



St Mary's Hampton School Progression Grids

Subject: PSHE

Scheme of Work: Jigsaw



Intent

Our intention is that when children leave St. Mary's Church of England Primary School, they will do so with the knowledge, understanding and emotions to be able to play an active, positive, and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a global community. It promotes the spiritual, moral, cultural, mental, and physical development of pupils, preparing them for the opportunities, responsibilities, and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Implementation

***EYFS** - In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials. (see below)*

***Key Stage 1 and Key Stage 2** - At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.*

Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration, and focus.

At St. Mary's Church of England Primary School, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should understand the full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through the 'Jigsaw'.

PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

It also identifies links to British Values, which is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Wider Curriculum

- We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence, and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.*
- PSHE, including Religious Educations and British Values, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.*
- Visitors such as emergency services and the school nurse complement our PSHE curriculum to offer additional learning.*
- We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all our pupils to look for opportunities to show the school values of faith, hope and love.*

- Assemblies are linked to PSHE, British Values and Religious Education and cover any additional sessions that would benefit the whole school.
- PSHE and British Values displays throughout school reinforce the PSHE curriculum enabling children to make links.

Impact

By the time our children leave our school they will:

- be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life
- be on their way to becoming healthy, open minded, respectful, socially, and morally responsible, active members of society
- appreciate difference and diversity
- recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty
- be able to understand and manage their emotions
- be able to look after their mental health and well-being
- be able to develop positive, healthy relationship with their peers both now and in the future.
- understand the physical aspects involved in RSE at an age-appropriate level
- have respect for themselves and others.
- have a positive self esteem

Assessment of PSHCE at St. Mary's Church of England Primary School:

Assessment in Jigsaw is both formative and summative. Pupils record sessions in their Jigsaw Journal where they are also able to identify areas for self-improvement. To support teachers in tracking, there is a 'Summative Assessment: tracking pupil progress' sheet. This sheet has three attainment descriptors for each theme, supporting future planning as well as identifying children who may need more support with emotional literacy or social skills development.

Relationships and Sex Education

At St. Mary's Church of England Primary School School our RSE curriculum is firmly embedded in our Jigsaw (PSHE) curriculum

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces which are covered in the summer term.

There are four main aims of teaching RSE:

- To enable children to understand and respect their bodies
- To help children develop positive and healthy relationships appropriate to their age and development
- To support children to have positive self-esteem and body image
- To empower them to be safe and safeguarded.

Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

Foundation Stage - Growing up: how we have changed since we were babies

Year 1 - Boys' and girls' bodies; naming body parts

Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)

Year 3 - How babies grow and how boys' and girls' bodies change as they grow older

Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 - Puberty for boys and girls, and conception

Year 6 - Puberty for boys and girls and understanding conception to birth of a baby

Term	Autumn 1- PSHE Unit 1	Autumn 2- PSHE Unit 2	Spring 1 –PSHE Unit 3	Spring 2 –PSHE Unit 4	Summer 1 –PSHE Unit 5	Summer 2 –PSHE Unit 6
EYFS/ Reception 3-5	Topics Being Me In My World	Topic Celebrating Difference	Topic Dreams and Goals	Topic Healthy Me	Topic Relationships	Topic Changing Me

Unit overview and prior knowledge:	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discusses 'stranger danger' and what they should do if approached by someone they don't know.	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
During this unit you will explore the following British Values:	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Key Vocabulary:	kind, gentle, Friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns.	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family.	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encourage.	healthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, trust.	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.
Jigsaw SoW Skills knowledge and progressions stems	<p><u>Pupils will:</u></p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily <p><u>Social and Emotional Skills</u></p> <p><u>Pupils will:</u></p>	<p><u>Pupils will:</u></p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important <p><u>Social and Emotional Skills</u></p>	<p><u>Pupils will:</u></p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal <p><u>Social and Emotional Skills</u></p>	<p><u>Pupils will:</u></p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers 	<p><u>Pupils will:</u></p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry 	<p><u>Pupils will:</u></p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on <p><u>Social and Emotional Skills</u></p>

	<ul style="list-style-type: none"> Identify feelings associated with belonging Identify feelings of happiness and sadness develop skills to play cooperatively with others be able to consider others' feelings be responsible in the setting of different situation say how they are feeling in different situation 	<ul style="list-style-type: none"> Know some qualities of a positive friendship <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success 	<p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Recognise how exercise makes them feel Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> Know some reasons why others get angry <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> Can identify how they have changed from a baby Can say what might change for them they get older Recognise that changing class can illicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify positive memories from the past year in school/ home
<p>National Curriculum Focus</p> <p>(End of Key Stage Attainment Targets)</p>	<p>Personal, Social and Emotional Development: Self-confidence and self-awareness</p> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Personal, Social and Emotional Development: Self-confidence and self-awareness</p> <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Personal, Social and Emotional Development: Managing feelings and behaviour</p> <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p>Personal, Social and Emotional Development: Managing feelings and behaviour</p> <p>Early Learning Goal Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Personal, Social and Emotional Development: Making relationships</p> <p>Early Learning Goal Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Personal, Social and Emotional Development: Making relationships</p> <p>Early Learning Goal Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>
<p>End of topic expectations for PSHE Warriors</p>	<p>By the end of the unit PSHE Warriors can talk confidently about:</p> <ul style="list-style-type: none"> self-identity and what this means to them different feelings they might have their classroom environment 	<p>By the end of the unit PSHE Warriors can talk confidently about:</p> <ul style="list-style-type: none"> how to identify talents being special and what it means Understanding families Identifying where we live 	<p>By the end of the unit PSHE Warriors can talk confidently about:</p> <ul style="list-style-type: none"> Accepting challenges Perseverance Setting goals Overcoming obstacles 	<p>By the end of the unit PSHE Warriors can talk confidently about:</p> <ul style="list-style-type: none"> Exercising their bodies Taking part in physical activity Eating healthy food Sleeping patterns 	<p>By the end of the unit PSHE Warriors can talk confidently about:</p> <ul style="list-style-type: none"> Understanding family life Managing friendships Managing breaking friendships 	<p>By the end of the unit PSHE Warriors can talk confidently about:</p> <ul style="list-style-type: none"> Their bodies Respecting their body Understanding growing up and change

<ul style="list-style-type: none"> - what being gentle means to them - their understanding of what rights and responsibilities mean to them 	<ul style="list-style-type: none"> - Making friends - Standing up for yourself 	<ul style="list-style-type: none"> - Seeking help - Thinking about Jobs - Achieving goals 	<ul style="list-style-type: none"> - Keeping clean - Safety and what it means 	<ul style="list-style-type: none"> - Coping with falling out - Dealing with bullying - Being a good friend 	<ul style="list-style-type: none"> - Recognising fun and fears - Experiencing celebrations
---	--	--	---	---	--

Year 1 topic: 5-6	Autumn 1- Being Me In My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 – Healthy Me	Summer 1 – Relationships	Summer 2 – Changing Me
Unit overview	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.	In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied	In this Puzzle the class talks about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.	Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.
During this unit you will explore the following British Values:	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Prior knowledge:	In Reception you would have learnt to: -develop their knowledge and understanding of feelings and how to describe their and other people's feelings in different situations.	In Reception you would have learnt to: -develop their knowledge and understanding of being different and be able to talk about what special means to them.	In Reception you would have learnt to: -develop their knowledge and understanding of how to set goals and what steps to take to face challenges.	In Reception you would have learnt to: -develop their knowledge and understanding about being healthy, sleep, exercise, personal hygiene and trust.	In Reception you would have learnt to: -develop their knowledge and understanding about controlling their emotions and deal with friendships.	In Reception you would have learnt to: -develop their knowledge and understanding about how bodies change and how feelings change.

Key Vocabulary:	safe, special, calm, belonging, special, rights, responsibilities, learning charter, Jigsaw Charter, rewards, proud, consequences, upset, disappointed, Illustration.	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique.	proud, success, achievement, goal, treasure, coins, goal, learning, stepping-stones, process, working together, team work, celebrate, learning, stretchy, challenge, feelings, obstacle, overcome, achieve, dreams, goals.	healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait.	family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate.	changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping.
Lesson 1	LO: To feel special and safe in my class <u>Vocabulary:</u> safe special calm	LO: To tell you some ways in which I am the same as my friends <u>Vocabulary:</u> similarity/similar same as	LO: To set simple goals <u>Vocabulary:</u> proud success achievement goal treasure coins	LO: To feel good about myself when I make healthy choices <u>Vocabulary:</u> healthy unhealthy balanced exercise sleep	LO: To know how it feels to belong to a family and care about the people who are important to me <u>Vocabulary:</u> family belong different same	LO: To understand that changes happen as we grow and that this is OK <u>Vocabulary:</u> changes life cycle baby adulthood
Lesson 2	LO: To understand my rights and responsibilities as a member of my class <u>Vocabulary:</u> belonging special rights responsibilities	LO: To identify differences between people in my class <u>Vocabulary:</u> different from difference similarity	LO: To set myself a goal and work out how to achieve it <u>Vocabulary:</u> goal learning stepping stones process garden dreams	LO: To feel good about myself when I make healthy choices <u>Vocabulary:</u> healthy unhealthy balanced exercise sleep choices	LO: To identify what being a good friend means to me <u>Vocabulary:</u> friends friendship qualities caring sharing kind	LO: To know that changes are OK and that sometimes they will happen whether I want them to or not <u>Vocabulary:</u> change life cycle baby adult grown up
Lesson 3	LO: To know how to make my class a safe place for everybody to learn <u>Vocabulary:</u> rights	LO: To understand how being bullied might feel. <u>Vocabulary:</u> bullying bullying behaviour	LO: To understand how to work well with a partner in my class. <u>Vocabulary:</u> working together team work	LO: To recognise that I am special so I keep myself safe <u>Vocabulary:</u> healthy clean	LO: To recognise which forms of physical contact are acceptable and unacceptable to me <u>Vocabulary:</u> greeting	LO: To understand that growing up is natural and that everybody grows at different rates <u>Vocabulary:</u> baby

