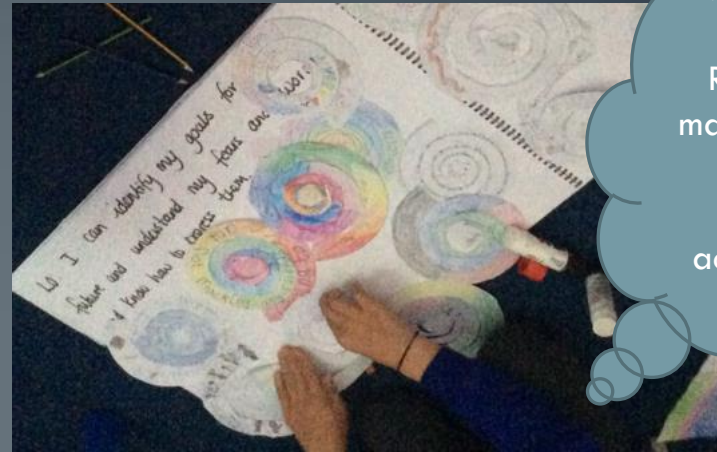
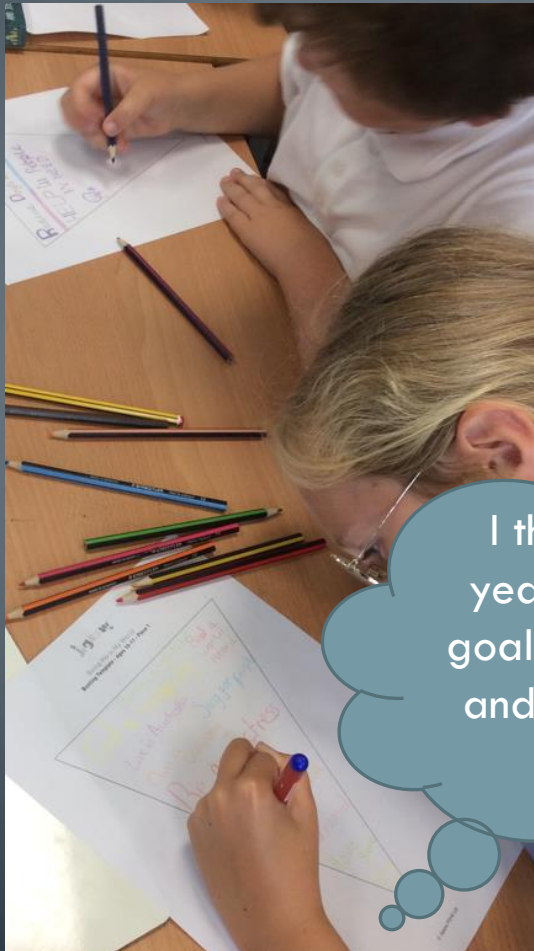


# PSHE

Being me in my world

Lynher Autumn 1 2022

I can identify my goals for this year, understand my fears and worries about the future and know how to express them.



It was interesting to learn that JK Rowling had so many rejections for Harry Potter before being accepted but she persevered.

I thought about my year ahead and any goals I want to achieve and how to overcome any obstacles.



I know that there are universal rights for all children but for many children these rights are not met





I understand my own wants and needs and can compare these with children in different communities



We discussed what we need and compared it to what we want.

### Maslow's Triangle



I think technology is a need today rather than a want as it can help keep us safe.

I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities



We created our own learning charter, linking it to our school values.



We must have all these areas in the classroom to help us to learn successfully.

## Our Learning Charter

### 🔗 Rights

We have the right to:  
Learn  
Be respected and treated fairly  
Be heard  
Feel safe

### 🔗 Responsibilities

We have the responsibility to:  
Allow others to learn  
Respect others and treated them fairly  
Listen to others  
Keep others safe

### 🔗 Rewards

Praise  
Sticker  
Choice activity box  
Visit another teacher  
Class certificate  
Postcard home  
Head teacher award

### 🔗 Consequences

Reminder  
Warning  
Time out in class  
Loss of privilege  
Time out in another class  
Parents/Carers informed  
Sent to Senior Leader

# I understand how an individual's behaviour can impact on a group

## CORNER NEWS

### Fire at Corner School Teens suspected

Yesterday evening the Fire Service was called to attend a fire at Corner School.

The fire started in a bin outside of the school but quickly got out of control and caught the school roof alight. The Fire Service came quickly and managed to put the fire out but not before the school was completely burned down. One of the infant classrooms was also badly damaged by smoke and can't be used for the rest of the school year.

The fire happened at 10.30pm when the school was closed so there were no injuries.

The school's security cameras recorded a group of five teenagers and two younger children setting fire to the bin.

The two younger children were caught on camera and they were recognized as pupils of Corner School by the Headteacher and other staff members.

The security cameras did not manage to identify any of the teenagers.

We took on different roles and reflected on what had happened and how it impacted not just the learning but the community

We agreed as a group what should happen to the two younger children justifying our decision

I thought how the person I was role-playing might feel and what they might say in a meeting about the fire.

1. What rights have been broken?

Ask me this...

3. Were there things that made responsible choices more difficult for the children?

Have the children acted responsibly?

#### The Police Officer

You are the Police Officer that interviewed the two children involved in the fire. As a Police Officer it is your job in the meeting to make sure that the children are treated fairly but also that the Law is carried out.

