

Autumn 1 Year 5

Jigsaw - Be Me in My World

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Behaviour	The way a person acts or behaves	 Being Me in My World	• Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process community <u>Assessment</u> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.
Choices	The different options you can pick from when deciding what to do		
Collaboration	Working together with others to do something or solve a problem		
Democracy	A way of making decisions where everyone has a say, often by voting		
Decision	A choice you make about what to do		
Empathy	Understanding how someone else feels and caring about their feelings		
Empathise	To understand and share someone else's feelings		
Laws	Rules made by government that everyone must follow to keep people safe and fair	Writing/Provision/ Enrichment opportunities Children to talk about behaviour policy What do we do in school? Introduce/ develop rights respecting knowledge	
Lawful	Following the law or rules set by the government		
Legal/illegal	Allowed by law/ not allowed by law		

Autumn 2 Year 5

Jigsaw - Celebrating Difference

Subject specific Vocabulary		Images/Diagrams/Maps	Important Knowledge
Culture	The way a group of people live, including their traditions, food, music, language and beliefs		• Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world
Conflict	A disagreement or fight between people or groups		
Difference	The way two or more things are not the same		
Discrimination	Treating someone unfairly or differently because of who they are, like their skin colour, gender or beliefs		
Homophobic	Having or showing fear, dislike, or unfair treatment of people who love someone of the same gender		
Indirect	Not straight or direct; done in a way that is not obvious or goes around something		
Rumour	Something people say that may not be true, often about someone else		
Racist	Treating or thinking someone is less important or bad because of the colour of their skin or their race	Writing/Provision/Enrichment opportunities	<u>Assessment</u> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.
Race	A group of people who share similar physical traits, like skin colour, hair, or facial features		
Similarity	The way two or more things are alike or the same		