

## PSHE/SRE Curriculum Intent 2021/2022

Through our PSHE/SRE curriculum at Braeburn Primary and Nursery Academy we aim to give our pupils the life-skills that will enable them to develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

With a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, delivering engaging and relevant PSHE within a whole-school approach. PSHE/SRE lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

### PSHE Progression Of Skills KS1 & KS2

#### Non- Negotiables: Year 1

<b>Unlocking learning through oracy</b>	
<ul style="list-style-type: none"> <li>Speak clearly and loudly enough to communicate meaningfully.</li> <li>Ask questions about matters of interest.</li> <li>Express feelings and ideas when talking about matters of interest.</li> <li>Start to answer questions with more than one word adding detail to their speech.</li> <li>Start to understand how to take turns when speaking.</li> <li>Start to listen to others and respond appropriately. Join in with imaginative play taking on the role of different familiar characters.</li> <li>Speak in sentences using joining phrases to link ideas</li> <li>Using vocabulary appropriately specific to the topic in hand</li> </ul>	<ul style="list-style-type: none"> <li>Speak in complete sentences after an adult has modelled this.</li> <li>Recount an event or experience in sentences.</li> <li>Begin to understand how to change language when speaking to different listeners, e.g. peers and adults.</li> <li>Take opportunities to try out new language, even if it is not always correctly used</li> </ul>
<b>AUTUMN 1</b>	<b>AUTUMN 2</b>
<p><b>BEING ME IN MY WORLD</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1. Special and Safe H7</b>  <span style="color: purple;">I know how to use my Jigsaw Journal</span>  <span style="color: green;">I feel special and safe in my class</span></p> <p><b>2. My Class R7, R14</b>  <span style="color: purple;">I understand the rights and responsibilities as a member of my class</span>  <span style="color: green;">I know that I belong to my class</span></p>	<p><b>CELEBRATING DIFFERENCES</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1. The same as... R5, R12, R16</b>  <span style="color: purple;">I can identify similarities between people in my class</span>  <span style="color: green;">I can tell you some ways in which I am the same as my friends</span></p> <p><b>2. Different from... R12, R16, H7, H8</b>  <span style="color: purple;">I can identify differences between people in my class</span>  <span style="color: green;">I can tell you some ways I am different from my friends</span></p>

<p><b>3.Rights and Responsibilities R9, R12, R14, R16</b>  I understand the rights and responsibilities for being a member of my class  I know how to make my class a safe place for everybody to learn</p> <p><b>4.Rewards and Feeling Proud H2, H3</b>  I know my views are valued and can contribute to the Learning Charter  I recognise how it feels to be proud of an achievement</p> <p><b>5. Consequences H4</b>  I can recognise the choices I make and understand the consequences  I recognise the range of feelings when I face certain consequences</p> <p><b>6.Owning our Learning Charter R12, R16</b>  I understand my rights and responsibilities within our Learning Charter  I understand my choices in following the Learning Charter</p> <p><b>PUZZLE OUTCOME - END PRODUCT</b>  Help me fit together the six pieces of learning about being me in my world to create - The whole school learning charter</p> <p><b>VOCABULARY</b>  Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p>	<p><b>3.What is ‘bullying’? R17, R29, H7, H8</b>  I can tell you what bullying is  I understand how being bullied might feel</p> <p><b>4.What do I do about bullying? R17, R29, R31, R32, H9,</b>  I know some people who I could talk to if I was feeling unhappy or being bullied  I can be kind to children who are bullied</p> <p><b>5.Making new friends R2, R8, R9, R10, R11, R13, R19, R25</b>  I know how to make new friends  I know how it feels to make a new friend</p> <p><b>6.Celebrating difference; celebrating me R12, H2, H3</b>  I can tell you some ways I am different from my friends  I understand these differences make us all special and unique</p> <p><b>PUZZLE OUTCOME - END PRODUCT</b>  Help me fit together the six pieces of learning about celebrating differences to create A hall of fame display  Gingerbread people (piece 1-6)</p> <p><b>VOCABULARY</b>  Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>
<p><b>SPRING 1</b></p>	<p><b>SPRING 2</b></p>
<p><b>DREAMS &amp; GOALS</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1. My Treasure Chest of Success H1</b>  I can set simple goals  I can tell you about a thing I do well</p> <p><b>2. Steps to Goals</b>  I can set a goal and work out how to achieve it  I can tell you how I learn best</p>	<p><b>HEALTHY ME</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1. Being Healthy H1, H2, H5, H6, H18, H19, H28</b>  I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy  I feel good about myself when I make healthy choices</p> <p><b>2. Healthy Choices H1, H3, H5, H6, H18, H19, H22, H23, H28</b>  I know how to make healthy lifestyle choices</p>

3. Achieving Together Puzzle outcome: Dream wellies **R12, R16**

I understand how to work well with a partner

I can celebrate achievement with my partner

4. Stretchy Learning Puzzle outcome: Stretchy flowers

I can tackle a new challenge and understand this might stretch my learning

I can identify how I feel when I am faced with a new challenge

5. Overcoming Obstacles **R30, H4**

I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them

I know how I feel when I see obstacles and how I feel when I overcome them

6. Celebrating My Success Assessment Opportunity **H3**

I can tell you how I felt when I succeeded in a new challenge and how I celebrated it

I know how to store the feelings of success in my internal treasure chest

**PUZZLE OUTCOME - END PRODUCT**

Help me fit together the six pieces of learning about my dreams and goals to create Our garden of dreams and goals

Stretchy flowers and dream wellies (pieces 3 and 4)

**VOCABULARY**

Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals

I feel good about myself when I make healthy choices

3.Clean and Healthy **H6, H18, H30**

I know how to keep myself clean and healthy, and understand how germs cause disease/illness

I know that all household products including medicines can be harmful if not used properly

I am special so I keep myself safe

4. Medicine Safety **H6, H18**

I understand that medicines can help me if I feel poorly and I know how to use them safely

I know some ways to help myself when I feel poorly

5.Road Safety **H6, H18, H21**

I know how to keep safe when crossing the road, and about people who can help me to stay safe

I can recognise when I feel frightened and know who to ask for help

6.Happy, Healthy Me **R15, H5, H6, H18, H24, H30**

I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

I can recognise how being healthy helps me to feel happy

**PUZZLE OUTCOME - END PRODUCT**

Help me fit together the six pieces of learning about healthy me to create The healthy, happy me recipe book

Keeping clean and healthy (piece 6)

**VOCABULARY**

Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.

