



PSHE/RSE Curriculum

EYFS – Year 6

The primary intent for our curriculum:

At Hemlington Hall Academy, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

The primary intent for our EYFS curriculum.

- To become a 'Sparkly Star' who shows empathy to others, determination to complete a goal, resilience in the face of challenges and shows curiosity about the world around them.



The primary intent for our curriculum:

At Hemlington Hall Academy, personal, social and health education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Nursery	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Develop their sense of responsibility and membership of a community. -Understand gradually how others might be feeling. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. -Remember rules without needing an adult to remind them -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. 					
Reception	<ul style="list-style-type: none"> - See themselves as a valuable individual. -Build constructive and respectful relationships. -Express their feelings and consider the feelings of others. -Think about the perspectives of others. -Show resilience and perseverance in the face of challenge. -Identify and moderate their own feelings socially and emotionally. -Manage their own needs <p>ELGS</p> <p><u>Self Regulation</u></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><u>Building Relationships</u></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; - Show sensitivity to their own and to others' needs. <p><u>Managing Self</u></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. 					

PSHE Curriculum

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 1/2 Cycle A	Being me in my world 1	Celebrating difference 1	Dreams and goals 1/2 * See MTP plan for breakdown of lessons	Healthy me 1/2 * See MTP plan for breakdown of lessons	Relationships 1/2 * See MTP plan for breakdown of lessons	Changing me 1/2 * See MTP plan for breakdown of lessons
Year 1/2 Cycle B	Being me in my world 2	Celebrating difference 2	Dreams and goals 1/2 * See MTP plan for breakdown of lessons	Healthy me 1/2 * See MTP plan for breakdown of lessons	Relationships 1/2 * See MTP plan for breakdown of lessons	Changing me 1/2 * See MTP plan for breakdown of lessons
Year 3	Being me in my world 3	Celebrating difference 3	Dreams and goals 3	Healthy me 3	Relationships 3	Changing me 3
Year 4	Being me in my world 4	Celebrating difference 4	Dreams and goals 4	Healthy me 4	Relationships 4	Changing me 4
Year 5/6 Cycle A	Being me in my world 5/6 * See MTP plan for breakdown of lessons	Relationships 5/6 * See MTP plan for breakdown of lessons	Changing me 5/6 * See MTP plan for breakdown of lessons	Healthy me 5	Celebrating difference 5	Dreams and goals 5/6 * See MTP plan for breakdown of lessons
Year 5/6 Cycle B	Being me in my world 5/6 * See MTP plan for breakdown of lessons	Relationships 5/6 * See MTP plan for breakdown of lessons	Changing me 5/6 * See MTP plan for breakdown of lessons	Healthy me 6	Celebrating difference 6	Dreams and goals 5/6 * See MTP plan for breakdown of lessons

Nursery	Autumn	Cycle 1 – We’re going on a bear hunt, Peace at last, Goldilocks and the three bears, Dear Santa Cycle 2 - The tiger who came to tea, The three little pigs, room on the broom, Kipper’s Christmas Eve	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
Introduce the reflection area to help children understand different emotions. To discuss and set the rules and expectations of behaviour in Nursery. Staff to work in the continuous provision areas to build up relationships with children and model behaviour, expectations and how to play. To discuss the feelings of different characters in stories To take part in a Christmas performance to develop social skills and confidence. To begin to learn and understand how to play games and take turns. To take part in Anti-Bullying week and discuss how to be kind to others. To celebrate Children in Need day and to know how to help others who may be more needy than ourselves. To celebrate Diwali and discuss how different people believe different things and how to understand and respect. To know how to take care of teeth.		I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it’s made...? I wonder how many? I wonder why/how/who?	Happy Sad Angry Upset Worried Shy Excited Scared Shocked Confidence Rules Expectations Thinking time Turn taking Friend Kind Bullying Needs Diwali Respect Religion Teeth Care Toothbrush toothpaste

Nursery	Spring	Cycle 1 – The gingerbread man, Kitchen disco, cleversticks, sharing a shell Cycle 2 – Elmer, Rosie’s walk, Bathroom boogie,	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To discuss and remind set the rules and expectations of behaviour in Nursery.</p> <p>To develop more confidence and begin to contribute to group discussions and answer questions.</p> <p>To discuss the feelings of different characters in stories</p> <p>To discuss importance of the people that we love (Valentine’s day and mother’s day)</p> <p>To begin to learn and understand how to play games and take turns.</p> <p>To make a “How am I feeling today” chart.</p> <p>To know how to take care of teeth.</p> <p>To learn about Chinese New Year and discuss how to show respect for different religions.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it’s made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Happy</p> <p>Sad</p> <p>Angry</p> <p>Upset</p> <p>Worried</p> <p>Shy</p> <p>Excited</p> <p>Scared</p> <p>Shocked</p> <p>Confidence</p> <p>Rules</p> <p>Expectations</p> <p>Mother’s day</p> <p>Valentines day</p> <p>Thinking time</p> <p>Turn taking</p> <p>Friend</p> <p>Kind</p> <p>Bullying</p> <p>Needs</p> <p>Chinese New Year</p> <p>Respect</p> <p>Religion</p> <p>Teeth</p> <p>Care</p> <p>Toothbrush</p> <p>toothpaste</p>

Nursery	Summer	Cycle 1 – Peepo, Whatever next, the selfish crocodile, the very hungry caterpillar Cycle 2 – Walking through the jungle, Jack and the beanstalk, Owl babies, Farmyard hullabaloo		
What will be taught ... key ideas?		I wonder ..	Key vocabulary	
To discuss and remind set the rules and expectations of behaviour in Nursery.		I wonder who lives there?	Happy	Thinking time
To discuss importance of the people that we love (Father’s day)		I wonder how you get there?	Sad	Turn taking
To prepare for the next steps in our learning journey (transition to Reception for some children)		I wonder what it looks/tastes/sounds/feels like...?	Angry	Friend
To discuss the feelings of different characters in stories.		I wonder what happens if...?	Upset	Kind
To begin to learn and understand how to play games and take turns.		I wonder who it is...?	Worried	Bullying
To take part in Diversity week and understand differences.		I wonder how it’s made...?	Shy	Needs
To make good choices about oral hygiene/healthy foods.		I wonder how many?	Excited	Respect
		I wonder why/how/who?	Scared	Religion
			Shocked	Teeth
			Confidence	Care
			Rules	Toothbrush
			Expectations	toothpaste
			Father’s day	
			Diversity	

