



### Curriculum plan- PSHE

|   | <u>Autumn</u>   | <u>Spring</u>  | <u>Summer</u>   |
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| Year 1<br>and 2<br>Cycle A<br>Jigsaw Jo | <p><b>Being Me in My World</b><br/> <b>What worries me?</b><br/>           Progression of Skills:<br/>           - Identifying hopes and fears for the year ahead<br/>           - Understand the rights and responsibilities of class members<br/>           - Know that it is important to listen to other people<br/>           - Understand that their own views are valuable<br/>           - Know about rewards and consequences and that these stem from choices<br/>           - Know that positive choices impact positively on self-learning and the learning of others</p> <p><b>Celebrating Difference</b><br/> <b>What make us unique?</b><br/>           Progression of Skills:<br/>           - Know there are stereotypes about boys and girls - Know that it is OK not to conform to gender stereotypes<br/>           - Know it is good to be yourself<br/>           - Know that sometimes people get bullied because of difference<br/>           - Know the difference between right and wrong and the role that choice has to play in this<br/>           - Know that friends can be different and still be friends<br/>           - Know where to get help if being bullied<br/>           - Know the difference between a one-off incident and bullying</p> <p><b>Skills from Jigsaw:</b></p> | <p><b>Dreams and Goals</b><br/> <b>How can I achieve my goals?</b><br/>           Progression of Skills:<br/>           - Know how to choose a realistic goal and think about how to achieve it<br/>           - Know that it is important to persevere<br/>           - Know how to recognise what working together well looks like<br/>           - Know what good group working looks like<br/>           - Know how to share success with other people</p> <p><b>Healthy Me</b><br/> <b>What is healthy food?</b><br/>           Progression of Skills:<br/>           - Know what their body needs to stay healthy<br/>           - Know what relaxed means<br/>           - Know what makes them feel relaxed / stressed<br/>           - Know how medicines work in their bodies<br/>           - Know that it is important to use medicines safely<br/>           - Know how to make some healthy snacks<br/>           - Know why healthy snacks are good for their bodies<br/>           - Know which foods give their bodies energy</p> <p><b>Skills from Jigsaw:</b><br/>           - Be able to describe their own achievements and the feelings linked to this<br/>           - Recognise their own strengths as a learner<br/>           - Recognise how working with others can be helpful<br/>           - Be able to work effectively with a partner<br/>           - Be able to choose a partner with whom they work well<br/>           - Be able to work as part of a group</p> | <p><b>Relationships</b><br/> <b>Why is cooperation, appreciation and trust important?</b><br/>           Progression of Skills:<br/>           - Know that everyone's family is different<br/>           - Know that families function well when there is trust, respect, care, love and co-operation<br/>           - Know that there are lots of forms of physical contact within a family<br/>           - Know how to stay stop if someone is hurting them<br/>           - Know some reasons why friends have conflicts<br/>           - Know that friendships have ups and downs and sometimes change with time<br/>           - Know how to use the Mending Friendships or Solve-it-together problem-solving methods<br/>           - Know there are good secrets and worry secrets and why it is important to share worry secrets<br/>           - Know what trust is</p> <p><b>Changing Me</b><br/> <b>Why are private parts private?</b><br/>           Progression of Skills:<br/>           - Know that life cycles exist in nature<br/>           - Know that aging is a natural process including old-age<br/>           - Know that some changes are out of an individual's control<br/>           - Know how their bodies have changed from when they were a baby and that they will continue to change as they age<br/>           - Know the physical differences between male and female bodies</p> |



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|  | <ul style="list-style-type: none"> <li>- Recognise own feelings and know when and where to get help</li> <li>- Know how to make their class a safe and fair place</li> <li>- Show good listening skills</li> <li>- Recognise the feeling of being worried</li> <li>- Be able to work cooperatively</li> <li>- Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>- Understand that boys and girls can be different in lots of ways and that is OK</li> <li>- Explain how being bullied can make someone feel</li> <li>- Can choose to be kind to someone who is being bullied</li> <li>- Know how to stand up for themselves when they need to</li> <li>- Recognise that they shouldn't judge people because they are different</li> <li>- Understand that everyone's differences make them special and unique</li> </ul> | <ul style="list-style-type: none"> <li>- Recognise how it feels to be part of a group that succeeds and store this feeling</li> <li>- Desire to make healthy