shar-		Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.				
·							
			Complete learning charter that will be used throughout the year,				
	ing ideas.		ı J		J J		
To know how a learning	I know tha	at a learning charter is an					
charter helps us.	-	it between class members					
•	agreemer						

Priory Primary School Knowledge Organiser



PSHE Fa	icus:	Celebrating Differences	Year 6)	Autumn Term 2	
Whal ? (Knowledge)			Wha! ? Vocabulary			
Learning Skills to Develop			Spelling	De finition/Sentence		
To empathise with	I know that some people live with a disability and this can impact upon what they can and can't do. Not all		Normal	Something that is the same as something else.		
those who live with a			Ability	How we can do something.		
disability.	disabilities will limit what someone can do. I know that for various tasks I need to develop different skills. I	Disability	Something that may limit a persons ability.			
	know that sometimes these can be easily achievable or take a little longer. I know that an impairment is some- thing stops me from doing something to my full poten- tial.		Visual Impairment	Anything that	impacts a person's ability to see.	
			Empathy	Understand the feelings of another person.		
			Perception	An awareness of something through the senses.		
	I can tell you how to work as part of a team to solve a		Medication	A drug to treat disease.		
To be aware of my attitude towards those with a disabil- ity	problem, (collaboration, listening, etc). I can empathise with people who have lost a part of their body. I can say how I would feel if I had lost a limb / had an impairment. I can justify my reasons and give my		Vision	Ability to see.		
			Blind	Inability to see.		
			Inspire	Create a feeling in someone to achieve something		
J	ı personal opinion.	0 00 0 0 0	Independent	Being able to do things on your own.		
	I can say how it reels to be excluded, (Lonely, lert out, bored). I know that it is wrong to be treated badly because or being dirrent. I know that power can be a good thing (Shared, not bossy) but it can also be a negative (overwhelming, unrair).		Power	To influence the behaviour of others.		
Know how it feels to						
be excluded or treat-			Struggle	To find things difficult.		
ed badly because of being different.			Imbalance	An unequal amount.		
being different.			Control	Power to influence others.		
	I can clearly define what bullying is, using the STOP acronym. I know that it is several times on purpose. I		Harassment	Daily pressure or infimidation.		
Know a range of			Bullying	Seeking to harm and cause distress regularly.		
strategies in manag- ing my feelings.	know that bullying is not a one off incident. I know	Indirect	Not directly causing harm.			
	that it can happen in person and online.		Direct	Directly between two people.		
	I know that a Paralympian is an athlete with an im- pairment and that they will have different obstacles to		Recipient	A person that	receives something.	
To appreciale people	overcome, I know that sometimes these impairments are hard to overcome and require perseverance, I under- stand that maybe I would feel it unfair if I had an impairment and wouldn't be happy.	Diagrams, Images and Symbols				
for who they are.		Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt.				
	I know that differences can be good and provide varie- ty and interest. I know that if we were all the same then life would be very boring. To be kind, everyone needs to be included. While differences are unique they should not be forgotten.	Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.				
To show empathy		Possible Experiences				
for others.		Hall of Fame outcome. This can be adapted to suit needs / ideas.				
	, , , , , , , , , , , , , , , , , , ,		Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.			