	responsibilities learning charter	deliberate on purpose unfair	achievement celebrate	body parts toiletry items, e.g. toothbrush, shampoo, soap hygienic safe	touch feel texture like dislike	growing up adult mature change
Lesson 4	LO: To recognise how it feels to be proud of my achievements <u>Vocabulary:</u> rights and responsibilities learning charter rewards proud	LO: To know some people who I could talk to if I was feeling unhappy or being bullied. <u>Vocabulary:</u> included bully bullied	LO: To identify how I feel when I am faced with a new challenge <u>Vocabulary:</u> learning stretchy challenge feelings	LO: To understand that medicines can help me if I feel poorly and I know how to use them safely <u>Vocabulary:</u> medicines healthy unhealthy trust safe	LO: To know when I need help and know how to ask for it <u>Vocabulary:</u> help helpful community feelings	LO: To respect my body and understand which parts are private <u>Vocabulary:</u> male female vagina penis testicles vulva anus
Lesson 5	LO: To recognise the choices I make and understand the consequences of my actions <u>Vocabulary:</u> rights and responsibilities learning charter consequences upset disappointed	LO: To know how it feels to make a new friend <u>Vocabulary:</u> None	LO: To know how I feel when I see obstacles and how I feel when I overcome them <u>Vocabulary:</u> challenge obstacle overcome achieve goal stepping stones	LO: To recognise when I feel frightened and know who to ask for help <u>Vocabulary:</u> safe safety green cross code eyes ears look listen wait	LO: To recognise my qualities as a person and a friend <u>Vocabulary:</u> confidence praise qualities skills self belief incredible proud	LO: To understand that every time I learn something new I change a little bit <u>Vocabulary:</u> learn new grow change
Lesson 6	LO: To understand my choices in following our school's/class learning Charter <u>Vocabulary:</u>	LO: To understand differences make us all special and unique <u>Vocabulary:</u> celebration	LO: To know how to store the feelings of success in my internal treasure chest <u>Vocabulary:</u>	LO: To recognise how being healthy helps me to feel happy <u>Vocabulary:</u> keeping clean	LO: To tell you why I appreciate someone who is special to me <u>Vocabulary:</u> celebrate	LO: To know ways to cope with changes <u>Vocabulary:</u> change

	rights responsibilities learning charter illustration rewards consequences	difference special unique	success celebration challenge internal treasure chest feelings goals dreams garden	healthy	relationships special appreciate feelings	feelings anxious worried excited coping
Jigsaw (SoW) Skills/knowledge progression/steps	<p>Pupils will:</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Understand their rights and responsibilities of being 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 environment <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Understanding that they are special • Understand that they are safe in their class/school • 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 	<p>Pupils will:</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Recognise ways in which they are the same as their friends and ways they are different • Identify what is bullying and what isn't • Understand how being bullied might feel • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special 	<p>Pupils will:</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Celebrate an achievement with a friend • Recognise their own feelings when faced with a challenge • Recognise their own feelings when they are faced with an obstacle • Recognise how they feel when they overcome an obstacle • Can store feelings of success so that they can be used in the future 	<p>Pupils will:</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Feel good about themselves when they make healthy choices • Realise that they are special • Keep themselves safe • Recognise ways to look after themselves if they feel poorly 	<p>Pupils will:</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like 	<p>Pupils will:</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Understand and accepts that change is a natural part of getting older • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

				<ul style="list-style-type: none"> • Recognise when they feel frightened and know how to ask for help • Recognise how being healthy helps them to feel happy 	<ul style="list-style-type: none"> • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> • Can express why they enjoy learning • Can suggest ways to manage change e.g.moving to a new class
<p>PSHE Enquiry Questions</p>	<ul style="list-style-type: none"> • What do you do in class to help other children? • What do you do to help your teacher? • What does it feel like to be safe? • Can you tell me something you were really proud of? How did it make you feel 'inside'? • What sort of things does your teacher say or do when they are pleased? • What choices can you make to be helpful and kind in school and at home? • -What does it mean to feel proud? • -What different words can you use to describe how you might feel if you felt proud? • -What is a class charter? • -What does the term right and responsibility mean? 	<ul style="list-style-type: none"> • Can you say how you are different from a friend? • Can you say how you are the same as a friend? • What can you do to make a friend? • How can you tell when someone is feeling sad, angry or upset? • If someone is making you feel sad or upset what can you do about it? <p>Who can you go to if you are being bullied</p>	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do to achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How can we celebrate your achievements together? 	<ul style="list-style-type: none"> • Can you give me an example of a healthy /unhealthy choice? • How do you feel when you make a healthy choice? • Can you tell me something that is special about you? • Can I tell you something I think is special about you? • What can you do when you feel poorly? • Can you talk about a time when you felt frightened? • Who can you ask for help when you feel frightened? 	<ul style="list-style-type: none"> • Who is in our family? Do any of your friends have a family that is different? • What does 'being a good friend' mean? • Who are you good friends? • Who do you / don't you hug? • Who can you ask for help at school? (In the class, in the playground, in the hall) • Can we share what we both like best about our family, and what we are grateful for? 	<ul style="list-style-type: none"> • What is a life cycle? • How will you change as you grow up? • Who is the tallest / smallest in your class? • Which parts of your body are private? • Who is allowed to see your private body parts? • What should you do if you don't like the way someone is touching you? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is the best part about being your age?

<p>End of topic expectations:</p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - What it means to feel special and safe - What it means to be part of a class - Know what their rights and responsibilities are - The meaning of the word proud, what rewards are and talk about a time when they felt proud of their achievements - What consequences are - Their Learning and class Charter 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - How to identify similarities and differences - Understanding bullying and know how to deal with it - Making new friends - Celebrating the differences in everyone 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Setting goals - Identifying successes and achievements - Expressing learning styles - Working well and celebrating achievements with a partner - Tackling new challenges - Identifying and overcoming obstacles - Expressing feelings of success 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Identifying medicine safety/safety with household items - Thinking about road safety - Linking health and happiness 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Belonging to a family - Making friends/being a good friend - Understanding physical contact preferences - Identifying people who help us - Knowing qualities as a friend and person - Accepting self-acknowledgement - Being a good friend to myself - Celebrating special relationships 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Understanding life cycles – animal and human - Realising changes in me - Recognising changes since being a baby - Understanding differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change Transition
<p>National Curriculum Focus</p> <p>(End of Key Stage Attainment Targets)</p> <p>Key-Y1 NC-Focus</p>	<p><u>NC Reference:</u></p> <p>-that families are important for children growing up because they can give love, security and stability.</p>	<p><u>NC Reference:</u></p> <p>-how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - that people sometimes behave differently online, including by pretending to be someone they are not. 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context
<p>Year 2 topic:</p> <p>6-7</p>	<p><u>Autumn 1-</u> Being Me In My World</p>	<p><u>Autumn 2</u> Celebrating Difference</p>	<p><u>Spring 1</u> Dreams and Goals</p>	<p><u>Spring 2 –</u> Healthy Me</p>	<p><u>Summer 1 –</u> Relationships</p>	<p><u>Summer 1 –</u> Changing Me</p>
<p>Unit overview</p>	<p>In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter</p>	<p>In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	<p>In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p>	<p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust.</p> <p>Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets'</p>	<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty)</p> <p>between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase</p> <p>with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also</p>

					should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.	reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.
During this unit you will explore the following British Values:	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Prior knowledge:	In year 1 you would have learnt to: - explain why my class is a happy and safe place to learn. - give different examples where I or others make my class happy and safe.	In year 1 you would have learnt to: - tell you some ways that I am different and similar to other people in my class, and why this makes us all special. - explain what bullying is and how being bullied might make somebody feel.	In year 1 you would have learnt to: - explain how I feel when I am successful and how this can be celebrated positively. - say why my internal treasure chest is an important place to store positive feelings.	In year 1 you would have learnt to: - explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. - give examples of when being healthy can help me feel happy.	In year 1 you would have learnt to: - explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. - also explain how my qualities help these relationships. - give examples of behaviour in other people that I appreciate and behaviours that I don't like.	In year 1 you would have learnt to: - compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. - use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. - explain why some changes I might experience might feel better than others.
Key vocabulary:	worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, learning charter, problem-solving.	boys, girls, similarities, assumptions, shield, stereotypes, special, differences, bully, purpose, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, friends, unique, value.	realistic, proud, success, celebrate, achievement, goal, strength, persevere, challenge, difficult, easy, learning together, partner, team work, product.	healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious.	family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, appreciate.	change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking

						forward, excited, nervous, anxious, happy.
Lesson 1	<p>LO: To recognise when I feel worried and know who tell</p> <p><u>Vocabulary</u> worries hopes fears to ask for help</p>	<p>LO: To understand some ways in which boys and girls are similar and feel good about this</p> <p><u>Vocabulary</u> boys girls similarities assumptions shield stereotypes</p>	<p>LO: To tell you things I have achieved and say how that makes me feel</p> <p><u>Vocabulary</u> Realistic proud success celebrate achievement goal</p>	<p>LO: To know what I need to keep my body healthy</p> <p><u>Vocabulary</u> healthy choices lifestyle motivation</p>	<p>LO: To accept that everyone's family is different and understand that most people value their family</p> <p><u>Vocabulary</u> family different similarities special relationship important cooperate</p>	<p>LO: To recognise cycles of life in nature</p> <p><u>Vocabulary</u> change grow life cycle control baby adult fully grown</p>
Lesson 2	<p>LO: To know how to help myself and others feel like we belong</p> <p><u>Vocabulary</u> belonging rights responsibilities responsible actions</p>	<p>LO: To understand some ways in which boys and girls are different and accept that this is OK</p> <p><u>Vocabulary</u> boys girls similarities differences assumptions stereotypes special</p>	<p>LO: To tell you some of my strengths as a learner</p> <p><u>Vocabulary</u> strengths persevere challenge difficult easy</p>	<p>LO: To tell you when a feeling is weak and when a feeling is strong</p> <p><u>Vocabulary</u> relax relaxation tense calm</p>	<p>LO: To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p><u>Vocabulary</u> touch physical contact communication hugs like dislike acceptable not acceptable</p>	<p>LO: To identify people I respect who are older than Me</p> <p><u>Vocabulary</u> growing up old young change respect appearance physical</p>
Lesson 3	<p>LO: To help make my class a safe and fair place</p> <p><u>Vocabulary</u> praise reward consequences positive negative</p>	<p>LO: To understand that bullying is sometimes about difference</p> <p><u>Vocabulary</u> bully purpose difference kind unkind feelings sad</p>	<p>LO: To understand how working with other people can help me to learn</p> <p><u>Vocabulary</u> learning together success celebrate achievement goal partner</p>	<p>LO: To understand how medicines work in my body and how important it is to use them safely</p> <p><u>Vocabulary</u> healthy unhealthy dangerous medicines safe</p>	<p>LO: To identify some of the things that cause conflict with my friends</p> <p><u>Vocabulary</u> friends likes/dislikes conflict point of view positive problem solving</p>	<p>LO: To feel proud about becoming more independent</p> <p><u>Vocabulary</u> baby toddler child teenager adult independent</p>

		lonely help	team work	body		timeline freedom responsibilities
Lesson 4	LO: To help make my class a safe and fair place <u>Vocabulary</u> praise reward consequences positive negative	LO: To know when and how to stand up for myself and others if I am being bullied <u>Vocabulary</u> bully on purpose stand up for help	LO: To work with other people to solve problems <u>Vocabulary</u> learning together success celebrate achievement challenge product dream bird group team work problem-solve	LO: To have a healthy relationship with food and know which foods I enjoy the most <u>Vocabulary</u> healthy unhealthy balanced diet portion proportion	LO: To know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this <u>Vocabulary</u> secret surprise good secret worry secret telling adult trust surprised happy sad frightened	LO: To tell you what I like/don't like about being a boy/girl <u>Vocabulary</u> male female vagina penis testicles vulva anus public private
Lesson 5	LO: To understand how following the Learning Charter will help me and others learn <u>Vocabulary</u> co-operate learning charter rights responsibilities rewards consequences problem-solving choices	LO: To understand that it is OK to be different from other people and to be friends with them <u>Vocabulary</u> male female difference diversity fairness kindness	LO : To express how it felt to be working as part of this group <u>Vocabulary</u> learning together success celebrate achievement challenge product dream bird group team work problem-solve	LO: To make some healthy snacks and explain why they are good for my body <u>Vocabulary</u> healthy unhealthy balanced diet energy fuel nutritious	LO: To recognise and appreciate people who can help me in my family, my school and my community <u>Vocabulary</u> trust trustworthy honesty reliability	LO: To understand there are different types of touch and tell you which ones I like and don't like <u>Vocabulary</u> touch texture cuddle hug squeeze like dislike acceptable unacceptable comfortable uncomfortable

Lesson 6	<p>LO: To recognise the choices I make and understand the consequences</p> <p><u>Vocabulary</u></p> <p>learning charter responsibilities rights rewards consequences choices</p>	<p>LO: To understand these differences make us all special and unique</p> <p><u>Vocabulary</u></p> <p>friends special unique different similarities value</p>	<p>LO: To know how to share success with other people</p> <p><u>Vocabulary</u></p> <p>learning together success celebrate dream goal garden achievement proud</p>	<p>LO: To decide which foods to eat to give my body energy</p> <p><u>Vocabulary</u></p> <p>healthy unhealthy balanced diet nutritious energy</p>	<p>LO: To express my appreciation for the people in my special relationships</p> <p><u>Vocabulary</u></p> <p>compliments celebrate positive negative appreciate</p>	<p>LO: To identify what I am looking forward to when I move to my next class</p> <p><u>Vocabulary</u></p> <p>change looking forward excited nervous anxious happy</p>
<p>Skills/knowledge progression/steps</p>	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> 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 <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> 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 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies Know which foods given their bodies energy <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> Desire to make healthy lifestyle choices 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is <p>Social and Emotional Skills</p>	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable

		<ul style="list-style-type: none"> • Know how to stand up for themselves when they need to • Recognise that they shouldn't judge people because they are different • Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened • Can say what they are looking forward to in the next year
<p>PSHE Enquiry Questions</p>	<ul style="list-style-type: none"> • What are you looking forward to this year? • Are you worried about anything that might happen this year? • Can you tell me some good (positive) choices a person can make in school? • How do you show you are a good listener? • What do you do to get on with other children? • If you're worried about something, who can you ask for help in school and at home? 	<ul style="list-style-type: none"> • What is bullying? • Do all boys have to be the same, and all girls have to be the same? How do you feel about this? • Are stereotypes fair? • Can a person be friends with someone who is different from them? • Can we choose how we treat other people? • Can being different be used as a reason for bullying? How do you feel about that? • If you were worried about bullying what could you do? 	<ul style="list-style-type: none"> • What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How do you like to celebrate when you achieve something you are proud of? • How can we celebrate each other's achievements at home? 	<ul style="list-style-type: none"> • What does your body need to stay healthy? • What does relaxed mean? • What makes you feel relaxed / stressed? • What types of medicine have I given you? What are they for? • What healthy snack shall we make and eat together? • What snacks could you eat before exercise? 	<ul style="list-style-type: none"> • What's the same / different from our family to your friend's family? • What would you do if someone was hurting you at school? • Who would you go to for help at school? • Why do people fall out with each other? • What can you do if you don't agree with your friend? • What can you do if you and your friend have had an argument? • Can we share what we are grateful for in our family? • Can you explain to me what 'Mending Friendships' is about? 	<ul style="list-style-type: none"> • What is a life cycle? • How have you changed since you were a baby? • How will you change over the next year / 5 years / 20 years? • What changes can you / can't you control? • Which parts are your private parts? • Who is allowed to see them? • What would you do if someone was touching you and you didn't like it? • Who can you talk to if you ever feel worried or frightened? (at school / at home)
<p>End of topic expectations:</p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p>

	<ul style="list-style-type: none"> - understanding that families are important for children growing up because they can give love, security and stability. 	<ul style="list-style-type: none"> - assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Being aware of gender diversity - Celebrating difference and remain friends 	<ul style="list-style-type: none"> - realistic goals - Understand perseverance and learning strengths/learning with others - Grasping group co-operation - Contributing to and sharing success 	<ul style="list-style-type: none"> - Being motivated - Making healthier choices - Learning to relax - Recognising healthy eating and nutrition - Making healthier snacks and sharing food 	<ul style="list-style-type: none"> - Recognising different types of family - Identifying physical contact boundaries - Coping with friendship and conflict - Managing secrets - Accepting trust and appreciation - Expressing appreciation for special relationships 	<ul style="list-style-type: none"> - Understanding life cycles in nature - Growing from young to old - Increasing independence - Knowing differences in female and male bodies (correct terminology) - Being assertive - Preparing for transition
National Curriculum Focus (End of Key Stage Attainment Targets)	NC Reference: <ul style="list-style-type: none"> - the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 	NC Reference: <ul style="list-style-type: none"> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	NC Reference: <ul style="list-style-type: none"> - practical steps they can take in a range of different contexts to improve or support respectful relationships. 	NC Reference: <ul style="list-style-type: none"> - that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous 	NC Reference: <ul style="list-style-type: none"> - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 	NC Reference: <ul style="list-style-type: none"> - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
Year 3 topic: 7-8	Autumn 1- Being Me In My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 – Healthy Me	Summer 1 – Relationships	Summer 2 – Changing Me
Unit overview:	<p>In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	<p>In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>	<p>In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p>	<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many</p>	<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grownup. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for</p>

					ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.	them to seek reassurance if anything is worrying them.
During this unit you will explore the following British Values:	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Prior knowledge	In year 2 you would have learnt to: - explain why my behaviour can impact on other people in my class. - compare my own and my friends' choices and can express why some choices are better than others.	In year 2 you would have learnt to: - explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. - explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	In year 2 you would have learnt to: -explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. - explain how it felt to be part of a group and can identify a range of feelings about group work.	In year 2 you would have learnt to: - explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. - compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	In year 2 you would have learnt to: - explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. - give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	In year 2 you would have learnt to: - use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. - tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
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.	family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, unique.	perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, garden, decorate, team work, enterprise, design, cooperation, product, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, 'solve it together' technique, solutions, review, learning, celebrate, evaluate.	oxygen, energy, calories / kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice.	men, women, unisex, male, female, stereotype, career, job, role, responsibilities, respect, differences, similarities, conflict, win-win, solution, solve-it-together, problem-solve, internet, social media, online, risky, gaming, safe, unsafe, private messaging (pm), direct messaging (dm), global, communication, fair trade, inequality, food journey, climate, transport, exploitation, rights, needs, wants, justice, united nations, equality, deprivation, hardship, appreciation, gratitude, celebrate.	changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum / ova, womb / uterus, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy.
Lesson 1	LO: To value myself and know how to make someone else feel welcome and valued <u>Vocabulary</u> welcome valued achievements proud	LO: To understand that everybody's family is different and important to them <u>Vocabulary</u> family loving caring	LO: To respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) <u>Vocabulary</u> perseverance challenges	LO: To set myself a fitness challenge <u>Vocabulary</u> oxygen energy calories/ kilojoules	LO: To describe how taking some responsibility in my family makes me feel <u>Vocabulary</u> men women	LO: To express how I feel when I see babies or baby/animals <u>Vocabulary</u> changes birth animals

	<p>pleased</p> <p>personal goal</p> <p>praise</p> <p>acknowledge</p> <p>affirm</p>	<p>safe</p> <p>connected</p> <p>difference</p> <p>special</p>	<p>success</p> <p>obstacles</p> <p>dreams</p> <p>goals</p>	<p>heartbeat</p> <p>lungs</p> <p>heart</p> <p>fitness</p>	<p>male</p> <p>female</p> <p>unisex</p> <p>role</p> <p>job</p> <p>responsibilities</p> <p>differences</p> <p>similarities</p> <p>respect</p> <p>stereotype</p>	<p>babies</p> <p>mother</p> <p>growing up</p>
Lesson 2	<p>LO: To face new challenges positively, make responsible choices and ask for help when I need it</p> <p><u>Vocabulary</u></p> <p>emotions</p> <p>feelings</p> <p>nightmare</p> <p>fears</p> <p>worries</p> <p>solutions</p> <p>support</p>	<p>LO: To know how to calm myself down and can use the 'Solve it together' technique</p> <p><u>Vocabulary</u></p> <p>family</p> <p>conflict</p> <p>solve it together</p> <p>solutions</p> <p>resolve</p>	<p>LO: To identify a dream/ambition that is important to me</p> <p><u>Vocabulary</u></p> <p>dreams</p> <p>goals</p> <p>ambitions</p> <p>future</p> <p>aspirations</p>	<p>LO: To know what it feels like to make a healthy choice</p> <p><u>Vocabulary</u></p> <p>energy</p> <p>calories</p> <p>kilojoules</p> <p>labels</p> <p>sugar</p> <p>fat</p> <p>saturated fat</p>	<p>LO: To know how to negotiate in conflict situations to try to find a win-win solution</p> <p><u>Vocabulary</u></p> <p>conflict</p> <p>solution</p> <p>problem solving</p> <p>friendship</p> <p>win-win</p>	<p>LO: To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow</p> <p><u>Vocabulary</u></p> <p>baby</p> <p>grow</p> <p>uterus</p> <p>womb</p> <p>nutrients</p> <p>survive</p> <p>love</p> <p>affection</p> <p>care</p>
Lesson 3	<p>LO: To understand why rules are needed and how they relate to rights and responsibilities</p> <p><u>Vocabulary</u></p> <p>Rights</p> <p>Responsibilities</p> <p>Learning Charter</p> <p>Nightmare</p> <p>Dream</p>	<p>LO: To know some ways of helping to make someone who is bullied feel better</p> <p><u>Vocabulary</u></p> <p>Witness</p> <p>Bystander</p> <p>Bullying</p> <p>Gay</p> <p>Unkind</p> <p>Feelings</p> <p>Tell</p>	<p>LO: To break down a goal into a number of steps and know how others could help me to achieve it</p> <p><u>Vocabulary</u></p> <p>Garden</p> <p>Decoration</p> <p>Dream</p> <p>Goal</p> <p>Team work</p> <p>Enterprise</p> <p>Design</p>	<p>LO: To identify how I feel towards drugs</p> <p><u>Vocabulary</u></p> <p>Healthy</p> <p>Drugs</p> <p>Attitude</p>	<p>LO: To know and use some strategies for keeping myself safe online</p> <p><u>Vocabulary</u></p> <p>Safe</p> <p>Unsafe</p> <p>Risky</p> <p>Internet</p> <p>Social media</p> <p>Private Messaging (PM)</p> <p>Gaming</p>	<p>LO: To recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p><u>Vocabulary</u></p> <p>change</p> <p>puberty</p> <p>control</p>

			Cooperation			
Lesson 4	<p>LO: To understand that my behaviour brings</p> <p><u>Vocabulary</u></p> <p>behaviour rewards consequences actions feelings rights responsibilities fairness choices</p>	<p>LO: To problem-solve a bullying situation with others</p> <p><u>Vocabulary</u></p> <p>witness bystander bullying gay unkind feelings tell</p>	<p>LO: To be motivated and enthusiastic about achieving our new challenge</p> <p><u>Vocabulary</u></p> <p>challenge product team work cooperation strengths motivated enthusiastic excited efficient responsible</p>	<p>LO: To express how being anxious or scared feels</p> <p><u>Vocabulary</u></p> <p>safe anxious scared strategy advice dangerous emergency emergency services ambulance fire engine police car coastguard helicopter</p>	<p>LO: To explain how some of the actions and work of people around the world help and influence my life</p> <p><u>Vocabulary</u></p> <p>global communications transport interconnected food journeys climate trade inequality</p>	<p>LO: To recognise how I feel about these changes happening to me and how to cope with these feelings</p> <p><u>Vocabulary</u></p> <p>puberty male female testicles sperm penis ovaries egg ovum/ ova womb/ uterus vagina</p>
Lesson 5	<p>LO: To make responsible choices and take action</p> <p><u>Vocabulary</u></p> <p>co-operate rights responsibilities rewards consequences choices learning charter challenge group dynamics team work</p>	<p>LO: To recognise that some words are used in hurtful ways</p> <p><u>Vocabulary</u></p> <p>consequences hurtful solve it together gay</p>	<p>LO: To recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p><u>Vocabulary</u></p> <p>obstacles frustration 'solve it together' technique solution team work</p>	<p>LO: To identify when something feels safe or unsafe</p> <p><u>Vocabulary</u></p> <p>safe harmful risk feelings</p>	<p>LO: To understand how my needs and rights are shared by children around the world and to identify how our lives may be different</p> <p><u>Vocabulary</u></p> <p>needs wants rights deprivation united nations equality justice</p>	<p>LO: To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p><u>Vocabulary</u></p> <p><i>Stereotypes</i> task roles challenge</p>
Lesson 6	<p>LO: To understand my actions affect others and try to see things from their points of view</p> <p><u>Vocabulary</u></p>	<p>LO: To give and receive compliments and know how this feels</p> <p><u>Vocabulary</u></p>	<p>LO: To evaluate my own learning process and identify how it can be better next time</p> <p><u>Vocabulary</u></p>	<p>LO: To respect my body and appreciate what it does for me</p> <p><u>Vocabulary</u></p>	<p>LO: To know how to express my appreciation to my friends and family</p> <p><u>Vocabulary</u></p>	<p>LO: To Please teach me to... identify what I am looking forward to when I move to my next class</p>

	learning charter actions view point ideal school belong	compliment special unique difference similarity	review learning strengths success self-review celebrate evaluate	complex appreciate body healthy safe choice risk	happiness celebrating relationships friendship family thank you appreciation	<u>Vocabulary</u> change looking forward excited nervous anxious happy
Skills/knowledge progression/terms	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Know that the school has a shared set of values <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • 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 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do <ul style="list-style-type: none"> • Know that some words are used in hurtful ways and that this can have consequences <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied <ul style="list-style-type: none"> • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles <ul style="list-style-type: none"> • Know how to evaluate their own learning progress and identify how it can be better next time <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family