lifestyle choices</li> <li>- Identify when a feeling is weak and when a feeling is strong</li> <li>- Feel positive about caring for their bodies and keeping it healthy</li> <li>- Have a healthy relationship with food</li> <li>- Express how it feels to share healthy food with their friends</li> </ul> | <ul style="list-style-type: none"> <li>- Know the correct names for private body parts</li> <li>- Know that private body parts are special and that no one has the right to hurt these</li> <li>- Know who to ask for help if they are worried or frightened</li> <li>- Know there are different types of touch and that some are ac</li> </ul> <p>Skills from Jigsaw:</p> <ul style="list-style-type: none"> <li>- Can identify the different roles and responsibilities in their family</li> <li>- Can recognise the value that families can bring</li> <li>- Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>- Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>- Can identify the negative feelings associated with keeping a worry secret</li> <li>- Can identify the feelings associated with trust</li> <li>- Can identify who they trust in their own relationships</li> <li>- Can give and receive compliments</li> <li>- Can say who they would go to for help if they were worried or scared</li> <li>- Can appreciate that changes will happen and that some can be controlled and others not</li> <li>- Be able to express how they feel about changes</li> <li>- Show appreciation for people who are older</li> <li>- Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>- Can say what greater responsibilities and freedoms they may have in the future</li> <li>- Can say who they would go to for help if worried or scared</li> </ul> |
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|   |   |   | <ul style="list-style-type: none"> <li>- Can say what types of touch they find comfortable/uncomfortable</li> <li>- Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>- Can say what they are looking forward to in the next year</li> </ul>  |
| <p>Year 1 and 2<br/>Cycle B<br/>Jigsaw<br/>Jack</p> | <p><b>Being Me in My World</b><br/> <b>How can we make our class a safe and fair place?</b><br/>         Progression of Skills:<br/>         - Understand the rights and responsibilities of a member of a class<br/>         - Understand that their views are important<br/>         - Understand that their choices have consequences<br/>         - Understand their own rights and responsibilities with their classroom</p> <p><b>Celebrating Difference</b><br/> <b>How are we different/the same?</b><br/>         Progression of Skills:<br/>         - Know that people have differences and similarities<br/>         - Know what bullying means<br/>         - Know who to tell if they or someone else is being bullied or is feeling unhappy<br/>         - Know skills to make friendships<br/>         - Know that people are unique and that it is OK to be different</p> <p><b>Skills from Jigsaw:</b><br/>         - Understanding that they are special<br/>         - Understand that they are safe in their class<br/>         - Identifying helpful behaviours to make the class a safe place<br/>         - Identify what it's like to feel proud of an achievement</p> | <p><b>Dreams and Goals</b><br/> <b>What are my dreams and goals this year?</b><br/>         Progression of Skills:<br/>         - Know how to set simple goals<br/>         - Know how to achieve a goal<br/>         - Know how to work well with a partner<br/>         - Know that tackling a challenge can stretch their learning<br/>         - Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them<br/>         - Know when a goal has been achieved</p> <p><b>Healthy Me</b><br/> <b>What are healthy choices?</b><br/>         Progression of Skills:<br/>         - Know the difference between being healthy and unhealthy<br/>         - Know some ways to keep healthy<br/>         - Know how to make healthy lifestyle choices<br/>         - Know how to keep themselves clean and healthy<br/>         - Know that germs cause disease / illness<br/>         - Know that all household products, including medicines, can be harmful if not used properly<br/>         - Know that medicines can help them if they feel poorly<br/>         - Know how to keep safe when crossing the road<br/>         - Know about people who can keep them safe</p> <p><b>Skills from Jigsaw:</b></p> | <p><b>Relationships</b><br/> <b>Why is my school community special?</b><br/>         Progression of Skills:<br/>         - Know that everyone's family is different<br/>         - Know that there are lots of different types of families<br/>         - Know that families are founded on belonging, love and care<br/>         - Know how to make a friend<br/>         - Know the characteristics of healthy and safe friends<br/>         - Know that physical contact can be used as a greeting<br/>         - Know about the different people in the school community and how they help<br/>         - Know who to ask for help in the school community</p> <p><b>Changing Me</b><br/> <b>How have I changed?</b><br/>         Progression of Skills:<br/>         - Know that animals including humans have a life cycle<br/>         - Know that changes happen when we grow up<br/>         - Know that people grow up at different rates and that is normal<br/>         - Know the names of male and female private body parts<br/>         - Know that there are correct names for private body parts and nicknames, and when to use them<br/>         - Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these<br/>         - Know who to ask for help if they are worried or frightened</p> |