## SUMMER 1

### RELATIONSHIPS

#### THE SIX PIECES

##### 1.Families **R1, R2, R3, R4**

I can identify the members of my family and understand that there are lots of different types of families

I know how it feels to belong to a family and care about the people who are important to me

##### 2.Making Friends **R7, R8, R9, R10, R11, R12**

I can identify what being a good friend means to me

I know how to make a new friend

##### 3.Greetings **R14, R19, R25, R26, R27, R28**

I know appropriate ways of physical contact to greet my friends and know which ways I prefer

I can recognise which forms of physical contact are acceptable and unacceptable to me

##### 4.People Who Help Us **R11, R16, R19, R25, R28, R32, H4**

I know who can help me in my school community

I know when I need help and know how to ask for it

##### 5.Being My Own Best Friend **R9, R10, R11, R15, R30, H3, H6**

I can recognise my qualities as person and a friend

I know ways to praise myself

##### 6.Celebrating My Special Relationships Puzzle Outcome: Balloons

Assessment Opportunity **R12, R13, R16, H2, H6**

I can tell you why I appreciate someone who is special to me

I can express how I feel about them

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about relationships to create

The relationship fiesta

Balloon and labels (piece 6)

#### Vocabulary

## SUMMER 2

### CHANGING ME

#### THE SIX PIECES

##### 1.Life cycles **R1, R6**

I am starting to understand the life cycles of animals and humans

I understand that changes happen as we grow and that this is OK

##### 2. Changing Me **H4**

I can tell you some things about me that have changed and some things about me that have stayed the same

I know that changes are OK and that sometimes they will happen whether I want them to or not

##### 3.My Changing Body

I can tell you how my body has changed since I was a baby

I understand that growing up is natural and that everybody grows at different rates

##### 4. Boys' and Girls' Bodies **R19, R25, R26, R27, R29, H34**

I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus

I respect my body and understand which parts are private

##### 5.Learning and Growing **R15**

I understand that every time I learn something new I change a little bit

I enjoy learning new things

##### 6.Coping with Changes **R32, H2, H3**

I can tell you about changes that have happened in my life

I know some ways to cope with changes

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about Changing Me to create the

Tree of Change display

Flowers of change (piece 5)

#### VOCABULARY

Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.

Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

## Non- Negotiables: Year 2

### Unlocking learning through oracy

- Talk about topics that are of interest to them or which they enjoy.
- Ask questions to gain information and clarify meaning.
- Begin to develop and explain their ideas.
- Express themselves using complete sentences when required.
- Make more specific vocabulary choices, e.g. technical language.
- Usually listen carefully and respond appropriately.
- Take turns when talking in pairs or small groups.
- Begin to be aware that formal and informal situations require a different role and language.
- Use new vocabulary learned in daily sessions with increased confidence.

- Offer appropriate comments in paired or small group discussion.
- Recount an event or experience in sentences using specifically chosen vocabulary
- Hold the attention of listeners by adapting the way they talk.
- Begin to understand how to speak for different purposes and audiences.
- Start to develop an awareness of audience e.g. what might interest a certain group
- Recite/deliver short pre prepared material to an audience
- Build on others' ideas in discussions
- Make connections between what has been said and their own and others' experiences

## AUTUMN 1

## AUTUMN 2

### BEING ME IN MY WORLD

#### THE SIX PIECES

##### 1.Hopes and Fears for the Year **H2, H3**

I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal

I recognise when I feel worried and know who to ask for help

##### 2.Rights and Responsibilities **R12, R14, R16, R19, R25, R32**

I understand the rights and responsibilities for being a member of my class and school

I recognise when I feel worried and know who to ask for help

##### 3.Rewards and Consequences **R12, R14, R15, R16**

I understand the rights and responsibilities for being a member of my class

I can help to make my class a safe and fair place

##### 4.Rewards and Consequences **R12, R14, R15, R16**

### CELEBRATING DIFFERENCES

#### THE SIX PIECES

##### 1.Boys and girls **R18, H2, H3**

I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)

I understand some ways in which boys and girls are similar and feel good about this

##### 2.Boys and girls **R18, H17**

I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)

I understand some ways in which boys and girls are different and accept that this is OK

##### 3.Why does bullying happen? **R17, R21, R22, H8, H13, H15**

I understand that bullying is sometimes about difference

I can tell you how someone who is bullied feels I can be kind to children who are

I can listen to other people and contribute my own ideas about rewards and consequences

I can help make my class a safe and fair place

5. Our Learning Charter R12, R13, R14

I understand how following the Learning Charter will help me and others learn

I can work cooperatively

6. Owing our Learning Charter R12, R13, R14

I can recognise the choices I make and understand the consequences

I am choosing to follow the Learning Charter

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about being me in my world to create - The whole school learning charter

#### VOCABULARY

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

bullied

4. Standing up for myself and others R11, R13, R16, R20, R30, R31, R32, H4, H9

I can recognise what is right and wrong and know how to look after myself

I know when and how to stand up for myself and others

I know how to get help if I am being bullied

5. Gender Diversity R9, R12, R13, R14, R16, R19, R25, H2, H3, H7

I understand that it is OK to be different from other people and to be friends with them

I understand we shouldn't judge people if they are different.

I know how it feels to be a friend and have a friend

6. Celebrating difference and still being friends R7, R8, R10, R12, R14, R16, R19, R25, H2, H3

I can tell you some ways I am different from my friends

I understand these differences make us all special and unique

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about celebrating differences to create A hall of fame display  
Trophy of celebration (piece 6)

#### VOCABULARY

Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.