				<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do 	<ul style="list-style-type: none"> • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about
PSHE Enquiry Questions:	<ul style="list-style-type: none"> • What would your 'nightmare school' look, sound and feel like? • What would your 'dream school' look, sound and feel like? • What are emotions? Can you name some different ones? • Can you give some examples of positive (helpful) choices that could lead to a reward? • Why is making someone feel welcome an important skill? 	<ul style="list-style-type: none"> • What is the 'Solve it together' technique? How can it help solve a disagreement between two people? • What is a bystander in a bullying situation? (A bystander is a witness not directly involved). • How could a bystander make a bullying situation worse or better? • What types of bullying do you know about? • Where can someone get help if they were being bullied or witnessed bullying? • How does it feel to give and receive a compliment? 	<ul style="list-style-type: none"> • Can you tell me about someone who overcame an obstacle to achieve their goal. • What ambition is important to you? • What can you do if something is difficult? • How does it feel to be stuck? • How can I help you to achieve your goal? • What might it feel like when you achieve your goal? • Describe how it felt when you achieved your goal? <ul style="list-style-type: none"> • How can you use this feeling the next time you are stuck? 	<ul style="list-style-type: none"> • How does exercise affect your body? • What do your heart and lungs do? • What drugs do you know about? How do you feel about drugs? • Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these? • Can you tell me about a time when you felt unsafe? • Can we talk about how we keep each other safe in our family? • Can we share a Calm me time to feel peaceful together? • Shall we try an exercise session together? 	<ul style="list-style-type: none"> • What jobs do I / mummy / daddy do around the house? • What makes a good friend? • Can you tell me about a time when you were really good at sharing / taking turns /listening? • How can you stay safe online? What should our rules be? • What would you do if you saw or heard something online that made you feel worried? • What rights do children have? • How could we use the Solve-it-together technique at home? 	<ul style="list-style-type: none"> • Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? • Can we talk about some of the changes that are going to happen to you as you grow up? • How do you feel about these changes? • Do you have any questions about the changes that are going to happen to you as you grow up?
End of topic expectations:	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Setting personal goals Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices Seeing things from others' perspectives 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Families and their differences - Family conflict and how to manage it (child-centred) - Witnessing bullying and how to solve it - Recognising how words can be hurtful Giving and receiving compliments 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Difficult challenges and achieving success - Dreams and ambitions New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs Keeping safe and why it's important online and off line scenarios - Respect for myself and others 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Family roles and responsibilities - Friendship and negotiation - Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others - Awareness of how other children have different lives 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - How babies grow - Understanding a baby's needs - Outside body changes Inside body changes Family stereotypes - Challenging my ideas - Preparing for transition

			<ul style="list-style-type: none"> - Managing feelings Simple budgeting 	<ul style="list-style-type: none"> - Healthy and safe choices 	<ul style="list-style-type: none"> - Expressing appreciation for family and friends 	
National Curriculum Focus (End of Key Stage Attainment Targets) Key-Y2 NC-Focus	<u>NC Reference:</u> <ul style="list-style-type: none"> - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	<u>NC Reference:</u> <ul style="list-style-type: none"> - the conventions of courtesy and manners. - the importance of self-respect and how this links to their own happiness. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

Year 4 topic: 8-9	<u>Autumn 1- Being Me In My World</u>	<u>Autumn 2 Celebrating Difference</u>	<u>Spring 1 Dreams and Goals</u>	<u>Spring 2 – Healthy Me</u>	<u>Summer 1 – Relationships</u>	<u>Summer 2 – Changing Me</u>
Unit overview	In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed	In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.	Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative	In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

					feelings or they are unsafe. Children are taught that relationship endings can be amicable.	
During this unit you will explore the following British Values:	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Prior knowledge:	In year 3 you would have learnt to: - explain how my behaviour can affect how others feel and behave. - explain why it is important to have rules and how that helps me and others in my class learn. - explain why it is important to feel valued	In year 3 you would have learnt to: - describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. - tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	In year 3 you would have learnt to: - explain the different ways that help me learn and what I need to do to improve. - show I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	In year 3 you would have learnt to: - identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. - express how being anxious/ scared and unwell feels.	In year 3 you would have learnt to: - explain how my life is influenced positively by people I know and also by people from other countries. - explain why my choices might affect my family, friendships and people around the world who I don't know.	In year 3 you would have learnt to: -explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. - recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
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).	character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, special, unique, physical features, impression, changed	<i>dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, cooperation, success, celebrate, evaluate.</i>	<i>friendship, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong.</i>	<i>relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, appreciation, love.</i>	<i>personal, unique, characteristics, parents, sperm, egg / ovum, penis, testicles, vagina / vulva, womb / uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy.</i>
Lesson 1	LO: To know my attitudes and actions make a difference to the class team <u>Vocabulary</u> Included excluded welcome valued team charter	LO: To try to accept people for who they are <u>Vocabulary</u> character assumption judgement surprised different appearance accept	LO: To tell you about some of my hopes and dreams <u>Vocabulary</u> dream hope goal determination perseverance	LO: To identify the feelings I have about my friends and my different friendship groups <u>Vocabulary</u> friendships emotions healthy relationships friendship groups	LO: To identify feelings associated with jealousy and suggest strategies to problem-solve when this happens <u>Vocabulary</u> relationship close jealousy problem-solve	LO: To appreciate that I am a truly unique human being <u>Vocabulary</u> personal unique characteristics parents

			resilience positive attitude	value	emotions positive negative	
Lesson 2	LO: To understand who is in my school community, the roles they play and how I fit in <u>Vocabulary</u> role job description school community responsibility	LO: To understand what influences me to make assumptions based on how people look <u>Vocabulary</u> assumption influence appearance opinion attitude judgement	LO: To know how disappointment feels and identify when I have felt that way <u>Vocabulary</u> dreams goals hopes disappointment fears hurt resilience	LO: To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations <u>Vocabulary</u> friendship groups roles leader follower assertive agree / disagree	LO: To identify someone I love and express why they are special to me <u>Vocabulary</u> loss strategy shock disbelief numb denial anger guilt sadness pain despair hopelessness relief acceptance depression	LO: To understand that having a baby is a personal choice and express how I feel about having children when I am an adult <u>Vocabulary</u> sperm egg/ ovum penis testicles vagina/ vulva womb/ uterus ovaries making love having sex sexual intercourse fertilise conception
Lesson 3	LO: To understand how democracy works through the school council/in this school <u>Vocabulary</u> rights responsibilities democracy	LO: To know how it might feel to be a witness to and a target of bullying <u>Vocabulary</u> bullying friend secret deliberate on purpose bystander witness	LO: To know how to cope with disappointment and help others cope with theirs <u>Vocabulary</u> positive experiences hopes dreams disappointment hurt goals plans	LO: To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke <u>Vocabulary</u> smoking vaping pressure peers guilt advice	LO: To tell you about someone I know that I no longer see <u>Vocabulary</u> souvenir memento memorial loss memories special remember	LO: To know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty <u>Vocabulary</u> puberty menstruation periods

			cope help resilience			
Lesson 4	LO: To understand how rewards and consequences motivate people's behaviour <u>Vocabulary</u> reward consequence democratic	LO: To tell you why witnesses sometimes join in with bullying and sometimes don't tell <u>Vocabulary</u> witness bystander bully problem solve cyber bullying text message website troll	LO: To know how to make a new plan and set new goals even if I have been disappointed <u>Vocabulary</u> resilience self-belief motivation perseverance determination goal dream commitment	LO: To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol <u>Vocabulary</u> alcohol liver disease	LO: To know how to stand up for myself and how to negotiate and compromise <u>Vocabulary</u> friendships negotiate compromise trust loyalty anger betrayal empathy	LO: I am confident enough to try to make changes when I think they will benefit me <u>Vocabulary</u> circle seasons change control
Lesson 5	LO: To take on a role in a group and contribute to the overall outcome <u>Vocabulary</u> decisions rights responsibilities voting democracy authority learning charter role contribution observer	LO: To identify what is special about me and to value the ways in which I am unique <u>Vocabulary</u> special unique different characteristics physical features	LO: To know how to work out the steps to take to achieve a goal, and do this successfully as part of a group <u>Vocabulary</u> goal team work enterprise design cooperation	LO: To identify feelings of anxiety and fear associated with peer pressure <u>Vocabulary</u> pressure peers anxiety fear	LO: To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older <u>Vocabulary</u> boyfriend girlfriend attraction pressure personal comfortable	LO: To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively <u>Vocabulary</u> range of emotions - see emotions card resource control change acceptance
Lesson 6	LO: To understand why our school community benefits from a Learning Charter and can help others to follow it <u>Vocabulary</u> decisions choices	LO: To tell you a time when my first impression of someone changed when I got to know them <u>Vocabulary</u> impression	LO: To identify the contributions made by myself and others to the group's achievement <u>Vocabulary</u> resilience	LO: To know myself well enough to have a clear picture of what I believe is right and wrong <u>Vocabulary</u> believe	LO: To know that I can love and be loved <u>Vocabulary</u> special	LO: To identify what I am looking forward to when I move to a new class <u>Vocabulary</u> Change looking forward

	democracy un convention on rights of child learning charter	changed judgement assumption influence special different accept	positive attitude review disappointment learning strengths success celebrate evaluate	assertive opinion right wrong	love appreciation symbol care	excited nervous anxious happy
Skills/knowledge progression/stems	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • 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 <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • 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 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <p>Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers,</p> <p>Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p> <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe <p>Social and Emotional Skills</p>	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of

	<ul style="list-style-type: none"> • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • Be non-judgemental about others who are different 	<ul style="list-style-type: none"> • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Can tap into their inner strength and knowhow to be assertive 	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate 	<p>different emotions</p> <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change
<p>PSHE Enquiry Questions:</p>	<ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? 	<ul style="list-style-type: none"> • What is an assumption? Are assumptions always right? • What can influence us to make an unfair judgement about someone else? • Is social media always helpful? • What's good/ bad about social media? • What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? • Are stereotypes fair? • Do you know any rules for staying safe with technology? • What could you do if you were worried about something online 	<ul style="list-style-type: none"> • What are your hopes and dreams? • Can you tell me about a time that one of your dreams didn't come true? • What can we do when we feel disappointed? • What is resilience? • Describe how it felt when you achieved your goal? • Can I tell you what my dreams and goals were when I was your age? • How can you use this feeling the next time you are stuck? 	<ul style="list-style-type: none"> • Who are your friends? How do they make you feel? • Which groups do you spend time with? How do you feel when you are with the different groups? • Can you tell me about a time when you were the leader / follower in the group? • How can smoking affect people's health? • How can drinking affect people's health? • What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • How can you build your inner strength? • Does Calm me time help you feel stronger inside? 	<ul style="list-style-type: none"> • Can you tell me about a time when you felt jealous? Did it affect how you behaved? • Can we tell each other about the people we love? • Do you miss seeing anyone? • Who could we make a memory box for? • Have you ever fallen out with any of your friends? What happened? How did you resolve it? • Do you have any friends that you fall out with a lot? 	<ul style="list-style-type: none"> • Which of your characteristics did you get from your birth parents? • Do you have any questions about the changes that happen to a girl when they grow up? • Do you have any questions about how babies are made? • How do you feel about the changes that will happen to you as you grow?