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|                                 | <ul style="list-style-type: none"> <li>- Recognise feelings associated with positive and negative consequences</li> <li>- Understand that they have choices</li> <li>- Recognise ways in which they are the same as their friends and ways they are different</li> <li>- Identify what is bullying and what isn't</li> <li>- Understand how being bullied might feel</li> <li>- Know ways to help a person who is being bullied</li> <li>- Identify emotions associated with making a new friend</li> <li>- Verbalise some of the attributes that make them unique and special</li> </ul> | <ul style="list-style-type: none"> <li>- Recognise things that they do well</li> <li>- Explain how they learn best</li> <li>- Celebrate an achievement with a friend</li> <li>- Recognise their own feelings when faced with a challenge</li> <li>- Recognise their own feelings when they are faced with an obstacle</li> <li>- Recognise how they feel when they overcome an obstacle</li> <li>- Can store feelings of success so that they can be used in the future</li> <li>- Feel good about themselves when they make healthy choices</li> <li>- Realise that they are special</li> <li>- Keep themselves safe</li> <li>- Recognise ways to look after themselves if they feel poorly</li> <li>- Recognise when they feel frightened and know how to ask for help</li> <li>- Recognise how being healthy helps them to feel happy</li> </ul> | <ul style="list-style-type: none"> <li>- Know that learning brings about change</li> </ul> <p>Skills from Jigsaw:</p> <ul style="list-style-type: none"> <li>- Can express how it feels to be part of a family and to care for family members</li> <li>- Can say what being a good friend means</li> <li>- Can show skills of friendship</li> <li>- Can identify forms of physical contact they prefer</li> <li>- Can say no when they receive a touch they don't like</li> <li>- Can praise themselves and others</li> <li>- Can recognise some of their personal qualities</li> <li>- Can say why they appreciate a special relationship</li> </ul> <p>Understand and accepts that change is a natural part of getting older</p> <ul style="list-style-type: none"> <li>- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>- Can express why they enjoy learning</li> <li>- Can suggest ways to manage change e.g. moving to a new class</li> </ul> |
| Year 3 and 4 Cycle A Jigsaw Jaz | <p><b>Being Me in My World</b></p> <p>How do teams work?</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> <li>- Know how individual attitudes and actions make a difference to a class</li> </ul>   | <p><b>Dreams and Goals</b></p> <p>How can I cope when my dreams aren't accomplished?</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> <li>- Know what their own hopes and dreams are</li> <li>- Know that hopes and dreams don't always come true</li> </ul>  | <p><b>Relationships</b></p> <p>How can I cope with changing relationships?</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> <li>- Know some reasons why people feel jealousy</li> <li>- Know that jealousy can be damaging to relationships</li> </ul>   |



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|  | <ul style="list-style-type: none"> <li>- Know about the different roles in the school community</li> <li>- Know their place in the school community</li> <li>- Know what democracy is (applied to pupil voice in school)</li> <li>- Know that their own actions affect themselves and others</li> <li>- Know how groups work together to reach a consensus</li> <li>- Know that having a voice and democracy benefits the school community</li> </ul> <p><b>Celebrating Difference</b></p> <p>What can I do about bullying?</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> <li>- Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>- Know there are influences that can affect how we judge a person or situation</li> <li>- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>- Know what to do if they think bullying is, or might be taking place</li> <li>- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>- Know that first impressions can change</li> </ul> <p><b>Skills from Jigsaw:</b></p> <ul style="list-style-type: none"> <li>- Identify the feelings associated with being included or excluded</li> <li>- Can make others feel valued and included</li> <li>- Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>- Can make others feel cared for and welcomed</li> <li>- Recognise the feelings of being motivated or unmotivated</li> </ul> | <ul style="list-style-type: none"> <li>- Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>- Know how to make a new plan and set new goals even if they have been disappointed</li> <li>- Know how to work out the steps they need to take to achieve a goal</li> <li>- Know how to work as part of a successful group</li> <li>- Know how to share in the success of a group</li> </ul> <p><b>Healthy Me</b></p> <p>How do people make me feel?