When your teacher asks you, share what the children said with the rest of your group. This is what the children said to you:

*"We didn't want to go along with it. Our gang of friends started to make fun of us because we were scared about setting the bin on fire. They made us go and buy some matches. One of the older teenagers set fire to the bin. It wasn't us. We can't say who the others were in the group. If we do they will take it out on us."*

#### The Fire Service

You are a member of the Fire Service that helped put out the fire. You are at the meeting to share the story from your point of view. When your teacher asks you, share this below with the rest of the group.

*"I was called out at 10.30pm to attend the fire. It took us 2 hours to control the fire. These are not accidents. I'm sure the children involved thought that it was a funny thing to do, but they did not think about the possible consequences of their actions. This fire was unnecessary and put my team in danger of being away from going to fires that were real emergencies in other parts of the town."*

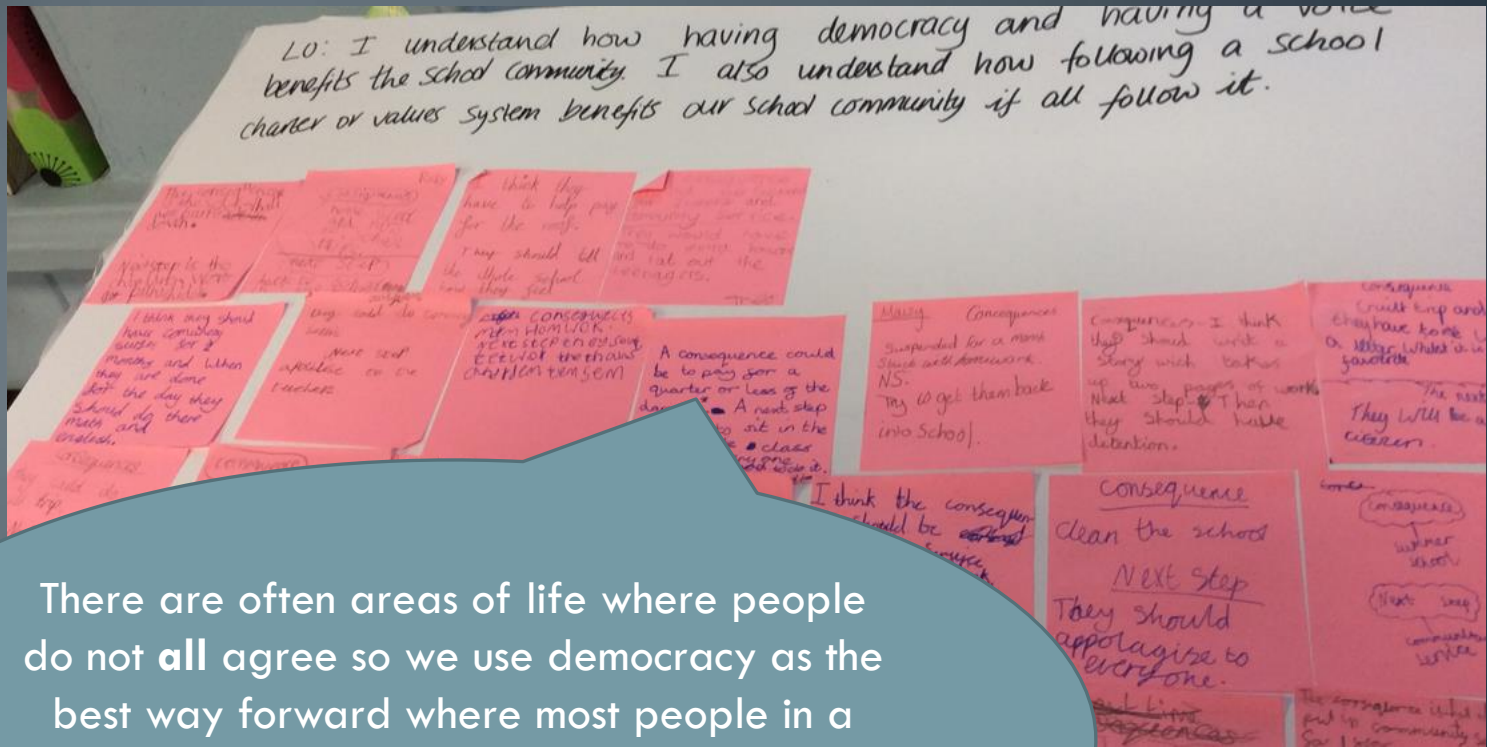
#### The Head Teacher

You are the school's Headteacher. You are at the meeting to help decide what is to happen to the two children from your school involved in the fire. When your teacher asks you, share your 'report' with the rest of your group.

*"I was shocked to see so much damage to the school hall and the infant classroom. I am very sad that it is two of our own pupils that were involved. It is going to take months to sort out the damage and a huge amount of money too. This is going to affect all the children because we relied on the hall for the children's PE and music lessons, school dinners and assemblies. All the children have been working so hard on a performance and the fire destroyed all the scenery, costumes and props. We have had to cancel the performance. The children and staff are very upset about the whole thing."*



I understand how democracy and having a voice benefits the school community



There are often areas of life where people do not **all** agree so we use democracy as the best way forward where most people in a group have chosen something, making it the 'most fair' that we can be – it is not always possible to make everything fair for all.