End of topic expectations:	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Being part of a class team - Being a school citizen - Rights, responsibilities and democracy (school council) - Rewards and consequences - Group decision-making - Having a voice - What motivates behaviour 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Challenging assumptions - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying <p>Problem-solving Identifying how special and unique everyone is First impressions</p>	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Healthier friendships - Group dynamics - Smoking - Alcohol - Assertiveness - Peer pressure - Celebrating inner strength 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Jealousy - Love and loss - Memories of loved ones - Getting on and Falling Out - Girlfriends and boyfriends - Showing appreciation to people and animals 	<u>By the end of the unit PSHE warriors can talk confidently about:</u> <ul style="list-style-type: none"> - Being unique - Having a baby - Girls and puberty - Confidence in change - Accepting change - Preparing for transition Environmental change
National Curriculum Focus (End of Key Stage Attainment Targets) Key-Y2 NC-Focus	<u>NC Reference:</u> <ul style="list-style-type: none"> - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - that 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. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<u>NC Reference:</u> <ul style="list-style-type: none"> - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
Year 5 topic: 9-10	<u>Autumn 1- Being Me In My World</u>	<u>Autumn 2 Celebrating Difference</u>	<u>Spring 1 Dreams and Goals</u>	<u>Spring 2 – Healthy Me</u>	<u>Summer 1 –PSHE Unit 5</u>	<u>Summer 2 – Changing Me</u>
Unit overview:	<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>In this Puzzle (unit) the class explores culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not use bullying behaviours. The class talks about happiness regardless of material wealth and respecting other people's cultures.</p>	<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p>In this Puzzle the class looks at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and</p>	<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a</p>

					emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.	baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.
During this unit you will explore the following British Values:	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
Prior knowledge	In year 4 you would have learnt to: -explain why being listened to and listening to others is important in my school community. - explain why being democratic is important and can help me and others feel valued	In year 4 you would have learnt to: - tell a time when my first impression of someone changed as I got to know them. - also explain why bullying might be difficult to spot and what to do about it if I'm not sure. - explain why it is good to accept myself and others for who we are.	In year 4 you have learnt to: -plan and set new goals even after a disappointment. - explain what it means to be resilient and to have a positive attitude.	In year 4 you have learnt to: - recognise when people are putting me under pressure and can explain ways to resist this when I want to. - identify feelings of anxiety and fear associated with peer pressure.	In year 4 you have learnt to: - recognise how people are feeling when they miss a special person or animal. - give ways that might help me manage my feelings when missing a special person or animal.	In year 4 you have learnt to: - summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. - explain some of the choices I might make in the future and some of the choices that I have no control over. - offer some suggestions about how I might manage my feelings when changes happen
Key vocabulary:	goals, worries, fears, value, welcome, choice, Ghana, west Africa, cocoa plantation, cocoa pods, machete, 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.	culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem solving, indirect, direct, happiness, developing world, celebration, artefacts, display, presentation.	dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, cooperation, difference.	choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, media, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, debate, opinion, fact, motivation.	personal attributes, qualities, characteristics, self-esteem, unique, comparison, negative self-talk, social media, online, community, risky, positive, negative, safe, unsafe, rights, responsibilities, social network, gaming, violence, grooming, troll, gambling, betting, trustworthy, appropriate, screen time, physical health, mental health, off-line, social, peer pressure, influences, personal	body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin,

					information, passwords, privacy, settings, profile, smart rules.	epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual intercourse, making love, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights.
Lesson 1	LO: To know what I value most about my school and can identify my hopes for this school year <u>Vocabulary</u> education appreciation opportunities goals motivation vision hopes challenge	LO: To understand that cultural differences sometimes cause conflict <u>Vocabulary</u> culture conflict difference similarity belong culture wheel	LO: To identify what I would like my life to be like when I am grown up <u>Vocabulary</u> dream hope goal feeling achievement money grown up adult lifestyle	LO: To know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart <u>Vocabulary</u> choices healthy behaviour unhealthy behaviour informed decision pressure media	LO: To have an accurate picture of who I am as a person in terms of my characteristics and personal qualities <u>Vocabulary</u> characteristics personal qualities attributes self-esteem	LO: To be aware of my own self-image and how my body image fits into that <u>Vocabulary</u> self self-image body image self-esteem perception characteristics aspects affirmation
Lesson 2	LO: To understand my rights and responsibilities as a citizen of my country <u>Vocabulary</u> rights responsibilities citizen denied empathise refugee persecution conflict	LO: To understand what racism is <u>Vocabulary</u> racism colour race discrimination culture ribbon	LO: To appreciate the contributions made by people in different jobs <u>Vocabulary</u> job career profession money salary contribution society	LO: To know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart <u>Vocabulary</u> choices healthy behaviour unhealthy behaviour informed decision pressure media influence	LO: To understand that belonging to an online community can have positive and negative consequences <u>Vocabulary</u> responsibility/being responsible age-limit	LO: To understand that puberty is a natural process that happens to everybody and that it will be OK for me <u>Vocabulary</u> puberty menstruation periods sanitary towels sanitary pads tampons ovary/ ovaries vagina oestrogen

	asylum migrant					vulva womb/uterus
Lesson 3	LO: To understand my rights and responsibilities as a citizen of my country and a member of my school <u>Vocabulary</u> rights wealth poverty responsibilities prejudice citizen privilege deprive	LO: To understand how rumour-spreading and name-calling can be bullying behaviour <u>Vocabulary</u> bullying rumour name-calling racist homophobic cyber bullying texting problem-solving	LO: To identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it <u>Vocabulary</u> dream hope job career goal determination perseverance motivation	LO: To know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations <u>Vocabulary</u> EMERGENCY PROCEDURE RECOVERY POSITION CALM LEVEL-HEADED	LO: To understand there are rights and responsibilities in an online community or social network <u>Vocabulary</u> social network community online off line responsibility rights risky	LO: To describe how boys' and girls' bodies change during puberty <u>Vocabulary</u> vocabulary puberty sperm semen testicles/testes erection ejaculation wet dream larynx facial hair growth spurt hormones
Lesson 4	LO: To understand that my actions affect me and others <u>Vocabulary</u> rights responsibilities rewards consequences choices learning charter	LO: To explain the difference between direct and indirect types of bullying <u>Vocabulary</u> bullying indirect direct cyber bullying texting	LO: To describe the dreams and goals of young people in a culture different to mine <u>Vocabulary</u> dream hope goal aspiration culture country	LO: To understand how the media, social media and celebrity culture promotes certain body types <u>Vocabulary</u> body image media social media celebrity altered self-respect comparison	LO: To know there are rights and responsibilities when playing a game online <u>Vocabulary</u> age-limit community violence appropriate grooming trolled gambling/ betting trustworthy responsibility rights risky	LO: To appreciate how amazing it is that human bodies can reproduce in these ways <u>Vocabulary</u> relationships conception making love sexual intercourse fallopian tube fertilisation pregnancy embryo umbilical cord contraception fertility treatment (ivf)
Lesson 5	LO: To understand how an individual's behaviour can impact on a group	LO: To compare my life with people in the developing world	LO: To appreciate the similarities and differences in aspirations between myself and young people in a different culture	LO: To describe the different roles food can play in people's lives and can explain how people can develop eating	LO: To recognise when I am spending too much time using devices (screen time)	LO: To be confident that I can cope with the changes that growing up will bring