</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> <li>- Know how different friendship groups are formed and how they fit into them</li> <li>- Know which friends they value most</li> <li>- Know that there are leaders and followers in groups</li> <li>- Know that they can take on different roles according to the situation</li> <li>- Know the facts about smoking and its effects on health</li> <li>- Know some of the reasons some people start to smoke</li> <li>- Know the facts about alcohol and its effects on health, particularly the liver</li> <li>- Know some of the reasons some people drink alcohol</li> <li>- Know ways to resist when people are putting pressure on them</li> <li>- Know what they think is right and wrong</li> </ul> <p><b>Skills from Jigsaw:</b></p> <ul style="list-style-type: none"> <li>- Can talk about their hopes and dreams and the feelings associated with these</li> <li>- Can identify the feeling of disappointment</li> <li>- Can identify a time when they have felt disappointed</li> <li>- Be able to cope with disappointment</li> <li>- Help others to cope with disappointment</li> </ul> | <ul style="list-style-type: none"> <li>- Know that loss is a normal part of relationships</li> <li>- Know that negative feelings are a normal part of loss</li> <li>- Know that memories can support us when we lose a special person or animal</li> <li>- Know that change is a natural part of relationships/ friendship</li> <li>- Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul> <p><b>Changing Me</b></p> <p>How will my body change during puberty?</p> <p>Progression of Skills:</p> <ul style="list-style-type: none"> <li>- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>- Know that babies are made by a sperm joining with an ovum</li> <li>- Know the names of the different internal and external body parts that are needed to make a baby</li> <li>- Know how the female and male body change at puberty</li> <li>- Know that personal hygiene is important during puberty and as an adult</li> <li>- Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>- Know that change can bring about a range of different emotions</li> </ul> <p><b>Skills from Jigsaw:</b></p> <ul style="list-style-type: none"> <li>- Can identify feelings and emotions that accompany jealousy</li> <li>- Can suggest positive strategies for managing jealousy</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>- Understand why the school community benefits from a Learning Charter</li> <li>- Be able to help friends make positive choices</li> <li>- Know how to regulate my emotions</li> <li>- Try to accept people for who they are</li> <li>- Identify influences that have made them think or feel positively/negatively about a situation</li> <li>- Identify feelings that a bystander might feel in a bullying situation</li> <li>- Identify reasons why a bystander might join in with bullying</li> <li>- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>- Identify their own uniqueness</li> <li>- Be comfortable with the way they look</li> <li>- Identify when a first impression they had was right or wrong</li> <li>- Be non-judgemental about others who are different</li> </ul> | <ul style="list-style-type: none"> <li>- Can identify what resilience is</li> <li>- Have a positive attitude</li> <li>- Enjoy being part of a group challenge</li> <li>- Can share their success with others</li> <li>- Can store feelings of success (in their internal treasure chest) to be used at another time</li> <li>- Can identify the feelings that they have about their friends and different friendship groups</li> <li>- Recognise how different people and groups they interact with impact on them</li> <li>- Identify which people they most want to be friends with</li> <li>- Recognise negative feelings in peer pressure situations</li> <li>- Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>- Can tap into their inner strength and know how to be assertive</li> </ul> | <ul style="list-style-type: none"> <li>- Can identify people who are special to them and express why</li> <li>- Can identify the feelings and emotions that accompany loss</li> <li>- Can suggest strategies for managing loss</li> <li>- Can tell you about someone they no longer see</li> <li>- Can suggest ways to manage relationship changes including how to negotiate</li> <li>- Can appreciate their own uniqueness and that of others</li> <li>- Can express how they feel about having children when they are grown up</li> <li>- Can express any concerns they have about puberty</li> <li>- Can say who they can talk to about puberty if they are worried</li> <li>- Can apply the circle of change model to themselves to have strategies for managing change - Have strategies for managing the emotions relating to change</li> </ul> |