Reception	Autumn	Superworm, The enormous turnip , Funny bones, Gruffalo, Stick Man, Lost and found	
What will be taught ... key ideas?	I wonder ..	Key vocabulary	
To understand friendships and celebrate differences. To look at stick man's facial expressions and discuss feelings. To use 'Jessie and friends' to teach online safety. To know how to take care of teeth. To use cosmic kids to help manage feelings and behaviour. To understand loneliness and how to help someone is lonely.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like...? I wonder what happens if...? I wonder who it is...? I wonder how it's made...? I wonder how many? I wonder why/how/who?	Friendships friends Celebrate Differences reflect Feelings – happy, sad, unhappy, excited, angry, ok, upset Face Expressions	behaviour Safety Online Care Teeth Brush Water Toothbrush Lonely Loneliness

Reception	Spring	Mixed, Once there were giants, Three billy goats gruff, Little red hen, Zog	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To use cosmic kids to help manage feelings and behaviour.</p> <p>To discuss dreams and goals for the year ahead.</p> <p>To know what helps keep me healthy.</p> <p>To discuss importance of the people that we love (Valentine's day and mother's day)</p> <p>To express their feelings and consider the feelings of others (Mixed)</p> <p>To discuss what to do if you fall out with a friend.</p> <p>To know different ways of solving problems.</p> <p>To understand what marriage is.</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Feelings</p> <p>Behaviour</p> <p>Dreams</p> <p>Goals</p> <p>Year</p> <p>Health</p> <p>Healthy</p> <p>Love</p> <p>Like</p> <p>Friendships</p> <p>Friend</p> <p>Kind</p> <p>Problems</p> <p>Solving</p> <p>Marriage</p> <p>Marry</p> <p>Man</p> <p>Woman</p> <p>Together</p> <p>love</p>

Reception	Summer	The little red hen, Monkey puzzle, Handa's Hen, What the ladybird heard, Commotion in the ocean.	
What will be taught ... key ideas?		I wonder ..	Key vocabulary
<p>To use cosmic kids to help manage feelings and behaviour.</p> <p>To understand friendships and how to be a good friend.</p> <p>To discuss getting older and moving on.</p> <p>To discuss importance of the people that we love (father's day)</p> <p>To take part in reception graduation by celebrating achievements.</p> <p>Who would you share your bread with and why?</p>		<p>I wonder who lives there?</p> <p>I wonder how you get there?</p> <p>I wonder what it looks/tastes/sounds/feels like...?</p> <p>I wonder what happens if...?</p> <p>I wonder who it is...?</p> <p>I wonder how it's made...?</p> <p>I wonder how many?</p> <p>I wonder why/how/who?</p>	<p>Feelings</p> <p>Behaviour</p> <p>Friendship</p> <p>Friends</p> <p>Old</p> <p>Young</p> <p>Growing</p> <p>Younger</p> <p>Older</p> <p>Love</p> <p>Loving</p> <p>Like</p> <p>Celebrate</p> <p>Achieve</p> <p>Achievements</p> <p>Sharing</p> <p>share</p>

Being Me in my world 1		Jigsaw		Year: 1/2 Cycle A		Term: Autumn 1	
Foundations of previous learning: ELGS that feed into PSHE: <u>Understanding the World Past and Present</u> - Talk about the lives of the people around them and their roles in society; <u>Communication and Language Speaking</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Personal, Social and Emotional Development - Self-Regulation</u> - 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. <u>Personal, Social and Emotional Development - Managing Self</u> - 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. <u>Personal, Social and Emotional Development - Building Relationships</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.			
Unit Learning							
Themes (Puzzle pieces)	Skills		Knowledge			Vocabulary	
Special and Sade My class Rights and responsibilities Rewards and feeling proud Consequences Owning our learning charter	Year 1 Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences	Year 2 Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried	Year 1 Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class	Year 2 Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead	Special Safe Belonging Rights Responsibilities Choice Consequences Feelings Proud		
	Skills Assessment		Knowledge Assessment				
	Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place	Know how to make their class a safe and fair place Be able to work co-operatively	Understand that their choices have consequences Understand that their views are important	Know about rewards and consequences and that these stem from choices Understand that their own views are valuable			

Celebrating difference 1		Jigsaw	Year: 1/2 Cycle A	Term: Autumn 2	
<p>Foundations of previous learning: ELGS that feed into PSHE: <u>Understanding the World Past and Present</u> - Talk about the lives of the people around them and their roles in society; <u>Communication and Language Speaking</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Personal, Social and Emotional Development - Self-Regulation</u> - 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. <u>Personal, Social and Emotional Development - Managing Self</u> - 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. <u>Personal, Social and Emotional Development - Building Relationships</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
The same as ... Different from ... What is ‘bullying’? What do I do about bullying? Making new friends Celebrating difference, celebrating me	Year 1 Identify what is bullying and what isn’t Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different 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	Year 2 Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone’s differences make them special and unique 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 Can choose to be kind to someone who is being bullied Recognise that they shouldn’t judge people because they are different	Year 1 Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities	Year 2 Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know the difference between right and wrong and the role that choice has to play in this	Similarity Same as Different Bullying Deliberate On purpose Unfair Included Friendship Qualities Celebration Unique
	Skills Assessment		Knowledge Assessment		
	Year 1 Identify what is bullying and what isn’t Understand how being bullied might feel	Year 2 Explain how being bullied can make someone feel Know how to stand up for themselves when they need to	Year 1 Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy	Year 2 Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference	

