



Curriculum plan- PSHE

EYFS	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p><u>Personal, Social and Emotional Development</u></p> <p>ELG: Self-Regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;• Explain the reasons for rules, know right from wrong and try to behave accordingly;• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">• Work and play cooperatively and take turns with others;• Form positive attachments to adults and friendships with peers;
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- Show sensitivity to their own and to others' needs.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Year 1 and 2 Cycle A Jigsaw Jo	<p>Being Me in My World What worries me? Progression of Skills: - 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> <p>Celebrating Difference What make us unique? Progression of Skills: - 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> <p>Skills from Jigsaw:</p>	<p>Dreams and Goals How can I achieve my goals? Progression of Skills: - 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> <p>Healthy Me What is healthy food? Progression of Skills: - 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 give their bodies energy</p> <p>Skills from Jigsaw: - 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 - Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Relationships Why is cooperation, appreciation and trust important? Progression of Skills: - 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> <p>Changing Me Why are private parts private? Progression of Skills: - 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</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 - 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 - 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"> - Desire to make healthy lifestyle choices - 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"> - 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 ac <p>Skills from Jigsaw:</p> <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 - 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
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			<ul style="list-style-type: none"> - 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>Year 1 and 2 Cycle B Jigsaw Jack</p>	<p>Being Me in My World How can we make our class a safe and fair place? Progression of Skills: <ul style="list-style-type: none"> - Understand the rights and responsibilities of a member of a class - Understand that their views are important - Understand that their choices have consequences - Understand their own rights and responsibilities with their classroom Celebrating Difference How are we different/the same? Progression of Skills: <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 Skills from Jigsaw: <ul style="list-style-type: none"> - Understanding that they are special - Understand that they are safe in their class - Identifying helpful behaviours to make the class a safe place - Identify what it's like to feel proud of an achievement </p>	<p>Dreams and Goals What are my dreams and goals this year? Progression of Skills: <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 Healthy Me What are healthy choices? Progression of Skills: <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 Skills from Jigsaw: </p>	<p>Relationships Why is my school community special? Progression of Skills: <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 Changing Me How have I changed? Progression of Skills: <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 </p>



	<ul style="list-style-type: none"> - Recognise feelings associated with positive and negative consequences - Understand that they have choices -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 	<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 - 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 - 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"> - Know that learning brings about change <p>Skills from Jigsaw:</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 - Can praise themselves and others - Can recognise some of their personal qualities -Can say why they appreciate a special relationship <p>Understand and accepts that change is a natural part of getting older</p> <ul style="list-style-type: none"> - Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) - Can express why they enjoy learning - Can suggest ways to manage change e.g. moving to a new class
Year 3 and 4 Cycle A Jigsaw Jaz	<p>Being Me in My World</p> <p>How do teams work?</p> <p>How do my attitudes and actions make a difference to the class team?</p> <p>Who is in my school community and roles do they play?</p>	<p>Dreams and Goals</p> <p>How can I cope when my dreams aren't accomplished?</p> <p>What are my hopes and dreams?</p> <p>How do we feel when hopes and dreams don't come true?</p>	<p>Relationships</p> <p>How can I cope with changing relationships?</p> <p>What can cause jealousy in relationships?</p> <p>What makes someone special to me?</p> <p>Why do relationships change?</p>