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| Year 3<br>and 4<br>Cycle B<br>Jigsaw<br>Jino | <p><b>Being Me in My World</b><br/> <b>What is my greatest achievement?</b><br/>           Progression of Skills:<br/>           - Understand that they are important<br/>           - Know what a personal goal is<br/>           - Understanding what a challenge is<br/>           - Know why rules are needed and how these relate to choices and consequences<br/>           - Know that actions can affect others' feelings<br/>           - Know that others may hold different views<br/>           - Know that the school has a shared set of values</p> <p><b>Celebrating Difference</b><br/> <b>How can I resolve conflicts?</b><br/>           Progression of Skills:<br/>           - Know why families are important<br/>           - Know that everybody's family is different<br/>           - Know that sometimes family members don't get along and some reasons for this<br/>           - Know that conflict is a normal part of relationships<br/>           - 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<br/>           - Know that some words are used in hurtful ways and that this can have consequences</p> <p><b>Skills from Jigsaw:</b><br/>           - Recognise self-worth<br/>           - Identify personal strengths<br/>           - Be able to set a personal goal</p> | <p><b>Dreams and Goals</b><br/> <b>How can I overcome challenges?</b><br/>           Progression of Skills:<br/>           - Know about specific people who have overcome difficult challenges to achieve success<br/>           - Know what dreams and ambitions are important to them<br/>           - Know how they can best overcome learning challenges<br/>           - Know that they are responsible for their own learning - Know what their own strengths are as a learner<br/>           - Know what an obstacle is and how they can hinder achievement<br/>           - Know how to take steps to overcome obstacles<br/>           - Know how to evaluate their own learning progress and identify how it can be better next time</p> <p><b>Healthy Me</b><br/> <b>Why do I need to exercise?</b><br/>           Progression of Skills:<br/>           - Know how exercise affects their bodies<br/>           - Know why their hearts and lungs are such important organs<br/>           - Know that the amount of calories, fat and sugar that they put into their bodies will affect their health<br/>           - Know that there are different types of drugs<br/>           - Know that there are things, places and people that can be dangerous<br/>           - Know a range of strategies to keep themselves safe<br/>           - Know when something feels safe or unsafe<br/>           - Know that their bodies are complex and need taking care of</p> <p><b>Skills from Jigsaw:</b></p> | <p><b>Relationships</b><br/> <b>What makes stereotypes unfair?</b><br/>           Progression of Skills:<br/>           - Know that different family members carry out different roles or have different responsibilities within the family<br/>           - Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc<br/>           - Know some of the skills of friendship, e.g. taking turns, being a good listener<br/>           - Know some strategies for keeping themselves safe online<br/>           - Know how some of the actions and work of people around the world help and influence my life<br/>           - Know that they and all children have rights (UNCRC) - Know the lives of children around the world can be different from their own</p> <p><b>Changing Me</b><br/> <b>What is puberty?</b><br/>           Progression of Skills:<br/>           - Know that in animals and humans lots of changes happen between conception and growing up<br/>           - Know that in nature it is usually the female that carries the baby<br/>           - Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops<br/>           - Know that babies need love and care from their parents/carers</p> |



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|  | <ul style="list-style-type: none"> <li>- Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>- Make other people feel valued</li> <li>- Develop compassion and empathy for others</li> <li>- Be able to work collaboratively</li> <li>- Be able to show appreciation for their families, parents and carers</li> <li>- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>- Empathise with people who are bullied</li> <li>- Employ skills to support someone who is bullied</li> <li>- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>- Be able to recognise, accept and give compliments</li> <li>- Recognise feelings associated with receiving a compliment</li> </ul> | <ul style="list-style-type: none"> <li>- Recognise other people's achievements in overcoming difficulties</li> <li>- Imagine how it will feel when they achieve their dream / ambition</li> <li>- Can break down a goal into small steps</li> <li>- Recognise how other people can help them to achieve their goals</li> <li>- Can manage feelings of frustration linked to facing obstacles</li> <li>- Can share their success with others</li> <li>- Can store feelings of success (in their internal treasure chest) to be used at another time</li> <li>- Able to set themselves a fitness challenge</li> <li>- Recognise what it feels like to make a healthy choice - Identify how they feel about drugs</li> <li>- Can express how being anxious or scared feels</li> <li>- Can take responsibility for keeping themselves and others safe</li> <li>- Respect their own bodies and appreciate what they do</li> </ul> | <ul style="list-style-type: none"> <li>- Know some of the changes that happen between being a