## SPRING 1

### DREAMS & GOALS

#### THE SIX PIECES

##### 1.Goals to Success **H2, H3**

I can choose a realistic goal and think about how to achieve it

I can tell you things I have achieved and say how that makes me feel

##### 2.My Learning Strengths **R15, R30**

I carry on trying (persevering) even when I find things difficult

I can tell you some of my strengths as a learner

##### 3.Learning with Others **R12, R13, R14, R16**

I can recognise who I work well with and who it is more difficult for me to work with

I can tell you how working with other people helps me learn

##### 4.A Group Challenge Puzzle Outcome: Dream Birds **R13, R14, R16, R19**

I can work well in a group

I can work with others in a group to solve problems

##### 5.Continuing Our Group Challenge **R14, R16, R19, H2, H3**

I can tell you some ways I worked well with my group

I can tell you how I felt about working in my group

##### 6.Celebrating Our Achievement Assessment Opportunity **R19, H4**

I know how to share success with other people

I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about my dreams and goals to create Our garden of dreams and goals

Dream birds (piece 5)

#### VOCABULARY

## SPRING 2

### HEALTHY ME

#### THE SIX PIECES

##### 1. Being Healthy **H5, H6, H18, H19, H20**

I know what I need to keep my body healthy

I am motivated to make healthy lifestyle choices

##### 2. Being Relaxed **H1, H2, H3, H6, H12, H18, H19, H28**

I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed

I can tell you when a feeling is weak and when a feeling is strong

##### 3.Medicine Safety **H6, H18, H21, H25**

I understand how medicines work in my body and how important it is to use them safely

I feel positive about caring for my body and keeping it healthy

##### 4. Healthy Eating **H5, H6, H22, H23, H24**

I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy

I have a healthy relationship with food and know which foods I enjoy the most

##### 5.Healthy Eating **H5, H6, H18, H22, H23, H24**

I can make some healthy snacks and explain why they are good for my body

I can express how it feels to share healthy food with my friends

##### 6.Happy, Healthy Me! **H5, H6, H18, H20**

I can decide which foods to eat to give my body energy

I have a healthy relationship with food and I know which foods are most nutritious for my body

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about healthy me to create The healthy, happy me recipe book  
Healthy snack recipes (piece 6)

#### VOCABULARY

Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.

Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.

## SUMMER 1

## SUMMER 2

### RELATIONSHIPS

#### THE SIX PIECES

##### 1.Families **R1, R2, R3, R4, R5, R6**

I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate

I accept that everyone's family is different and understand that most people value their family

##### 2.Keeping Safe - exploring physical contact **R16, R19, R25, R27, R28, R29, R30, R32**

I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not

I know which types of physical contact I like and don't like and can talk about this

##### 3.Friends and Conflict **R7, R9, R10, R12, R16, H15**

I can identify some of the things that cause conflict with my friends

I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends

##### 4.Secrets **R6, R16, R19, R20, R22, R26, R31, R32, H2, H3**

I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this

##### 5.Trust and Appreciation **R11, R12, R13, R16, R31, H2, H3**

I recognise and appreciate people who can help me in my family, my school and my community

I understand how it feels to trust someone

### CHANGING ME

#### THE SIX PIECES

##### 1.Life Cycles in Nature

I understand there are some changes that are outside my control and can recognise how I feel about this

##### 2. Growing from Young to Old

I can tell you about the natural process of growing from young to old and understand that this is not in my control

I can identify people I respect who are older than me

##### 3.The Changing Me **H34**

I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old

I feel proud about becoming more independent

##### 4.Boys' and Girls' Bodies **R26, R27, R29, H34**

I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private

I can tell you what I like/don't like about being a boy/girl

##### 5.Assertiveness **R15, R19, R25, R26, R29, R30, R31, R32**

I understand there are different types of touch and can tell you which ones I like and don't like

I am confident to say what I like and don't like and can ask for help

##### 6.Looking Ahead **H2, H3**

I can identify what I am looking forward to when I move to my next class

I can start to think about changes I will make when I am in Year 3 and know how to go about this

**6.Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity R8, H2, H3**

**I can express my appreciation for the people in my special relationships**

**I am comfortable accepting appreciation from others**

**PUZZLE OUTCOME - END PRODUCT**

**Help me fit together the six pieces of learning about relationships to**

**create** The relationship fiesta

Compliment bunting (piece 6)

**VOCABULARY**

Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.

**PUZZLE OUTCOME - END PRODUCT**

**Help me fit together the six pieces of learning about Changing Me to create the**

Tree of Change display

Leaf mobiles (piece 6)

**VOCABULARY**

Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

## Non- Negotiables: Year 3

### Unlocking learning through oracy

- Talk and listen confidently in different situations.
- Show they have listened carefully by asking relevant questions.
- Develop and explain their ideas giving reasons.
- Sequence and communicate ideas in an organised and logical way in complete sentences as required.
- Vary the amount of detail – dependent on purpose and audience.
- Participate fully in paired and group discussions.
- Show understanding of the main points in a discussion.
- Be aware that formal and informal situations require a different role and language.
- Start to show awareness of how and when Standard English is used.

- Show they have listened carefully through making relevant comments.
- Formally present ideas or information to an audience.
- Recognise that meaning can be expressed in different ways dependent on the context.
- Vary the use and choice of vocabulary including technical language – dependent on the purpose and audience.
- Begin to actively seek alternative synonyms using a thesaurus.
- Read their work aloud clearly enough to be heard by their peers and the teacher
- Be able to use specialist language to describe their own and others' talk
- Use specialist vocabulary
- Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'

## AUTUMN 1

### BEING ME IN MY WORLD

#### THE SIX PIECES

#### 1. Getting to Know Each Other **R7, R8, R9**

I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal

I value myself and know how to make someone else feel welcome and valued

#### 2. Our Nightmare School **R12, R32, H2, H3**

I can face new challenges positively, make responsible choices and ask for help when I need it

I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions

#### 3. Our Dream School **R13, R16, H2, H3**

## AUTUMN 2

### CELEBRATING DIFFERENCES

#### THE SIX PIECES

#### 1. Families **R1, R2, R3, R4**

I understand that everybody's family is different and important to them

I appreciate my family/the people who care for me

#### 2. Family conflict **R5, R6, H4, H9**

I understand that differences and conflicts sometimes happen among family members