Dreams and Goals 1/2		Jigsaw	Year: 1/2 Cycle A	Term: Spring 1	
<p>Foundations of previous learning: ELGS that feed into PSHE: <u>Understanding the World Past and Present</u> - Talk about the lives of the people around them and their roles in society; <u>Communication and Language Speaking</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Personal, Social and Emotional Development - Self-Regulation</u> - 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. <u>Personal, Social and Emotional Development - Managing Self</u> - 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. <u>Personal, Social and Emotional Development - Building Relationships</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
<p>My treasure chest of success Steps to goals Achieving together Stretchy learning Overcoming obstacles Celebrating my success</p> <p>Lesson breakdown Age 5-6 lesson 1 Age 6-7 lesson 2 Age 6-7 lesson 3 Age 5-6 lesson 3 Age 5-6 lesson 4 Age 5-6 Lesson 6</p>	<p><u>Year 1</u></p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p><u>Year 2</u></p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p><u>Year 1</u></p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p>	<p><u>Year 2</u></p> <p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p>	<p>Goals Learning Process Achievement Celebrate Obstacle Overcome Achieve Goal Success Celebration</p>
	Skills Assessment		Knowledge Assessment		
	<p><u>Year 1</u></p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p>	<p><u>Year 2</u></p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p>	<p><u>Year 1</u></p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p>	<p><u>Year 2</u></p> <p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p>	

Healthy me 1/2		Jigsaw	Year: 1/2 Cycle A	Term: Spring 2	
<p>Foundations of previous learning: ELGS that feed into PSHE: <u>Understanding the World Past and Present</u> - Talk about the lives of the people around them and their roles in society; <u>Communication and Language Speaking</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Personal, Social and Emotional Development - Self-Regulation</u> - 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. <u>Personal, Social and Emotional Development - Managing Self</u> - 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. <u>Personal, Social and Emotional Development - Building Relationships</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
Being healthy Healthy choices Clean and healthy Medicine safety Road safety Happy, healthy me Cycle A Focus on hygiene and healthy eating Lesson Breakdown Age 5-6 lesson 1 Age 5-6 lesson 2 Age 5-6 lesson 3 Age 6-7 lesson 4 Age 6-7 lesson 5 Age 6-7 lesson 6	Year 1 Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Feel good about themselves when they make healthy choices Realise that they are special	Year 2 Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Express how it feels to share healthy food with their friends	Year 1 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 about people who can keep them safe	Year 2 Know what their body needs to stay healthy Know what relaxed means Know why healthy snacks are good for their bodies Know which foods given their bodies energy Know how to make some healthy snacks	Healthy Unhealthy Balanced Exercise Balanced Body part Safe Hygienic Medicines Look, listen, wait
	Skills Assessment		Knowledge Assessment		
	Year 1 Keep themselves safe Recognise how being healthy helps them to feel happy	Year 2 Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food	Year 1 Know the difference between being healthy and unhealthy Know how to make healthy lifestyle choices	Year 2 Know what their body needs to stay healthy Know why healthy snacks are good for their bodies	

Relationships 1/2		Jigsaw	Year: 1/2 Cycle A		Term: Summer 1
<p>Foundations of previous learning: ELGS that feed into PSHE: <u>Understanding the World Past and Present</u> - Talk about the lives of the people around them and their roles in society; <u>Communication and Language Speaking</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Personal, Social and Emotional Development - Self-Regulation</u> - 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. <u>Personal, Social and Emotional Development - Managing Self</u> - 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. <u>Personal, Social and Emotional Development - Building Relationships</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
<p>Families Making friends Greetings People who help us Being my own best friend Celebrating my special relationships</p> <p>Cycle A Focus on different types of families and early, age appropriate, lessons on consent and learning who to trust</p> <p>Lesson breakdown Age 5-6 lesson 1 Age 5-6 lesson 2 Age 5-6 lesson 3 Age 6-7 lesson 4 Age 6-7 lesson 5 Age 6-7 lesson 6</p>	<p><u>Year 1</u></p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can show skills of friendship</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p><u>Year 2</u></p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p><u>Year 1</u></p> <p>Know that everyone’s family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p>	<p><u>Year 2</u></p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone’s family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p>	<p>Family Belong Friendship Qualities Caring Sharing Greeting Touch Texture Feel Community Confidence Praise</p>
	Skills Assessment		Knowledge Assessment		
		<p><u>Year 1</u></p> <p>Can express how it feels to be part of a family and to care for family members</p> <p>Can identify forms of physical contact they prefer</p>	<p><u>Year 2</u></p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p>	<p><u>Year 1</u></p> <p>Know that everyone’s family is different</p> <p>Know that physical contact can be used as a greeting</p>	<p><u>Year 2</u></p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p>

Changing me 1/2		Jigsaw	Year: 1/2 Cycle A	Term: Summer 2	
Foundations of previous learning: ELGS that feed into PSHE: <u>Understanding the World Past and Present</u> - Talk about the lives of the people around them and their roles in society; <u>Communication and Language Speaking</u> - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <u>Personal, Social and Emotional Development - Self-Regulation</u> - 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. <u>Personal, Social and Emotional Development - Managing Self</u> - 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. <u>Personal, Social and Emotional Development - Building Relationships</u> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.		
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
Life cycles Changing me My changing body Boys and girls bodies Learning and growing Coping with changes <u>Lesson Breakdown</u> Age 5-6 lesson 1 Age 5-6 Lesson 2 Age 5-6 Lesson 3 Age 6-7 Lesson 4 Age 6-7 Lesson 5 Age 6-7 Lesson 6	<u>Year 1</u> Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class 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	<u>Year 2</u> Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can 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 what they are looking forward to in the next year	<u>Year 1</u> Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that 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 that learning brings about change	<u>Year 2</u> Know the physical differences between male and female bodies Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable Know the correct names for private body parts 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	Self-belief Incredible Proud Appreciate Changes Life cycle Mature Male Female Vagina Penis Testicles
	Skills Assessment		Knowledge Assessment		
	<u>Year 1</u> Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class	<u>Year 2</u> Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable	<u>Year 1</u> 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	<u>Year 2</u> Know the physical differences between male and female bodies Know that private body parts are special and that no one has the right to hurt these	