baby and a child</li> <li>- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>- Know some of the outside body changes that happen during puberty</li> <li>- Know some of the changes on the inside that happen during puberty</li> </ul> <p>Skills from Jigsaw:</p> <ul style="list-style-type: none"> <li>- Can identify the responsibilities they have within their family</li> <li>- Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>- Know how to access help if they are concerned about anything on social media or the internet</li> <li>- Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>- Understand that they are connected to the global community in many different ways</li> <li>- Can identify similarities in children's rights around the world</li> <li>- Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> <li>- Can express how they feel about babies</li> <li>- Can describe the emotions that a new baby can bring to a family</li> <li>- Can express how they feel about puberty</li> <li>- Can say who they can talk to about puberty if they have any worries</li> <li>- Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>- Can identify changes they are looking forward to in the next year</li> </ul> |
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|  |  |   | <p>- Can suggest ways to help them manage feelings during changes they are more anxious about</p>   |
| <p>Year 5 and 6<br/>Cycle A<br/>Jigsaw<br/>Jem</p> | <p><b>Being Me in My World</b><br/> <b>Why are children's right not met in every country?</b><br/>         Progression of Skills:<br/>         - Know how to set goals for the year ahead<br/>         - Understand what fears and worries are<br/>         - Know about children's universal rights (United Nations Convention on the Rights of the Child)<br/>         - Know about the lives of children in other parts of the world<br/>         - Know that personal choices can affect others locally and globally<br/>         - Understand that their own choices result in different consequences and rewards<br/>         - Understand how democracy and having a voice benefits the school community<br/>         - Understand how to contribute towards the democratic process</p> <p><b>Celebrating Difference</b><br/> <b>Why is it important to celebrate our differences?</b><br/>         Progression of Skills:<br/>         - Know that there are different perceptions of 'being normal' and where these might come from</p> | <p><b>Dreams and Goals</b><br/> <b>How can I remain motivated?</b><br/>         Progression of Skills:<br/>         - Know their own learning strengths<br/>         - Know how to set realistic and challenging goals<br/>         - Know what the learning steps are they need to take to achieve their goal<br/>         - Know a variety of problems that the world is facing<br/>         - Know how to work with other people to make the world a better place<br/>         - Know some ways in which they could work with others to make the world a better place<br/>         - Know what their classmates like and admire about them</p> <p><b>Healthy Me</b><br/> <b>How do drugs effect the human body?</b><br/>         Progression of Skills:<br/>         - Know how to take responsibility for their own health<br/>         - Know how to make choices that benefit their own health and well-being<br/>         - Know about different types of drugs and their uses<br/>         - Know how these different types of drugs can affect people's bodies, especially their liver and heart<br/>         - Know that some people can be exploited and made to do things that are against the law<br/>         - Know why some people join gangs and the risk that this can involve<br/>         - Know what it means to be emotionally well</p> | <p><b>Relationships</b><br/> <b>How can I care for my mental health?</b><br/>         Progression of Skills:<br/>         - Know that it is important to take care of their own mental health<br/>         - Know ways that they can take care of their own mental health<br/>         - Know the stages of grief and that there are different types of loss that cause people to grieve<br/>         - Know that sometimes people can try to gain power or control them<br/>         - Know some of the dangers of being 'online'<br/>         - Know how to use technology safely and positively to communicate with their friends and family</p> <p><b>Changing Me</b><br/> <b>Why is mutual respect important?</b><br/>         Progression of Skills:<br/>         - Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally<br/>         - Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> |