I know how to calm myself down and can use the 'Solve it together' technique

#### 3. Witness and feelings **R11, R17, R31, H8, H9**

I know what it means to be a witness to bullying

I know some ways of helping to make someone who is bullied feel better

#### 4. Witness and solutions **R11, R17, R31, R32, H8, H9**

I know that witnesses can make the situation better or worse by what they do

I understand why rules are needed and how they relate to rights and responsibilities

I know how to make others feel valued

4. Rewards and Consequences R21

I understand that my actions affect myself and others and I care about other people's feelings

I understand that my behaviour brings rewards/consequences

5. Our Learning Charter R14, R19

I can make responsible choices and take action

I can work cooperatively in a group

6. Owing our Learning Charter R14, R19, R25

I understand my actions affect others and try to see things from their points of view

I am choosing to follow the Learning Charter

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about being me in my world to create - The whole school learning charter

#### VOCABULARY

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

I can problem-solve a bullying situation with others

5. Words that harm R9, R10, R12, R13, R14, R16, R17, R18, R20, R21, R23, R25, R30, H7, H8, H13, H15

I recognise that some words are used in hurtful ways

I try hard not to use hurtful words (e.g. gay, fat)

6. Celebrating difference: compliments R7, R12, R15, R16, H2, H3

I can tell you about a time when my words affected someone's feelings and what the consequences were

I can give and receive compliments and know how this feels

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about celebrating differences to create A hall of fame display  
Compliment kites (piece 6)

#### VOCABULARY

Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.

## SPRING 1

### DREAMS & GOALS

#### THE SIX PIECES

##### 1.Dreams and Goals **R12**

I can tell you about a person who has faced difficult challenges and achieved success

I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)

##### 2.My Dreams and Ambitions **H4**

I can identify a dream/ambition that is important to me

I can imagine how I will feel when I achieve my dream/ambition

##### 3.A New Challenge Puzzle Outcome: Garden design/ decoration

I enjoy facing new learning challenges and working out the best ways for me to achieve them

I can break down a goal into a number of steps and know how others could help me to achieve it

##### 4.Our New Challenge Puzzle Outcome: Garden design/ decoration

I am motivated and enthusiastic about achieving our new challenge

I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge

##### 5.Our New Challenge - Overcoming Obstacles Puzzle Outcome: Garden design/ decoration **R14, R15, H2, H3**

I can recognise obstacles which might hinder my achievement and can take steps to overcome them

I can manage the feelings of frustration that may arise when obstacles occur

##### 6.Celebrating My Learning Assessment Opportunity **R13, H2, H3**

I can evaluate my own learning process and identify how it can be better next time

I am confident in sharing my success with others and can store my feelings in my internal treasure chest

### PUZZLE OUTCOME - END PRODUCT

## SPRING 2

### HEALTHY ME

#### THE SIX PIECES

##### 1.Being Fit and Healthy **H5, H6, H18, H19, H20, H22, H23, H24**

I understand how exercise affects my body and know why my heart and lungs are such important organs

I can set myself a fitness challenge

##### 2.Being Fit and Healthy **H5, H6, H18, H19, H20, H22, H23, H24, H28**

I know that the amount of calories, fat and sugar I put into my body will affect my health

I know what it feels like to make a healthy choice

##### 3.What Do I Know About Drugs? **H17, H21, H25**

I can tell you my knowledge and attitude towards drugs

I can identify how I feel towards drugs

##### 4.Being Safe **R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, H2, H3, H9, H11, H17, H21**

I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services

I can express how being anxious or scared feels

##### 5.Safe or Unsafe **R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, H9, H11, H21**

I can identify when something feels safe or unsafe

I can take responsibility for keeping myself and others safe

##### 6.My Amazing Body **R15, H1, H6, H18, H19, H21**

I understand how complex my body is and how important it is to take care of it

I respect my body and appreciate what it does for me

### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about healthy me to create The healthy, happy me recipe book

Keeping safe (piece 4)

<p><b>Help me fit together the six pieces of learning about my dreams and goals to create</b> Our garden of dreams and goals Garden decorations (piece 3 and 5)</p> <p><b>VOCABULARY</b></p> <p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p>	<p><b>VOCABULARY</b></p> <p>Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p>
<p style="text-align: center;"><b>SUMMER 1</b></p>	<p style="text-align: center;"><b>SUMMER 2</b></p>
<p><b>RELATIONSHIPS</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1. Family Roles and Responsibilities R1, R2, R3, R4, R18</b> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel</p> <p><b>2. Friendship R7, R8, R9, R10, R12, R19, H2, H3</b> I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution</p> <p><b>3. Keeping Myself Safe Online R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17,</b> I know and can use some strategies for keeping myself safe online I know who to ask for help if I am worried or concerned about anything online</p> <p><b>4. Being a Global Citizen 1</b> I can explain how some of the actions and work of people around the world help and influence my life</p>	<p><b>CHANGING ME</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1. How Babies Grow H2, H3</b> I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals</p> <p><b>2. Babies H2, H3</b> I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family</p> <p><b>3. Outside Body Changes H2, H3, H34</b> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings</p> <p><b>4. Inside Body Changes R27, H2, H3, H34</b> I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies</p>

I can show an awareness of how this could affect my choices

5. Being a Global Citizen 2

I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.

I can empathise with children whose lives are different to mine and appreciate what I may learn from them

6. Celebrating My Web of Relationships R13, R16

I know how to express my appreciation to my friends and family

I enjoy being part of a family and friendship groups

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about relationships to

create The relationship fiesta

Appreciation streamers (piece 6)

#### VOCABULARY

Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.

can make babies when they grow up

I recognise how I feel about these changes happening to me and know how to cope with these feelings

5. Family Stereotypes R1, R2, R3, R4, R18, H2, H3

I can start to recognise stereotypical ideas I might have about parenting and family roles

I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes

6. Looking Ahead H2, H3

identify what I am looking forward to when I move to my next class

start to think about changes I will make next year and know how to go about this

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about Changing Me to create the

Tree of Change display

Ribbon of change mobiles (piece 6)

#### VOCABULARY

Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

**Non- Negotiables: Year 4**

**Unlocking learning through oracy**

- Talk and listen confidently in a wide range of contexts.
- Ask questions to clarify or develop understanding.
- Give an answer and justify it with evidence.
- Sequence, develop and communicate ideas in an organised and logical way in complete sentences as required.
- Show understanding of the main points and significant details in a discussion.
- Show they have listened carefully through making relevant comments.
- Increasingly able to adapt what they say to meet the needs of the audience/listener.
- Consider the impact of their words on others when giving feedback
- Start to develop empathy with an audience
- With increasing confidence, vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.