Being me in my world 2		Jigsaw		Year: 1/2 Cycle B		Term: Autumn 1	
Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class.							
Unit Learning							
Themes (Puzzle pieces)	Skills		Knowledge			Vocabulary	
Hopes and fears for the year Rights and responsibilities Rewards and consequences Our learning charter Owning our learning charter	Year 1 Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences	Year 2 Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried	Year 1 Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class	Year 2 Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead	Worries Hopes Fears Rights Responsibilities Safe Fair Ideas Consequence Actions Praise Reward Consequence Positive Negative Co-operative		
	Skills Assessment		Knowledge Assessment				
	Year 1 Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place	Year 2 Know how to make their class a safe and fair place Be able to work co-operatively	Year 1 Understand that their choices have consequences Understand that their views are important	Year 2 Know about rewards and consequences and that these stem from choices Understand that their own views are valuable			

Celebrating difference 2		Jigsaw	Year: 1/2 Cycle B	Term: Autumn 2	
Foundations of previous learning: Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
Boys and girls Why does bullying happen? Standing up for myself and others Making a new friend Celebrating difference and still being friends.	Year 1 Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different 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	Year 2 Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique 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 Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different	Year 1 Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities	Year 2 Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know the difference between right and wrong and the role that choice has to play in this	Stereotypes Similarities Differences Assumptions Stereotypes Purpose Sad Lonely Help Stand up for Value Bully Bullied Accept Kind Right Wrong Friend Special Unique
	Skills Assessment		Knowledge Assessment		
	<u>Year 1</u> Identify what is bullying and what isn't Understand how being bullied might feel	<u>Year 2</u> Explain how being bullied can make someone feel Know how to stand up for themselves when they need to	<u>Year 1</u> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy	<u>Year 2</u> Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference	

Dreams and Goals 1/2		Jigsaw	Year: 1/2 Cycle B		Term: Spring 1
Foundations of previous learning: Y1 - 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					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
Goals to success My learning strengths Learning with others A group challenge Celebrating our achievement Lesson Breakdown Age 6-7 lesson 1 Age 5-6 lesson 2 Age 5-6 lesson 5 Age 6-7 lesson 4 Age 6-7 lesson 5 Age 6-7 lesson 6	<u>Year 1</u> Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future	<u>Year 2</u> 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 Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how it feels to be part of a group that succeeds and store this feeling	<u>Year 1</u> Know how to set simple goals Know how to achieve a goal 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 Know how to work well with a partner Know that tackling a challenge can stretch their learning	<u>Year 2</u> 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	Realistic goal achieve success achievement proud strength difficult persevere cooperative problem solving
	Skills Assessment		Knowledge Assessment		
	<u>Year 1</u> Recognise things that they do well Explain how they learn best	<u>Year 2</u> Recognise how working with others can be helpful Be able to work effectively with a partner	<u>Year 1</u> Know how to set simple goals Know how to achieve a goal	<u>Year 2</u> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere	

Healthy Me 1/2		Jigsaw		Year: 1/2 Cycle B		Term: Spring 2	
Foundations of previous learning: Y1 - 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							
Unit Learning							
Themes (Puzzle pieces)	Skills		Knowledge			Vocabulary	
<div>Being healthy</div> <div>Being relaxed</div> <div>Medicine safety</div> <div>Healthy eating</div> <div>The healthy me café</div> <div>Cycle B</div> <div>Focus on medicines and road safety</div> <div>Lesson Breakdown</div> <div>Age 6-7 lesson 1</div> <div>Age 6-7 lesson 2</div> <div>Age 5-6 lesson 3</div> <div>Age 6-7 lesson 4</div> <div>Age 5-6 lesson 5</div> <div>Age 5-6 lesson 6</div>	<div>Year 1</div> <div>Recognise how being healthy helps them to feel happy</div> <div>Feel good about themselves when they make healthy choices</div> <div>Realise that they are special</div>	<div>Year 2</div> <div>Desire to make healthy lifestyle choices</div> <div>Identify when a feeling is weak and when a feeling is strong</div> <div>Express how it feels to share healthy food with their friends</div>	<div>Year 1</div> <div>Know that all household products, including medicines, can be harmful if not used properly</div> <div>Know that medicines can help them if they feel poorly</div> <div>Know how to keep safe when crossing the road</div> <div>Know how to keep themselves clean and healthy</div> <div>Know that germs cause disease/illness</div> <div>Know about people who can keep them safe</div>	<div>Year 2</div> <div>Know that it is important to use medicines safely</div> <div>Know what makes them feel relaxed/stressed</div> <div>Know how medicines work in their bodies</div> <div>Know how to make some healthy snacks</div>	<div>Healthy</div> <div>Motivated</div> <div>Lifestyle choice</div> <div>Relaxed</div> <div>Stressed</div> <div>Weak</div> <div>Strong</div> <div>Medicine</div> <div>Safety</div> <div>Positive</div> <div>Care</div> <div>Food</div> <div>Food groups</div> <div>Relationship</div> <div>Nutritious</div>		
	Skills Assessment		Knowledge Assessment				
	<div>Year 1</div> <div>Recognise how being healthy helps them to feel happy</div> <div>Feel good about themselves when they make healthy choices</div>	<div>Year 2</div> <div>Desire to make healthy lifestyle choices</div> <div>Identify when a feeling is weak and when a feeling is strong</div>	<div>Year 1</div> <div>Know that all household products, including medicines, can be harmful if not used properly</div> <div>Know that medicines can help them if they feel poorly</div>	<div>Year 2</div> <div>Know that it is important to use medicines safely</div> <div>Know how medicines work in their bodies</div>			