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| <ul style="list-style-type: none"> <li>- Know that being different could affect someone's life</li> <li>- Know that power can play a part in a bullying or conflict situation</li> <li>- Know that people can hold power over others individually or in a group</li> <li>- Know why some people choose to bully others</li> <li>- Know that people with disabilities can lead amazing lives</li> <li>- Know that difference can be a source of celebration as well as conflict</li> </ul> <p><b>Skills from Jigsaw:</b></p> <ul style="list-style-type: none"> <li>- Be able to make others feel welcomed and valued</li> <li>- Know own wants and needs</li> <li>- Be able to compare their life with the lives of those less fortunate</li> <li>- Demonstrate empathy and understanding towards others</li> <li>- Can demonstrate attributes of a positive role model</li> <li>- Can take positive action to help others</li> <li>- Be able to contribute towards a group task</li> <li>- Know what effective group work is</li> <li>- Know how to regulate my emotions</li> <li>- Empathise with people who are different and be aware of my own feelings towards them</li> <li>- Identify feelings associated with being excluded •</li> <li>Be able to recognise when someone is exerting power negatively in a relationship</li> <li>- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>- Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> </ul> | <ul style="list-style-type: none"> <li>- Know that stress can be triggered by a range of things</li> <li>- Know that being stressed can cause drug and alcohol misuse</li> </ul> <p><b>Skills from Jigsaw:</b></p> <ul style="list-style-type: none"> <li>- Understand why it is important to stretch the boundaries of their current learning</li> <li>- Set success criteria so that they know when they have achieved their goal</li> <li>- Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>- Empathise with people who are suffering or living in difficult situations</li> <li>- Be able to give praise and compliments to other people when they recognise that person's achievements</li> <li>- Are motivated to care for their own physical and emotional health</li> <li>- Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>- Identify ways that someone who is being exploited could help themselves</li> <li>- Suggest strategies someone could use to avoid being pressured</li> <li>- Recognise that people have different attitudes towards mental health / illness</li> <li>- Can use different strategies to manage stress and pressure</li> </ul> | <ul style="list-style-type: none"> <li>- Know how being physically attracted to someone changes the nature of the relationship</li> <li>- Know the importance of self-esteem and what they can do to develop it</li> <li>- 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</li> </ul> <p><b>Skills from Jigsaw:</b></p> <ul style="list-style-type: none"> <li>- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>- Can help themselves and others when worried about a mental health problem</li> <li>- Recognise when they are feeling grief and have strategies to manage them</li> <li>- Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>- Can resist pressure to do something online that might hurt themselves or others</li> <li>- Can take responsibility for their own safety and well-being</li> <li>- Recognise ways they can develop their own self-esteem</li> <li>- Can express how they feel about the changes that will happen to them during puberty</li> <li>- Recognise how they feel when they reflect on the development and birth of a baby</li> <li>- 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</li> <li>- Can celebrate what they like about their own and others' self- image and body-image</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>- Appreciate people for who they are</li> <li>- Show empathy</li> </ul>   |   | <ul style="list-style-type: none"> <li>- Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>   |
| <p>Year 5 and 6<br/>Cycle B<br/>Jigsaw Jez</p> | <p><b>Being Me in My World</b><br/> <b>How does a democracy work?</b><br/>         Progression of Skills:<br/> <ul style="list-style-type: none"> <li>- Know how to face new challenges positively</li> <li>- Understand how to set personal goals</li> <li>- Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>- Know how an individual's behaviour can affect a group and the consequences of this</li> <li>- Understand how democracy and having a voice benefits the school community</li> <li>- Understand how to contribute towards the democratic process</li> </ul> <br/> <b>Celebrating Difference</b><br/> <b>What is racism?</b><br/>         Progression of Skills:<br/> <ul style="list-style-type: none"> <li>- Know what culture means</li> <li>- Know that differences in culture can sometimes be a source of conflict</li> <li>- Know what racism is and why it is unacceptable</li> <li>- Know that rumour spreading is a form of bullying on and offline</li> <li>- Know external forms of support in regard to bullying e.g. Childline</li> <li>- Know that bullying can be direct and indirect</li> <li>- Know how their life is different from the lives of children in the developing world</li> </ul> <br/> <b>Skills from Jigsaw:</b></p> | <p><b>Dreams and Goals</b><br/> <b>How can money help me achieve my goals?</b><br/>         Progression of Skills:<br/> <ul style="list-style-type: none"> <li>- Know that they will need money to help them to achieve some of their dreams</li> <li>- Know about a range of jobs that are carried out by people I know</li> <li>- Know that different jobs pay more money than others</li> <li>- Know the types of job they might like to do when they are older</li> <li>- Know that young people from different cultures may have different dreams and goals</li> <li>- Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>- Know ways that they can support young people in their own culture and abroad</li> </ul> <br/> <b>Healthy Me</b><br/> <b>How does smoking effect human body?