	<p>How does democracy work? How do my actions affect myself and others? How do groups come together to make decisions? How does democracy and having a voice benefit to school community?</p> <p>Progression of Skills: - 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> <p>Celebrating Difference What can I do about bullying? Why do we make assumptions based on what people look like? What influences me to make assumptions? What should I do if I think I see bullying happening? Why do witnesses sometimes join bullying rather than telling someone? What is special about me? When has a first impression of mine changed?</p> <p>Progression of Skills: - 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</p>	<p>How can I counteract disappointment? How can I make a plan to set new goals? What are the steps needed to achieve a goal within a group? What contributions have I made to a group's achievement?</p> <p>Progression of Skills: - 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> <p>Healthy Me How do people make me feel? How are different friendship groups formed and where do I fit in? How do I recognise leaders and followers in a group? What effects does smoking have on health? What are the effects of alcohol on the body, particularly the liver? How can I resist pressure when needed? What is right and wrong?</p> <p>Progression of Skills: - Know how different friendship groups are formed and how they fit into them - Know which friends they value most - Know that there are leaders and followers in groups</p>	<p>How are friendships made and how can they end? What does having a boyfriend/ girlfriend mean and how might this be a special relationship? How do I show love and appreciation for the people and animals around me?</p> <p>Progression of Skills: - 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> <p>Changing Me How will my body change during puberty? What personal characteristics have I gained from my parents? Why do people choose to have children or not? How do girls' bodies change during puberty? How does the circle of change work and how can I apply it to my life? What are changes that are outside of my control? What am I looking forward to when I move to a new year group?</p> <p>Progression of Skills:</p>
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	<ul style="list-style-type: none"> - 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>Skills from Jigsaw:</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 - Be able to help friends make positive choices - Know how to regulate my emotions - 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 - Be non-judgemental about others who are different 	<ul style="list-style-type: none"> - Know that they can take on different roles according to the situation - Know the facts about smoking and its effects on health - Know some of the reasons some people start to smoke - Know the facts about alcohol and its effects on health, particularly the liver - Know some of the reasons some people drink alcohol - Know ways to resist when people are putting pressure on them - Know what they think is right and wrong <p>Skills from Jigsaw:</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 - 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 - 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 	<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 different emotions <p>Skills from Jigsaw:</p> <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 - 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
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		<p>- Can tap into their inner strength and know how to be assertive</p>	<p>- 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>
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	<p><u>Autumn</u></p>	<p><u>Spring</u></p>	<p><u>Summer</u></p>
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<p>Year 3 and 4 Cycle B Jigsaw Jino</p>	<p>Being Me in My World What is my greatest achievement? What have I achieved so far? How can I face new challenges responsibly? Why are rules needed and how do they relate to my rights? How do my actions affect myself and others around me? How do I make responsible choices? How can I see things from someone else's point of view? Progression of Skills: - Understand that they are important - Know what a personal goal is - Understanding what a challenge is - Know why rules are needed and how these relate to choices and consequences - Know that actions can affect others' feelings - Know that others may hold different views - Know that the school has a shared set of values</p> <p>Celebrating Difference How can I resolve conflicts? What makes everybody's family different and important to them? Why do differences and conflicts happen among family members? What does it mean to be a witness to bullying? How can witnesses make a situation better or worse? How are some words used in hurtful ways? How do my words affect others? Progression of Skills: - Know why families are important - Know that everybody's family is different</p>	<p>Dreams and Goals How can I overcome challenges? Who is someone who has faced difficult challenges and achieved success? What is a dream/ambition that is important to me? What is the best way to face new learning challenges? How can I be enthusiastic and motivated about a new challenge? What are obstacles that might hinder my achievement? What did I do well and what can I improve on next time? Progression of Skills: - Know about specific people who have overcome difficult challenges to achieve success - 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 - Know how to evaluate their own learning progress and identify how it can be better next time</p> <p>Healthy Me Why do I need to exercise? How does exercise affect my body? Why are my heart and lungs important? How do calories, fat and sugar affect my health? What do I know about drugs? How do I keep myself safe? When is something unsafe?</p>	<p>Relationships What makes stereotypes unfair? What roles and responsibilities do my family members have? What are the skills of friendship? How do I keep myself safe online? How do some of the actions of people around the world influence my life? How are my rights shared with children around the world? How are our lives different? How can I express appreciation towards my friends and family? Progression of Skills: - 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> <p>Changing Me What is puberty? What changes happen to animals and humans as they grow? What does a baby need to live and grow?</p>
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	<ul style="list-style-type: none"> - 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 - Know that some words are used in hurtful ways and that this can have consequences <p>Skills from Jigsaw:</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 - 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 - 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>How should I take care of my body?</p> <p>Progression of Skills:</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>Skills from Jigsaw:</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 - 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 - Respect their own bodies and appreciate what they do 	<p>How do girls' and boys' bodies change during the growing up process?</p> <p>What stereotypical views do I have about parenting and family roles?</p> <p>What am I looking forward to when I move to the next year group?</p> <p>Progression of Skills:</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>Skills from Jigsaw:</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 - 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
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			<ul style="list-style-type: none"> - 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 - Can express how they feel about babies - Can describe the emotions that a new baby can bring to a family - 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
<p>Year 5 and 6 Cycle A Jigsaw Jem</p>	<p>Being Me in My World Why are children's right not met in every country? What are my goals for this year? What are children’s rights and why might some children not have access to them? How do our actions affect other people both locally and globally? How do our rewards and consequences link to children’s rights? How does individual behaviour impact on a group? How does student voice impact our school community?</p> <p>Progression of Skills: - Know how to set goals for the year ahead - Understand what fears and worries are</p>	<p>Dreams and Goals How can I remain motivated? How can we set realistic targets for ourselves? What steps do we need to complete to reach our goal? What problems worry us and who can I talk to about these? How can we help to make the world a better place? How can we help others? What do we admire about others in our class?</p> <p>Progression of Skills: - Know their own learning strengths - 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</p>	<p>Relationships How can I care for my mental health? What is mental health? How can I care for my mental health? What is grief? How can I recognise when people are trying to gain power or control? How can I judge when something online is safe/healthy for me? How can I use technology to safely communicate with family and friends?</p> <p>Progression of Skills: - Know that it is important to take care of their own mental health - Know ways that they can take care of their own mental health</p>