- Vary the amount of detail dependent on the purpose and audience.
- Show understanding of how and why language choices vary in different contexts.
- Formally present ideas or information to an audience with increasing confidence.
- Use some features of Standard English and understand contexts when this is required.
- Present work to an audience using appropriate intonation and control the tone and volume so that the meaning is clear.
- Actively seek alternative appropriate synonyms using a thesaurus.
- Give supporting evidence e.g. citing a text (using sentence stems) a previous example
- Ask probing questions
- Use more natural and subtle prompts for turn taking

**AUTUMN 1**

**AUTUMN 2**

**BEING ME IN MY WORLD**

**THE SIX PIECES**

**1. Becoming a Class 'Team' R7, R8, R9, H2, H3**

I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal

I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued

**2. Being a School Citizen R11, R12, R14**

I understand who is in my school community, the roles they play and how I fit in

**CELEBRATING DIFFERENCES**

**THE SIX PIECES**

**1. Judging by Appearances R13**

I understand that, sometimes, we make assumptions based on what people look like

I try to accept people for who they are

**2. Understanding influences R11, R12, R13, R20, R21, R22, R25, H7**

I understand what influences me to make assumptions based on how people look

I can question why I think what I do about other people

I can take on a role in a group and contribute to the overall outcome

### 3.Rights, Responsibilities and Democracy R12, R16

I understand how democracy works through the School Council

I can recognise my contribution to making a Learning Charter for the whole school

### 4.Rewards and Consequences R14, R19

I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them

I understand how rewards and consequences motivate people's behaviour

### 5. Our Learning Charter R13, R25

I understand how groups come together to make decisions

I can take on a role in a group and contribute to the overall outcome

### 6.Owning our Learning Charter

I understand my actions affect others and try to see things from their points of view

I am choosing to follow the Learning Charter

### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about being me in my world to create - The whole school learning charter

### VOCABULARY

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

### 3.Understanding Bullying R11, R16, R22, R31, R32, H7, H8, H9, H13

I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure

I know how it might feel to be a witness to and a target of bullying

### 4.Problem-solving R30

I can tell you why witnesses sometimes join in with bullying and sometimes don't tell

I can problem-solve a bullying situation with others

### 5.Special Me R15, R16, H4

I can identify what is special about me and value the ways in which I am unique

I like and respect the unique features of my physical appearance

### 6.Celebrating Difference: how we look R15, R16, H2, H3

I can tell you a time when my first impression of someone changed when I got to know them

I can explain why it is good to accept people for who they are

### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about celebrating differences to create A hall of fame display  
Picture frames (piece 5)

### VOCABULARY

Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.

## SPRING 1

### DREAMS & GOALS

#### THE SIX PIECES

##### 1.Hopes and Dreams

I know how it feels to have hopes and dreams

##### 2.Broken Dreams

I understand that sometimes hopes and dreams do not come true and that this can hurt

I know how disappointment feels and can identify when I have felt that way

##### 3.Overcoming Disappointment R12

I know that reflecting on positive and happy experiences can help me to counteract disappointment

I know how to cope with disappointment and how to help others cope with theirs

##### 4.Creating New Dreams

I know how to make a new plan and set new goals even if I have been disappointed

I know what it means to be resilient and to have a positive attitude

##### 5.Achieving Goals Puzzle Outcome: Potato People R14

I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group

I can enjoy being part of a group challenge

##### 6.We Did It! Assessment Opportunity R16, H2, H3

I can identify the contributions made by myself and others to the group's achievement

I know how to share in the success of a group and how to store this success experience in my internal treasure chest

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about my dreams and goals to create Our garden of dreams and goals

Stretchy flowers and dream wellies (pieces 5 and 6)

## SPRING 2

### HEALTHY ME

#### THE SIX PIECES

##### 1.My Friends and Me R7, R8, R11, R13, H2, H3

I recognise how different friendship groups are formed, how I fit into them and the friends I value the most

I can identify the feelings I have about my friends and my different friendship groups

##### 2.Group Dynamics R8, R10, R11, R13, R19, R20, R21, R22, R25

I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations

I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with

##### 3.Smoking R30, R31, R32, H21, H25, H26

I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke

I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others

##### 4.Alcohol R30, R31, R32, H21, H24, H25, H26

I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol

I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others

##### 5.Healthy Friendships R8, R9, R10, R11, R12, R13, R16, R20, R25, R29, R32, H1, H4

I can recognise when people are putting me under pressure and can explain ways to resist this when I want

I can identify feelings of anxiety and fear associated with peer pressure

##### 6.Celebrating My Inner Strength and Assertiveness R11, R12, R14, R15, R16, R19, R22, R25

I know myself well enough to have a clear picture of what I believe is right and wrong

**VOCABULARY**

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.

