



## Learning Intentions:

- Understand the rights and responsibilities of a member of a class.
- Understand that their views are important.
- Understand that their choices have consequences.
- Understand their own rights and responsibilities with their classroom.

## Positive Affirmation:

*I am happy to be me.*



## Social and Emotional Development Outcomes:

- Understanding that they are special.
- Understand that they are safe in their class.
- Identifying helpful behaviours to make the class a safe place.
- Identify what it's like to feel proud of an achievement.
- Recognise feelings associated with positive and negative consequences.
- Understand that they have choices.

**Imagine  
Try New Things  
Work Hard  
Don't Give Up**

**Key Vocabulary:**  
Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.

**Understand Others  
Push Yourself  
Improve  
Concentrate**

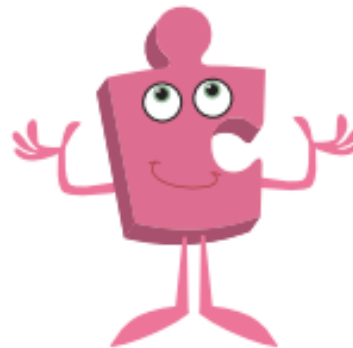


## Learning Intentions:

- Identifying hopes and fears for the year ahead.
- Understand the rights and responsibilities of class members.
- Know that it is important to listen to other people.
- Understand that their own views are valuable.
- Know about rewards and consequences and that these stem from choices.
- Know that positive choices impact positively on self-learning and the learning of others.

## Positive Affirmation:

*I can share my success with others.*



## Social and Emotional Development Outcomes:

- Recognise own feelings and know when and where to get help.
- Know how to make their class a safe and fair place.
- Show good listening skills.
- Recognise the feeling of being worried.
- Be able to work cooperatively.

**Imagine**  
**Try New Things**  
**Work Hard**  
**Don't Give Up**

## Key Vocabulary:

Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.

**Understand Others**  
**Push Yourself**  
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**Concentrate**



## Learning Intentions:

- Understand that they are important.
- Know what a personal goal is.
- Understanding what a challenge is.
- Know why rules are needed and how these relate to choices and consequences.
- Know that actions can affect others' feelings.
- Know that others may hold different views.
- Know that the school has a shared set of values.

## Positive Affirmation:

*I am proud of who I am.*



## Social and Emotional Development Outcomes:

- Recognise self-worth.
- Identify personal strengths.
- Be able to set a personal goal.
- Recognise feelings of happiness, sadness, worry and fear in themselves and others.
- Make other people feel valued.
- Develop compassion and empathy for others.
- Be able to work collaboratively.

**Imagine  
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Work Hard  
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## Key Vocabulary:

Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group, Dynamics, Team Work, View Point, Ideal School, Belong.

**Understand Others  
Push Yourself  
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## Learning Intentions:

- Know how individual attitudes and actions make a difference to a class.
- Know about the different roles in the school community.
- Know their place in the school community.
- Know what democracy is (applied to pupil voice in school)
- Know that their own actions affect themselves and others.
- Know how groups work together to reach a consensus.
- Know that having a voice and democracy benefits the school community.

## Positive Affirmation:

*I enjoy the blessings I get from being me.*



## Social and Emotional Development Outcomes:

- Identify the feelings associated with being included or excluded.
- Can make others feel valued and included.
- Be able to take on a role in a group discussion / task and contribute to the overall outcome.
- Can make others feel cared for and welcomed.
- Recognise the feelings of being motivated or unmotivated.
- Understand why the school community benefits from a Learning Charter.
- Be able to help friends make positive choices.
- Know how to regulate my emotions.

**Imagine**  
**Try New Things**  
**Work Hard**  
**Don't Give Up**

## Key Vocabulary:

Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).

**Understand Others**  
**Push Yourself**  
**Improve**  
**Concentrate**



## Learning Intentions:

- 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.

## Positive Affirmation:

*I strive to be the best version of me.*



## Social and Emotional Development Outcomes:

- Be able to identify what they value most about school.
- Identify hopes for the school year.
- Empathy for people whose lives are different from their own.
- Consider their own actions and the effect they have on themselves and others.
- Be able to work as part of a group, listening and contributing effectively.
- Be able to help friends make positive choices.
- Know how to regulate my emotions.

**Imagine  
Try New Things  
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## Key Vocabulary:

Goals, Worries, Fears, Value, Welcome, Choice, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.

**Understand Others  
Push Yourself  
Improve  
Concentrate**



## Learning Intentions:

- Know how to set goals for the year ahead.
- Understand what fears and worries are.
- Know about children's universal rights (United Nations Convention on the Rights of the Child).
- Know about the lives of children in other parts of the world.
- Know that personal choices can affect others locally and globally.
- Understand that their own choices result in different consequences and rewards.
- Understand how democracy and having a voice benefits the school community.
- Understand how to contribute towards the democratic process.

## Positive Affirmation:

*I am special,  
individual and  
unique; I celebrate  
my authentic self.*



## Social and Emotional Development Outcomes:

- Be able to make others feel welcomed and valued.
- Know own wants and needs.
- Be able to compare their life with the lives of those less fortunate.
- Demonstrate empathy and understanding towards others.
- Can demonstrate attributes of a positive role-model.
- Can take positive action to help others.
- Be able to contribute towards a group task.
- Know what effective group work is.
- Know how to regulate my emotions.

**Imagine  
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## Key Vocabulary:

Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.

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## Weekly Celebration:

**Week 1** – Help others 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** – Importance of following our School Rules.

## Links to Our British Values:

- **Individual Liberty** – appreciation for who we are, the choices we make and the freedom to be ourselves. Understanding and knowing our Human Rights.
- **Mutual Respect** – being aware of my own thoughts, feelings and beliefs and taking into account that my peers may feel/think/believe differently.
- **Respect and Tolerance** – we are kind to everyone in our community and we respect the Protected Characteristics.

## Links to Relationship and Health Education:

### **By the end of Primary, pupils should know:**

- In school and in wider society, they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- How to form and identify healthy friendships/relationships.
- What a stereotype is and how stereotypes can be unfair, negative or destructive.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.