	<p><u>Vocabulary</u></p> <p>rights</p> <p>responsibilities</p> <p>rewards</p> <p>consequences</p> <p>cooperation</p> <p>collaboration</p>	<p><u>Vocabulary</u></p> <p>happiness</p> <p>difference</p> <p>culture</p> <p>similarity</p> <p>continuum</p> <p>developing world</p> <p>racism</p> <p>discrimination</p> <p>direct and indirect bullying</p>	<p><u>Vocabulary</u></p> <p>aspiration</p> <p>dream</p> <p>goal</p> <p>culture</p> <p>sponsorship</p> <p>communication</p>	<p>problems (disorders) relating to body image pressures</p> <p><u>Vocabulary</u></p> <p>body image</p> <p>eating problem</p> <p>eating disorder</p> <p>respect</p> <p>pressure</p>	<p><u>Vocabulary</u></p> <p>devices</p> <p>screen time</p> <p>social</p> <p>off line</p> <p>mental health</p> <p>physical health</p>	<p><u>Vocabulary</u></p> <p>Teenager</p> <p>££</p>
<p>Lesson 6</p>	<p>LO: To understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p><u>Vocabulary</u></p> <p>learning charter</p> <p>collaboration</p> <p>participation</p> <p>motivation</p> <p>rights</p> <p>responsibilities</p> <p>rewards</p> <p>consequences</p>	<p>LO: To respect my own and other people's cultures</p> <p><u>Vocabulary</u></p> <p>culture</p> <p>celebration</p> <p>artefacts</p> <p>display</p> <p>presentation</p>	<p>LO: To understand why I am motivated to make a positive contribution to supporting others</p> <p><u>Vocabulary</u></p> <p>support</p> <p>rallying</p> <p>sponsorship</p> <p>team work</p> <p>cooperation</p> <p>difference</p> <p>dream</p> <p>goal</p> <p>motivation</p> <p>aspiration</p>	<p>LO: To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p> <p><u>Vocabulary</u></p> <p>debate</p> <p>opinion</p> <p>fact</p> <p>choices</p> <p>healthy lifestyle</p> <p>motivation</p>	<p>LO: To explain how to stay safe when using technology to communicate with my friends</p> <p><u>Vocabulary</u></p> <p>personal information</p> <p>safe</p> <p>online</p> <p>choices</p> <p>vulnerable</p> <p>risk</p> <p>grooming</p> <p>rights</p> <p>responsibilities</p>	<p>LO: To identify what I am looking forward to when I move to my next class</p> <p><u>Vocabulary</u></p> <p>change</p> <p>hope</p> <p>manage</p> <p>cope</p> <p>opportunities</p> <p>emotions</p> <p>fear</p> <p>excitement</p> <p>anxious</p>
<p>Skills/knowledge progression/stems</p>	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • 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 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • 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 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception

	<ul style="list-style-type: none"> • 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 <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • 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 • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • 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 <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied • Appreciate the value of happiness regardless of material wealth • Develop respect for cultures different from their own 	<ul style="list-style-type: none"> • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Appreciate the opportunities learning and education can give them • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can reflect on their own body image and know how important it is that this is positive • Accept and respect themselves for who they are • Respect and value their own bodies • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self- image and body-image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult
<p>PSHE Enquiry</p>	<ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs 	<p>What is our culture?</p> <ul style="list-style-type: none"> • Can people with different cultures be friends? 	<ul style="list-style-type: none"> • What are your dreams and goals? • Why might you need money to help you achieve your dreams and goals? 	<ul style="list-style-type: none"> • What are the risks of smoking / misusing alcohol? 	<ul style="list-style-type: none"> • What online games do you like to play? Who do you play them with? 	<ul style="list-style-type: none"> • Can you tell me how you feel about yourself?

<p>Questions:</p>	<p>well? Does everyone have a role in school?</p> <ul style="list-style-type: none"> • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have that can help a team work well together? 	<ul style="list-style-type: none"> • How can differences in culture cause conflict? • What is racism? • Why is racism unfair? • What are your feelings about racism? • How can bullying affect how a person feels about themselves? Is this fair? • Is money more important than happiness? • What can we do to help people who are less fortunate than us? 	<ul style="list-style-type: none"> • What jobs are you interested in doing when you are a grown-up? • How much do each of these jobs pay? • Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own? • Shall I share with you what my dreams and goals were when I was at school? • What are the differences and similarities between you and someone from a different culture? 	<ul style="list-style-type: none"> • What emergency procedures have you learnt? • How do you contact the police / ambulance service / fire department? • Why do some people have eating problems? • Can you tell me about a time when someone tried to make you do something you didn't want to? • What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • What do you enjoy about how we try to keep healthy in our family? • Are there ways we could be healthier? 	<ul style="list-style-type: none"> • Do you ever talk to people you don't know online? • How do you know if people you talk to online are really who they say they are? • What would you do if you saw or heard something online that made you feel uncomfortable? • How much screen time do you think you should have every day? • How shall we spend some special family time? 	<ul style="list-style-type: none"> • What can people do if they don't feel great • about themselves? Can I share with you how I see you and how I care about you? • Do you have any worries about puberty? • Do you have any questions about puberty? • Do you have any questions that you'd like to ask me about how babies are conceived? • What do you think it will be like when you are a teenager? • What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? • What do you enjoy about being your age now?
<p>End of topic expectations:</p>	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Future dreams - The importance of money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Self-recognition and self-worth - Building self-esteem - Safer online communities - Rights and responsibilities online - Online gaming and gambling - Reducing screen time - Dangers of online grooming SMARRT internet safety rules 	<p><u>By the end of the unit PSHE warriors can talk confidently about:</u></p> <ul style="list-style-type: none"> - Self- and body image - Influence of online and media on body image - Puberty for girls - Puberty for boys - Conception (including IVF) - Growing responsibility - Coping with change - Preparing for transition
<p>National Curriculum Focus</p> <p>(End of Key Stage Attainment Targets)</p>	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	<p><u>NC Reference:</u></p> <ul style="list-style-type: none"> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources

				- how information and data is shared and used online.		
Year 6 topic: 10-11	<u>Autumn 1- Being Me In My World</u>	<u>Autumn 2</u> Celebrating Difference	<u>Spring 1</u> Dreams and Goals	<u>Spring 2 –</u> Healthy Me	<u>Summer 1 –</u> Relationships	<u>Summer 2 –</u> Changing Me
Unit overview	In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.	In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.	In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.	In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.	In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.
During this unit you will explore the following British Values:	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs

<p>Prior knowledge:</p>	<p>In year 5 you have learnt to:</p> <ul style="list-style-type: none"> - 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. - explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<p>In year 5 you have learnt to:</p> <ul style="list-style-type: none"> - 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. - explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour 	<p>In year 5 you have learnt to:</p> <ul style="list-style-type: none"> - compare my hopes and dreams with those of young people from different cultures. - reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<p>In year 5 you have learnt to:</p> <ul style="list-style-type: none"> - explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. - summarise different ways that I respect and value my body. 	<p>In year 5 you have learnt to:</p> <ul style="list-style-type: none"> - compare different types of friendships and the feelings associated with them. - also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. - apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<p>In year 5 you have learnt to:</p> <ul style="list-style-type: none"> - explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. - also summarise the process of conception. - express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.
<p>Key vocabulary:</p>	<p>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.</p>	<p>normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, harassment, bullying, bullying behaviour, direct, indirect, argument, recipient, para-Olympian, achievement, accolade, perseverance, sport, admiration, stamina, celebration, conflict.</p>	<p>dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, feeling, success, criteria, learning steps, money, global issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition.</p>	<p>responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over-the-counter, restricted, illegal, volatile substances, 'legal highs', exploited, vulnerable, criminal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional</p> <p>health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure.</p>	<p>mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure,</p> <p>influences, self-control, real / fake, true / untrue, assertiveness, judgement, communication, technology, power, cyber-bullying, abuse, safety.</p>	<p>body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health,</p> <p>uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, adam's apple, scrotum, genitals,</p> <p>hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, having sex, sexual</p> <p>intercourse, making love, embryo, umbilical cord, ivf, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon,</p> <p>pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, responsibilities,</p> <p>attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>

Lesson 1	<p>LO: To identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p><u>Vocabulary</u></p> <p>goals worries fears value welcome</p>	<p>LO: To understand there are different perceptions about what the term normal means</p> <p><u>Vocabulary</u></p> <p>normal ability disability visual impairment empathy perception medication vision blind</p>	<p>LO: To know my learning strengths and set challenging and realistic goals for myself (e.g. one in-school goal and one out-of-school goal)</p> <p><u>Vocabulary</u></p> <p>dream hope goal learning strengths stretch achievement personal realistic unrealistic</p>	<p>LO: To take responsibility for my health and make choices that benefit my health and well-being</p> <p><u>Vocabulary</u></p> <p>responsibility choice immunisation prevention</p>	<p>LO: To know that it is important to take care of my mental health</p> <p><u>Vocabulary</u></p> <p>mental health ashamed stigma stress anxiety support</p>	<p>LO: To be aware of my own self-image and how my body image fits into that.</p> <p><u>Vocabulary</u></p> <p>self-image self-esteem real self celebrity</p>
Lesson 2	<p>LO:TO know that there are universal rights for all children but for many children these rights are not met</p> <p><u>Vocabulary</u></p> <p>choice Ghana west Africa cocoa plantation cocoa pods machete rights community education</p>	<p>LO:TO understand how being different could affect someone's life</p> <p><u>Vocabulary</u></p> <p>male female diversity transgender gender diversity courage fairness rights responsibilities</p>	<p>LO:TO work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p><u>Vocabulary</u></p> <p>dream hope goal feeling achievement success criteria learning steps</p>	<p>LO:TO know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p><u>Vocabulary</u></p> <p>drugs effects motivation prescribed unrestricted over-the-counter restricted illegal volatile substances synthetic highs new psychoactive substances</p>	<p>LO: To understand how to solve friendship problems when they occur</p> <p><u>Vocabulary</u></p> <p>mental health worried signs stress anxiety warning support self-harm</p>	<p>LO:TO explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p><u>Vocabulary</u></p> <p>opportunities freedoms responsibilities puberty vocabulary as represented on the flash cards</p>
Lesson 3	<p>LO:TO understand that my actions affect other people locally and globally</p> <p><u>Vocabulary</u></p> <p>wants</p>	<p>LO:TO explain some of the ways in which one person or a group can have power over another</p> <p><u>Vocabulary</u></p> <p>power</p>	<p>LO:TO identify problems in the world that concern me and talk to other people about them</p> <p><u>Vocabulary</u></p> <p>dream</p>	<p>LO:TO understand that some people can be exploited and made to do things that are against the law</p> <p><u>Vocabulary</u></p> <p>exploited</p>	<p>LO:TO understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p><u>Vocabulary</u></p>	<p>LO:TO describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p><u>Vocabulary</u></p>

	needs Maslow empathy comparison opportunities education	struggle imbalance control harassment bullying	hope goal feeling achievement money global issue suffering concern hardship	vulnerable drugs criminal illegal gangs	emotions feelings sadness loss grief denial despair guilt shock hopelessness anger acceptance bereavement coping strategy	pregnancy embryo foetus placenta umbilical cord labour contractions cervix midwife
Lesson 4	LO:TO 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 <u>Vocabulary</u> choices behaviour rights responsibilities rewards consequences empathise learning charter obstacles	LO:TO know some of the reasons why people use bullying behaviours <u>Vocabulary</u> bullying behaviour direct indirect argument recipient	LO:TO work with other people to help make the world a better place <u>Vocabulary</u> dream hope goal achievement money sponsorship suffering hardship empathy motivation	LO:TO know why some people join gangs and the risks this involves <u>Vocabulary</u> gang pressure strategies reputation anti-social behaviour crime illegal	LO: To demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control <u>Vocabulary</u> power control authority bullying script assertive strategies	LO: I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend <u>Vocabulary</u> attraction relationship pressure love sexting