</b><br/>         Progression of Skills:<br/> <ul style="list-style-type: none"> <li>- Know the health risks of smoking</li> <li>- Know how smoking tobacco affects the lungs, liver and heart</li> <li>- Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>- Know basic emergency procedures including the recovery position</li> <li>- Know how to get help in emergency situations</li> <li>- Know that the media, social media and celebrity culture promotes certain body types</li> <li>- 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</li> <li>- Know what makes a healthy lifestyle</li> </ul> </p> | <p><b>Relationships</b><br/> <b>How can I stay safe online?</b><br/>         Progression of Skills:<br/> <ul style="list-style-type: none"> <li>- Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>- Know that belonging to an online community can have positive and negative consequences</li> <li>- Know that there are rights and responsibilities in an online community or social network</li> <li>- Know that there are rights and responsibilities when playing a game online</li> <li>- Know that too much screen time isn't healthy</li> <li>- Know how to stay safe when using technology to communicate with friends</li> </ul> <br/> <b>Changing Me</b><br/> <b>How does my body-image impact my self-esteem?</b><br/>         Progression of Skills:<br/> <ul style="list-style-type: none"> <li>- Know what perception means and that perceptions can be right or wrong</li> <li>- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>- Know that sexual intercourse can lead to conception</li> <li>- Know that some people need help to conceive and might use IVF</li> <li>- Know that becoming a teenager involves various changes and also brings growing responsibility</li> </ul> </p> |



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|  | <ul style="list-style-type: none"> <li>- Be able to identify what they value most about school</li> <li>- Identify hopes for the school year</li> <li>- Empathy for people whose lives are different from their own</li> <li>- Consider their own actions and the effect they have on themselves and others</li> <li>- Be able to work as part of a group, listening and contributing effectively</li> <li>- Understand why the school community benefits from a Learning Charter</li> <li>- Be able to help friends make positive choices</li> <li>- Know how to regulate my emotions</li> <li>- Identify their own culture and different cultures within their class community</li> <li>- Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>- Identify a range of strategies for managing their own feelings in bullying situations</li> <li>- Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>- Be able to support children who are being bullied</li> <li>- Appreciate the value of happiness regardless of material wealth</li> <li>- Develop respect for cultures different from their own</li> </ul> | <p>Skills from Jigsaw:</p> <ul style="list-style-type: none"> <li>- Verbalise what they would like their life to be like when they are grown up</li> <li>- Appreciate the contributions made by people in different jobs</li> <li>- Appreciate the opportunities learning and education can give them</li> <li>- Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>- Appreciate the differences between themselves and someone from a different culture</li> <li>- Understand why they are motivated to make a positive contribution to supporting others</li> <li>- Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>- Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>- Recognise strategies for resisting pressure</li> <li>- Can identify ways to keep themselves calm in an emergency</li> <li>- Can reflect on their own body image and know how important it is that this is positive</li> <li>- Accept and respect themselves for who they are</li> <li>- Respect and value their own bodies</li> <li>- Be motivated to keep themselves healthy and happy</li> </ul> | <p>Skills from Jigsaw:</p> <ul style="list-style-type: none"> <li>- Can suggest strategies for building self-esteem of themselves and others</li> <li>- Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>- Can suggest strategies for staying safe online/ social media</li> <li>- Can say how to report unsafe online / social network activity</li> <li>- Can identify when an online game is safe or unsafe</li> <li>- Can suggest ways to monitor and reduce screen time</li> <li>- Can suggest strategies for managing unhelpful pressures online or in social network</li> <li>- Can celebrate what they like about their own and others' self- image and body-image</li> <li>- Can suggest ways to boost self-esteem of self and others</li> <li>- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>- Can ask questions about puberty to seek clarification</li> <li>- Can express how they feel about having a romantic relationship when they are an adult</li> <li>- Can express how they feel about having children when they are an adult</li> <li>- Can express how they feel about becoming a teenager</li> <li>- Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul> |
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