

## Caroline Haslett Primary School

| PSHE   | Year 5   | Joining in and Joining up |
|--|--|---------------------------|
| <b>Knowledge - what I already know</b>   | <b>Vocabulary</b>  |                           |
| <ul style="list-style-type: none"> <li>I know there are consequences to breaking the rules</li> <li>I know that we need rules in school</li> </ul>   | <ul style="list-style-type: none"> <li><b>Anti-social</b> - often breaks the laws and causes annoyance &amp; disapproval</li> <li><b>Consequences</b> - the result of a choice</li> <li><b>Shoplifting</b> - stealing goods while pretending to be a customer</li> <li><b>Victim</b> - a person harmed, injured or killed as a result of a crime</li> <li><b>Perpetrator</b> - a person who carries out a harmful, illegal or immoral act</li> <li><b>Offender</b> - a person who commits an illegal act</li> <li><b>Responsible</b> - having an obligation to do something</li> <li><b>Prevent</b> - to avoid something from happening</li> <li><b>Crime</b> - an action that is breaking the law/rules</li> <li><b>Pressure</b> - use of persuasion or intimidation to make someone do something</li> <li><b>Magistrate</b> - a civil officer who administers the law</li> <li><b>Court</b> - a group of people presided over by a judge or magistrate</li> <li><b>Offence</b> - a breach of the law or rule; an illegal act</li> <li><b>Sentence</b> - to declare the punishment</li> <li><b>Debate</b> - a formal argument</li> <li><b>Election</b> - the action of electing or being elected</li> <li><b>Democracy</b> - a system of government where everyone is eligible to vote</li> <li><b>Parliament</b> - consists of the sovereign, the House of Lords &amp; the House of commons</li> <li><b>Action plan</b> - a proposed strategy</li> <li><b>Community</b> - a group of people living in the same place</li> <li><b>Campaign</b> - an organised course of action to achieve a goal</li> <li><b>Project</b> - a proposed or planning task</li> <li><b>Fund-raising</b> - to raise money</li> </ul> |                           |
| <b>Knowledge - what I will know by the end of this unit</b>  |  |                           |
| <ul style="list-style-type: none"> <li>To be aware of anti-social behaviour and the consequences of crime</li> <li>To know why we need rules and laws</li> <li>To be aware of the legal system and local courts</li> <li>To understand the process of voting and debating</li> <li>To have a say in the school community</li> <li>To be able to set goals and work on a project to raise money</li> </ul>  |  |                           |
| <b>Activities</b>  |  |                           |
| <ul style="list-style-type: none"> <li>Think of other forms of anti-social behaviour and rate them from least to worst &amp; give reasons</li> <li>Role play friends influencing or pressuring you. Discuss why people sometimes break the rules/ law?</li> <li>Discuss the role of a magistrate. Read a local newspaper together and discuss the magistrate's verdict. Do you agree with it?</li> <li>Suggest a range of motions to debate and vote on as a class e.g. lessons should be shorter</li> <li>Write a persuasive letter to the Head about ways to improve the school</li> <li>Research a charity and raise money towards it. Plan an event to raise money</li> </ul>  |  |                           |
| <b>Skills</b>  |  |                           |
| <ul style="list-style-type: none"> <li>Take part in discussions with one other person and the whole class, and take part in a simple debate about topical issues</li> <li>Identify and respect differences and similarities between people</li> <li>Recognise choices they can make and recognise the difference between right and wrong.</li> <li>Recognise the effect of their behaviour on other people, and cooperate with others</li> <li>Recognises the consequences of crime and be aware of anti-social behaviour</li> <li>Understands why we need rules and law in school and society</li> <li>Aware of the legal system</li> <li>Understands the process of voting and debating and can explain why it is important</li> </ul> |  |                           |