Relationships 1/2		Jigsaw		Year: 1/2 Cycle B		Term: Summer 1	
Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them							
Unit Learning							
Themes (Puzzle pieces)	Skills		Knowledge			Vocabulary	
<div>Families</div> <div>Keeping safe – exploring physical contact</div> <div>Friends and conflict</div> <div>Secrets</div> <div>Trust and appreciation</div> <div>Celebrating my special relationships</div> <div>Cycle B</div> <div>Focus on different types of families and what makes a family, appropriate touch and friendships</div> <div>Lesson breakdown</div> <div>Age 6-7 lesson 1</div> <div>Age 6-7 lesson 2</div> <div>Age 6-7 lesson 3</div> <div>Age 5-6 lesson 4</div> <div>Age 5-6 lesson 5</div> <div>Age 5-6 lesson 6</div>	<div>Year 1</div> <div>Can express how it feels to be part of a family and to care for family members</div> <div>Can say what being a good friend means</div> <div>Can identify forms of physical contact they prefer</div> <div>Can say no when they receive a touch they don't like</div> <div>Can show skills of friendship</div> <div>Can praise themselves and others</div> <div>Can recognise some of their personal qualities</div> <div>Can say why they appreciate a special relationship</div>	<div>Year 2</div> <div>Can identify the different roles and responsibilities in their family</div> <div>Can recognise the value that families can bring</div> <div>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</div> <div>Can identify the negative feelings associated with keeping a worry secret</div> <div>Can identify who they trust in their own relationships</div> <div>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</div> <div>Can identify the feelings associated with trust</div> <div>Can give and receive compliments</div> <div>Can say who they would go to for help if they were worried or scared</div>	<div>Year 1</div> <div>Know that everyone's family is different</div> <div>Know that families are founded on belonging, love and care</div> <div>Know that physical contact can be used as a greeting</div> <div>Know how to make a friend</div> <div>Know who to ask for help in the school community</div> <div>Know that there are lots of different types of families</div> <div>Know the characteristics of healthy and safe friends</div> <div>Know about the different people in the school community and how they help</div>	<div>Year 2</div> <div>Know that there are lots of forms of physical contact within a family</div> <div>Know how to stay stop if someone is hurting them</div> <div>Know there are good secrets and worry secrets and why it is important to share</div> <div>worry secrets</div> <div>Know what trust is</div> <div>Know that everyone's family is different</div> <div>Know that families function well when there is trust, respect, care, love and co-operation</div> <div>Know some reasons why friends have conflicts</div> <div>Know that friendships have ups and downs and sometimes change with time</div> <div>Know how to use the Mending Friendships or Solve it together problem-solving methods</div>	<div>Relationship</div> <div>Share</div> <div>Cooperate</div> <div>Different</div> <div>Value</div> <div>Physical contact</div> <div>Acceptable</div> <div>Unacceptable</div> <div>Touch</div> <div>Conflict</div> <div>Problem solving</div> <div>Technique</div> <div>Resolve</div> <div>Secret</div> <div>Community</div> <div>Trust</div> <div>Comfortable</div> <div>Marriage</div>		
	Skills Assessment		Knowledge Assessment				
	<div>Year 1</div> <div>Can express how it feels to be part of a family and to care for family members</div> <div>Can identify forms of physical contact they prefer</div>	<div>Year 2</div> <div>Can recognise the value that families can bring</div> <div>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</div>	<div>Year 1</div> <div>Know that everyone's family is different</div> <div>Know that physical contact can be used as a greeting</div>	<div>Year 2</div> <div>Know that there are lots of forms of physical contact within a family</div> <div>Know there are good secrets and worry secrets and why it is important to share worry secrets</div>			

Changing me 1/2		Jigsaw		Year: 1/2 Cycle B		Term: Summer 2	
Foundations of previous learning: Y1 - 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; I respect my body and understand which parts are private							
Unit Learning							
Themes (Puzzle pieces)	Skills		Knowledge			Vocabulary	
Life cycles in nature Growing from young to old The changing me Boys and girls bodies Assertiveness Looking ahead Lesson Breakdown Age 6-7 lesson 1 Age 6-7 Lesson 2 Age 6-7 Lesson 3 Age 5-6 Lesson 4 Age 5-6 Lesson 5 Age 5-6 Lesson 6	<u>Year 1</u> Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class 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	<u>Year 2</u> Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can 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 what they are looking forward to in the next year	<u>Year 1</u> Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that 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 that learning brings about change	<u>Year 2</u> Know the physical differences between male and female bodies Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable Know the correct names for private body parts 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	Cycles Life Nature Changes Natural Growing Old Respect Body Change Proud Independent Differences Penis Testicles Vagina Private Like Dislike Confident		
	Skills Assessment		Knowledge Assessment				
	<u>Year 1</u> Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class	<u>Year 2</u> Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable	<u>Year 1</u> 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	<u>Year 2</u> Know the physical differences between male and female bodies Know that private body parts are special and that no one has the right to hurt these			

Being me in my world		Jigsaw	Year: 3	Term: Autumn 1
Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences.				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Getting to know each other Our nightmare school Our dream school Rewards and consequences Our learning charter Owning our learning charter	Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively 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	Know that the school has a shared set of values 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 Understand that they are important Know what a personal goal is Understanding what a challenge is	Worth Positive Goals Value Welcome Challenge Positive Responsible Choices Happy Sad Scared Emotions Rules Rights Responsibilities Rewards Consequences Actions	
	Skills Assessment	Knowledge Assessment		
	Make other people feel valued Be able to work collaboratively	Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings		