Lesson 5	<p>LO:TO understand how an individual's behaviour can impact on a group</p> <p><u>Vocabulary</u> rights responsibilities rewards consequences cooperation collaboration legal illegal lawful</p>	<p>LO:TO give examples of people with disabilities who lead amazing lives</p> <p><u>Vocabulary</u> Para Olympian achievement accolade disability sport perseverance admiration stamina</p>	<p>LO:TO describe some ways in which I can work with other people to help make the world a better place</p> <p><u>Vocabulary</u> dream hope goal achievement money sponsorship suffering hardship empathy motivation</p>	<p>LO:TO understand what it means to be emotionally well and explore people's attitudes towards mental health/illness</p> <p><u>Vocabulary</u> mental health emotional health mental illness symptoms</p>	<p>LO: To understand and offer any advice about how to deal with the pressures and influences online using the SMARTT rules.</p> <p><u>Vocabulary</u> risks pressure influences self-control real/fake true/untrue assertiveness judgement</p>	<p>LO:TO be aware of the importance of a positive self-esteem and what I can do to develop it</p> <p><u>Vocabulary</u> self-esteem negative body-talk choice feelings/emotions challenge mental health</p>
Lesson 6	<p>LO:TO understand how democracy and having a voice benefits the school community</p> <p><u>Vocabulary</u> laws learning charter collaboration participation motivation rights responsibilities rewards consequences democracy decision Proud</p>	<p>LO:TO explain ways in which difference can be a source of conflict and a cause for celebration</p> <p><u>Vocabulary</u> celebration difference conflict</p>	<p>LO:TO know what some people in my class like or admire about me and to accept their praise</p> <p><u>Vocabulary</u> admire respect achievement praise compliment contribution recognition</p>	<p>LO:TO recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse</p> <p><u>Vocabulary</u> stress triggers strategies managing stress pressure</p>	<p>LO: To create a powerpoint showing the rapid changes in internet safety past and present</p> <p><u>Vocabulary</u> communication technology power control cyberbullying abuse safety</p>	<p>LO:TO identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</p> <p><u>Vocabulary</u> transition secondary looking forward journey worries anxiety hopes excitement</p>
Skills/knowledge progression/stems	<p>Pupils will:</p> <p><u>Key knowledge:</u></p>	<p>Pupils will:</p> <p><u>Key knowledge:</u></p>	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know their own learning strengths 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p>	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know that it is important to take care of their own mental health 	<p>Pupils will:</p> <p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand

	<ul style="list-style-type: none"> • 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 <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Know that there are different perceptions of ‘being normal’ and where these might come from • Know that being different could affect someone’s life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Empathise with people who are different and be aware of my own feelings towards them • Identify feelings associated with being excluded • Be able to recognise when someone is exerting power negatively in a relationship • Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict • Identify different feelings of the bully, bullied and bystanders in a bullying scenario • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Appreciate people for who they are • Show empathy 	<ul style="list-style-type: none"> • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances • Empathise with people who are suffering or living in difficult situations • Be able to give praise and compliments to other people when they recognise that person’s achievements 	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people’s bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Are motivated to find ways to be happy and cope with life’s situations without using drugs • Identify ways that someone who is being exploited could help themselves • Suggest strategies someone could use to avoid being pressured • Recognise that people have different attitudes towards mental health / illness • Can use different strategies to manage stress and pressure 	<ul style="list-style-type: none"> • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being ‘online’ • Know how to use technology safely and positively to communicate with their friends and family <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being 	<p>the importance of looking after themselves</p> <p>physically and emotionally</p> <ul style="list-style-type: none"> • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class <p>Social and Emotional Skills</p> <ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn’t feel pressured into doing something that they don’t want to • Can celebrate what they like about their own and others’ self- image and body-image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
<p>PSHE Enquiry question:</p>	<ul style="list-style-type: none"> • How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you? 	<ul style="list-style-type: none"> • What is prejudice and discrimination, can you give an example? • Why is there an Equality Act in the UK? Who does it protect and why? 	<ul style="list-style-type: none"> • What are your learning strengths? • What goal have you set at school? • What goal have you set for home? • How can I help you achieve your goals? 	<ul style="list-style-type: none"> • What can you do to keep yourself physically /mentally well? • What types of drugs do you know about? • What makes you feel stressed? 	<ul style="list-style-type: none"> • What is mindfulness? • What tips can you give me for taking care of my own mental health? 	<ul style="list-style-type: none"> • Can we talk about the changes that will happen to your body over the next few years? • How do you feel about these changes?

	<ul style="list-style-type: none"> • What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? • Does your teacher use Pause Points? What happens with these? Why do you think they are helpful? • What are some of your hopes and dreams? • What are some of the Universal Rights that all children share across the world? • What have you learnt about children's lives in other parts of the world? What do you think and feel about this? • Are your wants and needs similar or different from other children in the world? • Why do we have laws in this country? • What is a role model? Can you think of some good examples? 	<ul style="list-style-type: none"> • What role does power play in a bullying situation? Who has the power and why? • Why do some people choose to bully? • Can difference be a source of celebration? Can you give an example? 	<ul style="list-style-type: none"> • What problems in the world are you worried about? Is there anything we can do to help? • What do you think your classmates admire and like about you? • What do you think your family admire and like about you? • What do you admire about other people? • Do you have any role models? 	<ul style="list-style-type: none"> • What helps you when you feel stressed? • Can we share a calm me time together? • Does Calm Me time help you stay calm and manage stress? • Can you recognise when anyone in our family is stressed? • What can you do if someone is putting pressure on you? 	<ul style="list-style-type: none"> • What is the grief cycle? Do you have any tips for dealing with grief? • Who do you talk to online? What would you do if they said something that you didn't like? • How do you know if a website is genuine? 	<ul style="list-style-type: none"> • What does mutual respect mean? Why is that important in a relationship? • What are you excited about in secondary school? • What are you worried about in secondary school? What can we do with these worries?
End of topic expectations	By the end of the unit PSHE warriors can talk confidently about: <ul style="list-style-type: none"> - Identify goals for the year - Become global citizenship - Understand their universal rights - Feel welcome and valued - Understand choices, consequences and rewards - Identify group dynamics - Be democratic and having a voice 	By the end of the unit PSHE warriors can talk confidently about: <ul style="list-style-type: none"> - Have perceptions of normality - Understand disability - Identify power struggles - Understand bullying - Inclusion/exclusion - Explore differences as conflict, difference as celebration - Be empathetic. 	By the end of the unit PSHE warriors can talk confidently about: <ul style="list-style-type: none"> - Create personal learning goals - Emotions in success - Make a difference in the world - Be motivated - Recognise achievements - Accept compliments 	By the end of the unit PSHE warriors can talk confidently about: <ul style="list-style-type: none"> - Take personal responsibility - Understand how substances affect the body - Recognise exploitation, including 'county lines' and gang culture - Be familiar with emotional and mental health - Manage stress 	By the end of the unit PSHE warriors can talk confidently about: <ul style="list-style-type: none"> - Identify mental health worries and sources of support - Grasp love and loss - Manage feelings - Be aware of power and control - Be assertive - Be aware of technology safety - Take responsibility with technology use 	By the end of the unit PSHE warriors can talk confidently about: <ul style="list-style-type: none"> - Identify self-image - Accept body image - Understand puberty and feelings - Explain Conception to birth - Reflect about change - Recognise physical attraction - Understand respect and consent - Recognise boyfriends/ girlfriends - Manage sexting Transition
National Curriculum Focus (End of Key Stage Attainment Targets)	NC Reference: <ul style="list-style-type: none"> - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	NC Reference: <ul style="list-style-type: none"> - 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 	NC Reference: <ul style="list-style-type: none"> - what a stereotype is, and how stereotypes can be unfair, negative or destructive. - the importance of permission-seeking and giving in relationships with friends, peers and adults. 	NC Reference: <ul style="list-style-type: none"> - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how information and data is shared and used online. 	NC Reference: <ul style="list-style-type: none"> - how to recognise and report feelings of being unsafe or feeling bad about any adult. - how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	NC Reference: <ul style="list-style-type: none"> - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - where to get advice e.g. family, school and/or other sources

--	--	--	--	--	--	--