I can tap into my inner strength and know how to be assertive

**PUZZLE OUTCOME - END PRODUCT**

Help me fit together the six pieces of learning about healthy me to create The healthy, happy me recipe book  
Healthy friendships (piece 5)

**VOCABULARY**

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong

**SUMMER 1**

**SUMMER 2**

**RELATIONSHIPS**

**THE SIX PIECES**

**1. Jealousy R6**

I can recognise situations which can cause jealousy in relationships  
I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens

**2. Love and Loss R6, H2, H3, H7, H9**

I can identify someone I love and can express why they are special to me

I know how most people feel when they lose someone or something they love

**3. Memories H4, H10**

I can tell you about someone I know that I no longer see

I understand that we can remember people even if we no longer see them

**4. Getting on and Falling Out R7, R8, R9, R10, R11, R12, R13, R14, R16, R19, R25, R32, H7**

I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends

**CHANGING ME**

**THE SIX PIECES**

**1. Unique Me R1, R2, R3, R4, R27**

I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm

I appreciate that I am a truly unique human being

**2. Having a Baby R1, R2, R3, R4, R26, H34**

I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult

**3. Girls and Puberty R26, H34, H35** I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

I have strategies to help me cope with the physical and emotional changes I will experience during puberty

**4. Circles of Change H4**

I know how the circle of change works and can apply it to changes I want to make in my life

I know how to stand up for myself and how to negotiate and compromise

5. Girlfriends and Boyfriends R8, R9, R12, R13, R14, R16

I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older

I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend

6. Celebrating My Relationships with People and Animals R2, R4, R9, R12, R16, R19, R25

I know how to show love and appreciation to the people and animals who are special to me

I can love and be loved

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about relationships to create

The relationship fiesta

Memory boxes (piece 3)

#### VOCABULARY

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

I am confident enough to try to make changes when I think they will benefit me

5. Accepting Change H2, H3

I can identify changes that have been and may continue to be outside of my control that I learnt to accept

I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively

6. Looking Ahead

I can identify what I am looking forward to when I move to a new class

I can reflect on the changes I would like to make next year and can describe how to go about this

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about Changing Me to create the

Tree of Change display

Circles of change (piece 5)

#### VOCABULARY

Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual

intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited,

Nervous, Anxious, Happy.

## Non- Negotiables: Year 5

### Unlocking learning through oracy

- Talk and listen confidently in a wide range of contexts including some that are formal.
- Engage the interest of the listener by varying their expression and vocabulary.
- Adapt spoken language to the audience, purpose and context.
- Explain the effect of using different language for different purposes.
- Develop ideas and opinions with relevant detail.
- Express ideas and options justifying a point of view.
- Show understanding of the main points, significant details and implied meanings in a discussion.
- Use an increasingly sophisticated range of sentence stems with fluency and accuracy to cite evidence and ask probing questions

- Perform their own compositions across the curriculum using appropriate intonation and volume so that meaning is clear.
- Adapt the content of their speech for a specific audience e.g. use of humour
- Speak with flair and passion
- Consider the words and phrases used to express their ideas and how this supports the purpose of talk
- Understand and begin to select the appropriate register according to the context.
- With increasing frequency and confidence, seek alternative appropriate synonyms using a thesaurus.
- 

## AUTUMN 1

## AUTUMN 2

### BEING ME IN MY WORLD

#### THE SIX PIECES

1. My Year Ahead **R16, H2, H3**

I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal

I know what I value most about my school and can identify my hopes for this school year

2. Being a Citizen of My Country **R12, R14, R15**

I understand my rights and responsibilities as a citizen of my country

I can empathise with people in this country whose lives are different to my own

3. Year 5 Responsibilities **R12, R13, R14**

### CELEBRATING DIFFERENCES

#### THE SIX PIECES

1. Different cultures **R12, R16, R18**

I understand that cultural differences sometimes cause conflict

I am aware of my own culture

2. Racism **R12, R31, H4**

I understand what racism is

I am aware of my attitude towards people from different races

3. Rumours and Name-calling **R6, R9, R10, R29, R30, R32, H2, H3, H7, H9**

I understand how rumour-spreading and name-calling can be bullying behaviours

I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one

I understand my rights and responsibilities as a citizen of my country and as a member of my school

I can empathise with people in this country whose lives are different to my own

4.Rewards and Consequences **R14, H7**

I can make choices about my own behaviour because I understand how rewards and consequences feel

I understand that my actions affect me and others

5. Our Learning Charter **R14**

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

I can contribute to the group and understand how we can function best as a whole

6.Owning our Learning Charter **R12, R13, R14**

I understand how democracy and having a voice benefits the school community and know how to participate in this

I understand why our school community benefits from a Learning Charter and can help others to follow it

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about being me in my world to create - The whole school learning charter

#### VOCABULARY

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

4.Types of Bullying **R9, R10, R17, R32, H7, H8, H9**

I can explain the difference between direct and indirect types of bullying

I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied

5.Does Money Matter? **H9**

I can compare my life with people in the developing world

I can appreciate the value of happiness regardless of material wealth

6.Celebrating Difference across the world **R13, R15**

I can understand a different culture from my own

I respect my own and other people's cultures

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about celebrating differences to create Culture displays (pieces 5 and 6)

#### VOCABULARY

Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.

SPRING 1

SPRING 2

## DREAMS & GOALS

### THE SIX PIECES

#### 1. When I Grow Up (My Dream Lifestyle) **H2, H3**

I understand that I will need money to help me achieve some of my dreams

I can identify what I would like my life to be like when I am grown up

#### 2. Investigate Jobs and Careers

I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs

I appreciate the contributions made by people in different jobs

#### 3. My Dream Job. Why I want it and the steps to get there **R15**

I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it

I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future

#### 4. Dreams and Goals of Young People in Other Cultures **R16**

I can describe the dreams and goals of young people in a culture different to mine

I can reflect on how these relate to my own

#### 5. How Can We Support Each Other? Puzzle Outcome: Charity fundraising **R12**

I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other

I appreciate the similarities and differences in aspirations between myself and young people in a different culture

#### 6. Rallying Support Assessment Opportunity **R12**

I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

I understand why I am motivated to make a positive contribution to supporting others

## HEALTHY ME

### THE SIX PIECES

#### 1. Smoking **H21, H24, H25**

I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

I can make an informed decision about whether or not I choose to smoke and know how to resist pressure

#### 2. Alcohol **H21, H24, H25**

I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart

I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure

#### 3. Emergency Aid **R31, R31, R32, H9, H21, H32, H33**

I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations

I know how to keep myself calm in emergencies

#### 4. Body Image **R12, R15, R16, R18, R25, R27, H10, H21**

I understand how the media, social media and celebrity culture promotes certain body types

I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am

#### 5. My Relationship with Food **R15, H4, H10, H21**

I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures

I respect and value my body

#### 6. Healthy Me Assessment Opportunity **H1, H2, H3, H4, H5, H6, H10, H18, H19, H20, H21**

I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

I am motivated to keep myself healthy and happy

### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about healthy me to create The

