

Year 4 Knowledge organiser- PSHE

Jigsaw - Being Me in My World

Reflective Questions

- How are we a democracy in school?
- How can we make sure everyone feels valued and included in our class/school?
- Is one member of the school community more important than anyone else in school?

What Makes Our School Great?

As good citizens of Water Orton we recognise why being listened to and listening to others is important in our school community. We appreciate how important democracy is to make everyone in our school feel valued and that their



Weekly Celebrations:

- Week 1- Help others to feel welcome.
- Week 2 - Try to make our school community a better place.
- Week 3 - Think about everyone's right to learn.
- Week 4 - Care about other people's feelings.
- Week 5 - Work well with others.
- Week 6 - Choose to follow the Learning Charter.

Puzzle Outcomes

- I know how good it feels to be included in a group and understand how it feels to be excluded.
- I try to make people feel welcome and valued..
- I can take on a role in a group and contribute to the overall outcome.
- I understand how democracy and having a voice benefits the whole school community.
- I understand how rewards and consequences motivate people's behaviour..
- I can understand how groups come together to make decisions.
- I can recognise my contribution to following the Learning Charter for the whole school..

Jigsaw Learning Charter

Key Vocabulary

|                  |   |
|------------------|---|
| Authority        | The power or right to give orders, make decisions, and enforce obedience.   |
| Contribution     | Something that you add or do to help produce or achieve something together, with other people, or to help make something successful.  |
| Co-operate       | To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.  |
| Democracy        | People have a say in how an authority is run.   |
| Democratic       | Relating to or supporting democracy or its principles.  |
| Excluded         | To prevent someone or something from entering a place or taking part in an activity.  |
| Included         | To allow someone or something to enter a place or take part in an activity.   |
| Job Description  | An account of the skills and qualifications needed to perform the tasks of a particular job.  |
| Observer         | Someone that watches rather than takes part.  |
| Responsibilities | Something that you are expected to do.  |
| Rights           | Something you should expect to have automatically e.g. a right to come to school.   |
| Role             | A character or a part undertaken by someone.  |
| UNCRC            | UN Convention of Rights of Children .It applies to all children and young people under 18. Its aim is to recognise the rights of children and young people and ensure that they grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity. |
| Valued           | Useful and important.   |