	<ul style="list-style-type: none"> - 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>Celebrating Difference Why is it important to celebrate our differences? What does normal mean? How can being different affect someone's life? How can our differences impact others in a group? Why do people use bullying behaviours? How do some people with disabilities led amazing lives? How can difference be a cause for conflict and a cause for celebration? Progression of Skills: <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 </p>	<ul style="list-style-type: none"> - 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>Healthy Me How do drugs effect the human body? What are healthy choices? How do drugs affect our bodies? What is exploitation and what can we do if we feel someone is exploiting us? Why do some people join gangs? What can trigger stress? Progression of Skills: <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 Skills from Jigsaw: <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 </p>	<ul style="list-style-type: none"> - 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>Changing Me Why is mutual respect important? What is self-image? How does puberty change our bodies? How does being physically attracted to someone affect your relationships? Why is positive self-esteem important? What excites/worries us about transitioning into year 6/secondary? Progression of Skills: <ul style="list-style-type: none"> - Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally - 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 Skills from Jigsaw:</p>
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	<ul style="list-style-type: none"> - Know that people with disabilities can lead amazing lives - Know that difference can be a source of celebration as well as conflict <p>Skills from Jigsaw:</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 - 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"> - 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 - 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"> - 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 - 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>Year 5 and 6 Cycle B Jigsaw Jez</p>	<p>Being Me in My World How does a democracy work? How can we face challenges with a positive attitude? What are my rights?</p>	<p>Dreams and Goals How can money help me achieve my goals? How can money help to reach certain goals? How much can you earn in different jobs? What ambitions do you have?</p>	<p>Relationships How can I stay safe online? What are our personal and characteristic qualities? How can online communities impact us?</p>



	<p>How do we access our rights in school? How do rewards and consequences make us feel? How does an individual's behaviour impact a group? How can we use our voice to positively impact our school community?</p> <p>Progression of Skills:</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 - 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>Celebrating Difference</p> <p>What is racism?</p> <p>How can cultural differences cause conflict? What is racism? Can name-calling and rumour-spreading be bullying behaviours? What is the difference between direct and in-direct bullying? How do our lives compare to those in the developing world? What do we understand about a different culture?</p> <p>Progression of Skills:</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 	<p>What dreams and goals may children from different cultures have? How can we learn from people from different cultures? How can we help others to reach their goals?</p> <p>Progression of Skills:</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 - 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>Healthy Me</p> <p>How does smoking effect human body?</p> <p>What risks are associated with smoking? What risks are associated with alcohol misuse? What are basic emergency aid procedures? How does social media promote certain body types? What is body image and how can this impact a person? What is a healthy lifestyle?</p> <p>Progression of Skills:</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 - 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 	<p>What rights and responsibilities do we have within an online community? What do you need to remember when playing an online game? Can you spend too much time online? How can we stay safe online?</p> <p>Progression of Skills:</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 - 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>Changing Me</p> <p>How does my body-image impact my self-esteem?</p> <p>What impacts our body and self-image? How does puberty impact a girls' body? How does puberty impact a boys' body? What are you looking forward to about becoming a teenager? What are you looking forward to when you move to year 6/secondary?</p> <p>Progression of Skills:</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
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	<ul style="list-style-type: none"> - Know that rumour spreading is a form of bullying on and offline - Know external forms of support in regard to bullying e.g. Childline - Know that bullying can be direct and indirect - Know how their life is different from the lives of children in the developing world <p>Skills from Jigsaw:</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 - 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 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>Skills from Jigsaw:</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 - 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 sexual intercourse can lead to conception - 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>Skills from Jigsaw:</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 network - 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
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