<p><b>PUZZLE OUTCOME - END PRODUCT</b>  <b>Help me fit together the six pieces of learning about my dreams and goals to create</b> Our garden of dreams and goals  Fundraising event (pieces 5 and 6)</p> <p><b>VOCABULARY</b></p> <p>Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>	<p>healthy, happy me recipe book  Healthy body image (piece 5)</p> <p><b>VOCABULARY</b></p> <p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Levelheaded, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>
<p style="text-align: center;"><b>SUMMER 1</b></p>	<p style="text-align: center;"><b>SUMMER 2</b></p>
<p><b>RELATIONSHIPS</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1.Recognising Me</b> R13, R15, H2, H3, H4, H7  I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities  I know how to keep building my own self esteem</p> <p><b>2.Safety with Online Communities</b> R11, R12, R13, R14, R16, R17, R20, R21, R22, R23, R24, R25, R26, R29, R31, R31, R32, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17  I understand that belonging to an online community can have positive and negative consequences  I can recognise when an online community feels unsafe or uncomfortable</p> <p><b>3.Being in an Online Community</b> R12, R13, R14, R16, R19, R20, R21, R22, R23, R24, R25, R26, R29, H8, H9, H10, H11, H12, H13, H14, H15, H16, H17  I understand there are rights and responsibilities in an online community or social network  I can recognise when an online community is helpful or unhelpful to me</p> <p><b>4.Online Gaming</b> R12, R13, R14, R19, R20, R21, R22, R23, R24, H11, H12,</p>	<p><b>CHANGING ME</b></p> <p><b>THE SIX PIECES</b></p> <p><b>1.Self and Body Image</b> R15, R25, R26, R27, H5, H6, H10, H18  I am aware of my own self-image and how my body image fits into that  I know how to develop my own self esteem</p> <p><b>2.Puberty for Girls</b> H34  I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally  I understand that puberty is a natural process that happens to everybody and that it will be ok for me</p> <p><b>3.Puberty for boys</b> H2, H3, H34  I can describe how boys’ and girls’ bodies change during puberty  I can express how I feel about the changes that will happen to me during puberty</p> <p><b>4.Conception</b> H34  I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby  I appreciate how amazing it is that human bodies can reproduce in these ways</p> <p><b>5.Looking Ahead 1</b> H4, H34 I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of</p>

H13, H14, H15, H16, H17

I know there are rights and responsibilities when playing a game online

I can recognise when an online game is becoming unhelpful or unsafe

5. My Relationship with Technology: screen time R12, R13, R14, R20, R21, R22, R23, R24, H5, H11, H12, H13, H14, H15, H16, H17, H28

I can recognise when I am spending too much time using devices (screen time)

I can identify things I can do to reduce screen time, so my health isn't affected

6. Relationships and Technology (staying safe and happy online) R11, R12, R13, R14, R20, R21, R22, R23, R24, H1, H11, H12, H13, H14, H15, H16, H17

I can explain how to stay safe when using technology to communicate with my friends

I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about relationships to create The relationship fiesta

Internet safety posters (pieces 5 and 6)

#### VOCABULARY

Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive,

Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen

time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules.

consent)

I am confident that I can cope with the changes that growing up will bring

6. Looking Ahead 2 H1, H4 I can identify what I am looking forward to when I move to my next class.

I can start to think about changes I will make next year and know how to go about this.

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about Changing Me to create the

Tree of Change display

Change cards (becoming a teenager) (piece 5)

#### VOCABULARY

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.

**Non- Negotiables: Year 6**

**Unlocking learning through oracy**

- Listen carefully and adapt talk to the demands of different contexts, purposes and audiences with increasing confidence.
- Ask questions to develop ideas and make contributions that take account of others' views.
- Use evidence to support ideas and opinions.
- Explain ideas and opinions – elaborating to make meaning explicit.
- Take an active part in discussions, taking different roles.
- Construct a detailed argument or complex narrative
- Spontaneously respond to and offer increasingly complex questions, citing evidence where appropriate
- Use hypothetical speculative language to express possibilities.
- Use Standard English fluently in formal situations.
- Debate an issue maintaining a focused point of views

- Use formal language of persuasion to structure a logical argument.
- Perform their own compositions across the curriculum, using appropriate intonation, volume and expression so that literal and implied meaning is made clear.
- Pay close attention to, and consider the view and opinions of, others in discussions.
- Make contributions to discussions, evaluating others' ideas and responding to them.
- Understand and select the appropriate register according to the context.
- Regularly, seek alternative appropriate synonyms using a thesaurus.
- Apply accurately and vary the use and choice of vocabulary (including technical language) dependent on the purpose and audience.

**AUTUMN 1**

**AUTUMN 2**

**BEING ME IN MY WORLD**

**THE SIX PIECES**

**1. My Year Ahead**

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

I feel welcome and valued and know how to make others feel the same

**2. Being a Global Citizen R12, H2, H3**

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

**CELEBRATING DIFFERENCES**

**THE SIX PIECES**

**1.Am I Normal? R15, H4, H7, H10**

I understand there are different perceptions about what normal means

I can empathise with people who are different

**2.Understanding Difference R3, R12, R18, R19, H7, H10**

I understand how being different could affect someone's

met

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

3. Being a Global Citizen **R12, H2, H3**

I understand that my actions affect other people locally and globally I understand my own wants and needs and can compare these with children in different communities

4. The Learning Charter **R12, R13, R14, R25, H4**

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

I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them

5. Our Learning Charter **R7, R12, R13, R16**

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

I can contribute to the group and understand how we can function best as a whole

6. Owing our Learning Charter **R12, R13, R16**

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

I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about being me in my world to create - The whole school learning charter

#### VOCABULARY

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

life

I am aware of my attitude towards people who are different

3. Power Struggles **R11, R21, R25, R31, R32, H7, H13, H17**

I can explain some of the ways in which one person or a group can have power over another

I know how it can feel to be excluded or treated badly by being different in some way