Celebrating difference		Jigsaw	Year: 3	Term: Autumn 2
Foundations of previous learning: Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Families Family conflict Witness and feelings Witness and solutions Words that harm Celebrating difference compliments	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers Empathise with people who are bullied Employ skills to support someone who is bullied Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment	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 conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this	Family Different Appreciate Family Care Differences Conflict Calm Witness Bullying Help Situation Better Worse Problem solving Hurtful Affect Feelings Consequences Compliments	
	Skills Assessment	Knowledge Assessment		
	Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary	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		

Dreams and Goals		Jigsaw	Year: 3	Term: Spring 1
Foundations of previous learning: Y1 - 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 Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Dreams and goals My dreams and ambitions A new challenge Our new challenge Overcoming obstacles Celebrating my learning	Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people's achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges Know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time	Difficult Challenge Achieve Success Respect Admire Overcome Obstacles Dreams Goals Ambition Challenge Goal Motivated Enthusiastic Responsible Frustration	
	Skills Assessment	Knowledge Assessment		
	Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles	Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement		

Healthy Me		Jigsaw	Year: 3	Term: Spring 2
Foundations of previous learning: Y1 - 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 Y2 - 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				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Being fit and healthy What do I know about drugs? Being safe Being safe at home My amazing body	Respect their own bodies and appreciate what they do Can take responsibility for keeping themselves and others safe Identify how they feel about drugs Can express how being anxious or scared feels Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice	Know how exercise affects their bodies 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 when something feels safe or unsafe Know why their hearts and lungs are such important organs Know a range of strategies to keep themselves safe Know that their bodies are complex and need taking care of	Exercise Body Heart Lungs Organs Fitness Exercise Challenge Drugs Safe Strategies Anxious Scared Medicines Substances Harmful	
	Skills Assessment	Knowledge Assessment		
	Respect their own bodies and appreciate what they do Can express how being anxious or scared feels	Know how exercise affects their bodies Know that there are different types of drugs		

Relationships		Jigsaw	Year: 3	Term: Summer 1
Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Family roles and responsibilities Friendship Keeping myself safe Being a global citizen Celebrating my web of relationships	Can identify the responsibilities they have within their family 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 or are less fortunate Understand that they are connected to the global community in many different ways Can use Solve it together in a conflict scenario and find a win-win outcome 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	Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know that they and all children have rights (UNCRC) Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc Know how some of the actions and work of people around the world help and influence my life Know the lives of children around the world can be different from their own	Roles Responsibilities Member Family Reflect Expectations Males Females Family Skills Friendship Negotiate Conflict Actions Empathise appreciate	
	Skills Assessment	Knowledge Assessment		
	Know how to access help if they are concerned about anything on social media or the internet Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	Know that different family members carry out different roles or have different responsibilities within the family Know some of the skills of friendship, e.g. taking turns, being a good listener		

Changing me		Jigsaw	Year: 3	Term: Summer 2
Foundations of previous learning: Y1 - 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; I respect my body and understand which parts are private Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) 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				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
How babies grow Babies Outside body changes Inside body changes Family stereotypes Looking ahead	Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can suggest ways to help them manage feelings during changes they are more anxious about Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can identify changes they are looking forward to in the next year	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 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	Animals Humans Changes Conception Growing up Female Baby Uterus Boys Girls Stereotypical Changes	
	Skills Assessment	Knowledge Assessment		
	Can suggest ways to help them manage feelings during changes they are more anxious about Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry	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		

Being me in my world		Jigsaw	Year: 4	Term: Autumn 1
Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences.				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Becoming a class 'team' Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our learning charter	Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices	Know their place in the school community Know what democracy is (applied to pupil voice in school) Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know that their own actions affect themselves and others	Attitudes Actions Included Excluded School Community Contribute Democracy Actions Rewards Consequences	
	Skills Assessment	Knowledge Assessment		
	Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome	Know their place in the school community Know what democracy is (applied to pupil voice in school)		

Celebrating difference		Jigsaw	Year: 4	Term: Autumn 2
Foundations of previous learning: Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Judging by appearances Understanding influences Understanding bullying Problem-solving Special me Celebrating difference: how we look	Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different 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 Identify when a first impression they had was right or wrong	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place Know that first impressions can change	Assumptions Accept People Influences Question Bullying Witness Target Problem solving Unique impression	
	Skills Assessment	Knowledge Assessment		
	Try to accept people for who they are Be non-judgemental about others who are different	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone		

reams and Goals		Jigsaw	Year: 4	Term: Spring 1
Foundations of previous learning: Y1 - 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 Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it	Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment 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	Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group 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 work out the steps they need to take to achieve a goal	Hopes Dreams Hurt Disappointment Positive Disappointment Goals Resilient Attitude Achieve Goal Contribution	
	Skills Assessment	Knowledge Assessment		
	Can identify the feeling of disappointment Can identify what resilience is	Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group		

Healthy Me		Jigsaw	Year: 4	Term: Spring 2
Foundations of previous learning: Y1 - 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 Y2 - 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				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength and assertiveness	Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with	Know that there are leaders and followers in groups Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them Know what they think is right and wrong Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that they can take on different roles according to the situation Know some of the reasons some people start to smoke Know some of the reasons some people drink alcohol	Friendships Actions Embarrassed Hurt Inadequate Leader Follower Rule Smoking Effect Shame Guilt Assertive Health anxiety	
	Skills Assessment	Knowledge Assessment		
	Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations	Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver		

Relationships		Jigsaw	Year: 4	Term: Summer 1
Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Relationship web Love and loss Memories Are animals special Special pets Celebrating my relationships with people and animals	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	Know some reasons why people feel jealousy Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe Know that jealousy can be damaging to relationships Know that memories can support us when we lose a special person or animal	Relationship Special Lose Loss Remember Explain Point of view Pet Appreciation	
	Skills Assessment	Knowledge Assessment		
	Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss	Know some reasons why people feel jealousy Know that loss is a normal part of relationships		

