

Caroline Haslett Primary School

PSHE	Year 5	We're all stars
Knowledge - what I already know	Vocabulary	
<ul style="list-style-type: none"> • I know the rules and expectation at Caroline Haslett school • I know some things that I am good at • I know some ways that we can work together 	<ul style="list-style-type: none"> • Rights - a moral or legal entitlement to have or do something • Responsibilities - the opportunity or ability to act independently • Apathy - lack of interest, enthusiasm or concern • Attitude - a settled way of thinking or feeling about something • Gifts - a natural ability • Talents - a natural skill • Skills - the ability to do something well • Strengths - a good quality or attribute of a person or thing • Strategies - a plan of action designed to achieve an aim • Uncomfortable - causing a feeling of unease, awkwardness or pain • Team - two or more people working together • Contribution - a part played to help something to advance • Role - a function assumed or part played in a certain situation • Debate - to argue about • Respect - a feeling of deep admiration towards someone • Issue - a problem or difficulty • Role-model - a person looked to as an example to be imitated • Admire - regard with respect or warm approval 	
Knowledge - what I will know by the end of this unit		
<ul style="list-style-type: none"> • To devise a class charter • To identify personal gifts and talents • To explore feelings when starting something new • To develop ideas cooperatively • To be able to use a range of communication skills • To understand what a role model is 		
Activities		
<ul style="list-style-type: none"> • Create a class charter. What rules do we need to ensure that our class is happy? • Produce a personal fact file to show how you are gifted and talented • Draw up a class list of helpful strategies to overcome fear or the feeling of starting something new • Discuss what a dream/ nightmare school looks like. What can go wrong in group work? How can we resolve it? • Compile a list of suggestions to take forward to the school council • Role play good and bad role models. What could be the effect on younger children? 		
Skills		
<ul style="list-style-type: none"> • Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues • Identify and respect differences and similarities between people • Recognise choices they can make and recognise the difference between right and wrong. • Recognise the effect of their behaviour on other people, and cooperate with others • Understand clear rules in the classroom and why they are important • Identify skills and talents that are different from others • Can explore and understand why we have fearful feelings when starting something new • Understands why communication is important when we need to make a change • Understands the importance of good role models in school and society 		