4. Why Bully **R11, R17, R30, R31, H8, H13, H17**

I know some of the reasons why people use bullying behaviours

I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one

5. Celebrating Difference **R12, R13**

I can give examples of people with disabilities who lead amazing lives

I appreciate people for who they are

6. Celebrating Difference **R13, R16, H2, H3**

I can explain ways in which difference can be a source of conflict and a cause for celebration

I can show empathy with people in either situation

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about celebrating differences to create A hall of fame display  
Admiration accolades (piece 5)

#### VOCABULARY

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient,

Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

## SPRING 1

## SPRING 2

### DREAMS & GOALS

THE SIX PIECES (Purple - PSHE Intent. Green - Social and emotional intent)

**1. Personal Learning Goals R15**

I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal)

I understand why it is important to stretch the boundaries of my current learning

**2. Steps to Success**

I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these

I can set success criteria so that I will know whether I have reached my goal

**3. My Dream For the World H2, H3**

I can identify problems in the world that concern me and talk to other people about them

I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations

**4. Helping to Make a Difference R12, R13, H7**

I can work with other people to help make the world a better place

I can empathise with people who are suffering or who are living in difficult situations

**5. Helping to Make a Difference R16, H4**

I can describe some ways in which I can work with other people to help make the world a better place

I can identify why I am motivated to do this

**6. Recognising Our Achievements R16**

I know what some people in my class like or admire about me and can

### HEALTHY ME

THE SIX PIECES

**1. Taking responsibility for my health and well-being R15, R27, R31, R32, H1, H5, H6, H7, H9, H10, H17, H18, H19, H21, H24, H31**

I can take responsibility for my health and make choices that benefit my health and well-being

I am motivated to care for my physical and emotional health

**2. Drugs R31, R32, H2, H3, H8, H9, H10, H17, H21, H24, H25**

I know about different types of drugs and their uses and their effects on the body particularly the liver and heart

I am motivated to find ways to be happy and cope with life's situations without using drugs

**3. Exploitation R7, R11, R25, R31, R32, H8, H9, H10, H17, H21**

I understand that some people can be exploited and made to do things that are against the law

I can suggest ways that someone who is being exploited can help themselves

**4. Gangs R7, R11, R25, R31, R32, H8, H9, H10, H17, H21**

I know why some people join gangs and the risks this involves

I can suggest strategies someone could use to avoid being pressured

**5. Emotional and Mental Health R30, R31, R32, H1, H4, H5, H6, H7, H9, H10, H12, H17, H18, H19, H21, H28**

I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness

I know how to help myself feel emotionally healthy and can recognise when I need help with this

**6. Managing Stress and Pressure R15, R19, R27, R30, R31, R32, H1, H4, H5, H6, H7, H9, H10, H12, H17, H18, H19, H20, H21, H28**

I can recognise stress and the triggers that cause this and I understand how

<p>accept their praise I can give praise and compliments to other people when I recognise their contributions and achievements</p> <p><b>PUZZLE OUTCOME - END PRODUCT</b> Help me fit together the six pieces of learning about my dreams and goals to create Our garden of dreams and goals Bunting / garden event (pieces 3 and 5)</p> <p><b>VOCABULARY</b></p> <p>Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>	<p>stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure</p> <p><b>PUZZLE OUTCOME - END PRODUCT</b> Help me fit together the six pieces of learning about healthy me to create The healthy, happy me recipe book Healthy body, healthy mind (piece 6)</p> <p><b>VOCABULARY</b></p> <p>Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>
<p><b>SUMMER 1</b> <span style="float: right;"><b>SUMMER 2</b></span></p>	
<p><b>RELATIONSHIPS</b></p> <p><b>THE SIX PIECES</b></p> <p>1.What is Mental Health? R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21 I know that it is important to take care of my mental health I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>2.My Mental Health R15, R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21 I know how to take care of my mental health I can help myself and others when worried about a mental health problem</p> <p>3.Love and Loss R32, H2, H3, H4, H7, H9, H10, H17 I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p>	<p><b>CHANGING ME</b></p> <p><b>THE SIX PIECES</b></p> <p>1.My Self Image R15, R27, H1, H4, H6, H7, H9, H10 I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem</p> <p>2. Puberty R30, R32, H9, H34, H35 I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty</p> <p>3. Babies: Conception to Birth R1, R4, R32, H9, H35 I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can recognise how I feel when I reflect on the development and birth of a baby</p> <p>4. Boyfriends and Girlfriends R4, R7, R8, R9, R13, R19, H9 I understand how being physically attracted to someone changes the nature of the</p>

I can recognise when I am feeling those emotions and have strategies to manage them

4. Power and Control R8, R9, R10, R13, R17, R19, R25, R26, R28, R30, R31, R32, H8, H9, H17

I can recognise when people are trying to gain power or control

I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control

5. Being Online: Real or Fake? Safe or Unsafe? R11, R13, R20, R21, R22, R23, R24, R25, R26, R28, R29, R32, H11, H12, H13, H14, H15, H16, H17

I can judge whether something online is safe and helpful for me

I can resist pressure to do something online that might hurt myself or others

6. Using Technology Responsibly R13, R21, R22, R23, R24, R25, R26, R28, R32, H11, H12, H13, H14, H15, H16, H17

I can use technology positively and safely to communicate with my friends and family

I can take responsibility for my own safety and well-being

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about relationships to create The relationship fiesta

Internet safety presentation (pieces 5 and 6)

#### VOCABULARY

Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.

relationship and what that might mean about having a girlfriend/boyfriend  
I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

5. Real self and ideal self R13, R15, R16, R19, R27, H1, H4, H6 H9, H10

I am aware of the importance of a positive self-esteem and what I can do to develop it

I can express how I feel about my self-image and know how to challenge negative 'body-talk'

6. The Year Ahead H2, H3, H4, H6, H9, H10

I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

I know how to prepare myself emotionally for the changes next year.

#### PUZZLE OUTCOME - END PRODUCT

Help me fit together the six pieces of learning about Changing Me to create the

Tree of Change display

T-shirts (piece 6)

#### VOCABULARY

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health,

Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals,

Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum,

Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual

intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon,

	<p>Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>
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