Changing me		Jigsaw	Year: 4	Term: Summer 2
Foundations of previous learning: Y1 - 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; I respect my body and understand which parts are private Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) 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				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Unique me Having a baby Girls and puberty Circles of change Accepting change Looking ahead	Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change Can express how they feel about having children when they are grown up 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	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 change can bring about a range of different emotions 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	Personal characteristics Birth Egg Sperm Unique Internal External Male Female Baby Children Adult Menstruation Physical Emotional Confident	
	Skills Assessment	Knowledge Assessment		
	Can appreciate their own uniqueness and that of others Can express any concerns they have about puberty	Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know how the female and male body change at puberty		

Being me in my world 5/6		Jigsaw		Year 5/6 Cycle A		Term: Autumn 1		
Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences. Y3 – To understand that actions affect myself and others. Y4 - To care about other people’s feelings and empathise with them.								
Unit Learning								
Themes (Puzzle pieces)	Skills			Knowledge		Vocabulary		
<div>My year ahead</div> <div>Being me in Britain</div> <div>Year 5 responsibilities</div> <div>Rewards and consequences</div> <div>Our learning charter</div> <div>Owning our learning charter</div> <div>Lesson Breakdown</div> <div>Age 9-10 Lesson 1</div> <div>Age 9-10 Lesson 2</div> <div>Age 9-10 Lesson 3</div> <div>Age 10-11 Lesson 4</div> <div>Age 10-11 Lesson 5</div> <div>Age 10-11 Lesson 6</div>	<div>Year 5</div> <ul style="list-style-type: none">• 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• Be able to identify what they value most about school• Identify hopes for the school year• Understand why the school community benefits from a Learning Charter• Be able to help friends make positive choices• Know how to regulate my emotions	<div>Year 6</div> <ul style="list-style-type: none">• 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• Be able to make others feel welcomed and valued	<div>Year 5</div> <ul style="list-style-type: none">• Understand how democracy and having a voice benefits the school community• Understand how to contribute towards the democratic process• Understand the rights and responsibilities associated with being a citizen in the wider community and their country• Know how to face new challenges positively• Understand how to set personal goals• Know how an individual’s behaviour can affect a group and the consequences of this	<div>Year 6</div> <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• Know how to set goals for the year ahead• Understand what fears and worries are• 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	<div>Challenge</div> <div>Personal goals</div> <div>Value</div> <div>School</div> <div>Hopes</div> <div>British citizen</div> <div>Rights</div> <div>Responsibilities</div> <div>Empathise</div> <div>Consequences</div> <div>Democracy</div>			
	Skills Assessment			Knowledge Assessment				
	<div>Year 5</div> <div>Consider their own actions and the effect they have on themselves and others</div> <div>Be able to work as part of a group, listening and contributing effectively</div>	<div>Year 6</div> <div>Demonstrate empathy and understanding towards others</div> <div>Can demonstrate attributes of a positive role-model</div>	<div>Year 5</div> <div>Understand how democracy and having a voice benefits the school community</div> <div>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</div>	<div>Year 6</div> <div>Know about the lives of children in other parts of the world</div> <div>Know that personal choices can affect others locally and globally</div>				

Relationships 5/6		Jigsaw		Year 5/6 Cycle A	Term: Autumn 2
Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Y3 – I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices Y4 - I can explain different points of view on an animal rights issue and express my own opinion and feelings on this					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
Recognising me Getting on and falling out Girlfriends and boyfriends Relationships and technology Cycle A considers online relationships and safety throughout and teaches the children how to be aware of their own use of technology. Lesson Breakdown Age 10-11 Lesson 1 Age 10-11 Lesson 2 Age 10-11 Lesson 3 Age 9-10 Lesson 4 Age 9-10 Lesson 5 Age 9-10 Lesson 6	<u>Year 5</u> Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	<u>Year 6</u> 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	<u>Year 5</u> 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 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	<u>Year 6</u> 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	Characteristics Personal qualities Self esteem Friends Compromise Negotiate Boyfriend Girlfriend Jealousy Technology Pressure
	Skills Assessment		Knowledge Assessment		
	<u>Year 5</u> Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for managing unhelpful pressures online or in social networks	<u>Year 6</u> 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	<u>Year 5</u> Know that too much screen time isn’t healthy Know how to stay safe when using technology to communicate with friends	<u>Year 6</u> Know some of the dangers of being ‘online’ Know that sometimes people can try to gain power or control them	

Changing me 5/6		Jigsaw	Year 5/6 Cycle A	Term: Spring 1	
Foundations of previous learning: Y1 - 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; I respect my body and understand which parts are private Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) 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 Y3 – 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 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 Y4 - I can identify what I am looking forward to when I am in Year 5, I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
Self and body image Puberty for girls Puberty for boys Conception Looking ahead Looking ahead to y6 Lesson Breakdown Age 10-11 Lesson 1 My self image Age 10-11 Lesson 2 Puberty ** (designed to last longer than 1 hour to include common worries linked to puberty with Q and A) Age 9-10 Lesson 4 Conception* (Sex Ed lesson) Age 10-11 Lesson 3 Babies conception to birth * Sex Ed lesson Age 10-11 Lesson 5 Real self and ideal self Age 10-11 Lesson 6 The year ahead.	<u>Year 5</u> <ul style="list-style-type: none">Can celebrate what they like about their own and others’ self-image and body imageCan suggest ways to boost self-esteem of self and othersRecognise that puberty is a natural process that happens to everybody and that it will be OK for themCan ask questions about puberty to seek clarificationCan express how they feel about having a romantic relationship when they are an adultCan express how they feel about having children when they are an adultCan express how they feel about becoming a teenagerCan say who they can talk to if concerned about puberty or becoming a teenager/adult	<u>Year 6</u> <ul style="list-style-type: none">Recognise ways they can develop their own self-esteemCan express how they feel about the changes that will happen to them during pubertyUnderstand 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 toRecognise how they feel when they reflect on the development and birth of a babyCan celebrate what they like about their own and others’ self-image and body imageUse strategies to prepare themselves emotionally for the transition (changes) to secondary school	<u>Year 5</u> <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 emotionallyKnow that sexual intercourse can lead to conceptionKnow that some people need help to conceive and might use IVFKnow that becoming a teenager involves various changes and also brings growing responsibilityKnow what perception means and that perceptions can be right or wrong	<u>Year 6</u> <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 emotionallyKnow how a baby develops from conception through the nine months of pregnancy and how it is bornKnow how being physically attracted to someone changes the nature of the relationshipKnow the importance of self-esteem and what they can do to develop itKnow what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class	Self image Body image Self esteem Changes Puberty Physical Emotional Boys Girls Bodies Conception IVF Reproduce Teenager
	Skills Assessment		Knowledge Assessment		
	<u>Year 5</u> 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	<u>Year 6</u> Can express how they feel about the changes that will happen to them during puberty 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	<u>Year 5</u> Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that becoming a teenager involves various changes and also brings growing responsibility	<u>Year 6</u> Know how a baby develops from conception through the nine months of pregnancy and how it is born Know the importance of self-esteem and what they can do to develop it	

Healthy Me 5		Jigsaw	Year 5/6 Cycle A	Term: Spring 2
Foundations of previous learning: Y1 - 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 Y2 - 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 Y3 – I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, I can express how being anxious or scared feels Y4 - I can recognise when people are putting me under pressure and can explain ways to resist this when I want to, I can identify feelings of anxiety and fear associated with peer pressure				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Smoking Alcohol Emergency aid Body image My relationship with food Healthy me	<u>Year 5/6</u> Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency 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 Accept and respect themselves for who they are Be motivated to keep themselves healthy and happy	<u>Year 5/6</u> Know basic emergency procedures, including the recovery position Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure Know some of the risks linked to misusing alcohol, including antisocial behaviour Know what makes a healthy lifestyle	Health risk Smoking Tobacco Lungs Liver Heart Pressure Risks Misuse Alcohol Anti-social behaviour Emergency first aid Recovery position Celebrity Body image Food Disorders Eating problems Happy Healthy	
	Skills Assessment	Knowledge Assessment		
	<u>Year 5/6</u> Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency	<u>Year 5/6</u> Know basic emergency procedures, including the recovery position Know that the media, social media and celebrity culture promotes certain body types		

Celebrating difference 5		Jigsaw	Year 5/6 Cycle A	Term: Summer 1
Foundations of previous learning: Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her Y3 – 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 Y4 - I can tell you a time when my first impression of someone changed as I got to know them, I can explain why it is good to accept people for who they are				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Different cultures Racism Rumours and name calling Types of bullying Does money matter Celebrating difference across the world	<u>Year 5/6</u> Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own 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	<u>Year 5/6</u> Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Know that differences in culture can sometimes be a source of conflict Know that rumour-spreading is a form of bullying online and offline Know how their life is different from the lives of children in the developing world	Culture Differences Racism Race Attitude Rumours Bullying Strategies Direct Indirect Happiness Material wealth	
	Skills Assessment	Knowledge Assessment		
	<u>Year 5/6</u> Appreciate the value of happiness regardless of material wealth Identify their own attitudes about people from different faith and cultural backgrounds	<u>Year 5/6</u> Know that bullying can be direct and indirect Know what racism is and why it is unacceptable		

Dreams and Goals 5/6		Jigsaw	Year 5/6 Cycle A	Term: Summer 2	
Foundations of previous learning: Y1 - 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 Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group Y3 – 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 know how to store my feelings of success in my internal treasure chest Y4 - 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					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge	Vocabulary	
<div>When I grow up (my dream lifestyle) Investigate jobs and careers My dream job Dreams and goals of young people in other cultures How we can support each other Rallying support</div> <div>Lesson Breakdown Age 9-10 Lesson 1 Age 9-10 Lesson 2 Age 9-10 Lesson 3 Age 10-11 Lesson 4 Age 10-11 Lesson 5 Age 10-11 Lesson 6</div>	<div>Year 5</div> <ul style="list-style-type: none">Verbalise what they would like their life to be like when they are grown upAppreciate the contributions made by people in different jobsReflect on the differences between their own learning goals and those of someone from a different cultureAppreciate the differences between themselves and someone from a different cultureUnderstand why they are motivated to make a positive contribution to supporting othersAppreciate the opportunities learning and education can give them	<div>Year 6</div> <ul style="list-style-type: none">Understand why it is important to stretch the boundaries of their current learningBe able to give praise and compliments to other people when they recognise that person’s achievementsEmpathise with people who are suffering or living in difficult situationsSet success criteria so that they know when they have achieved their goalRecognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances	<div>Year 5</div> <ul style="list-style-type: none">Know about a range of jobs that are carried out by people I knowKnow the types of job they might like to do when they are olderKnow that young people from different cultures may have different dreams and goalsKnow that they will need money to help them to achieve some of their dreamsKnow that different jobs pay more money than othersKnow that communicating with someone from a different culture means that they can learn from them and vice versaKnow ways that they can support young people in their own culture and abroad	<div>Year 6</div> <ul style="list-style-type: none">Know their own learning strengthsKnow what their classmates like and admire about themKnow a variety of problems that the world is facingKnow some ways in which they could work with others to make the world a better placeKnow what the learning steps are they need to take to achieve their goalKnow how to set realistic and challenging goals	<div>Money Achieve Dreams Grown up Jobs Contribution Motivate Learning Education Goals Culture Aspirations</div>
	Skills Assessment		Knowledge Assessment		
	<div>Year 5</div> <div>Verbalise what they would like their life to be like when they are grown up</div> <div>Appreciate the contributions made by people in different jobs</div>	<div>Year 6</div> <div>Be able to give praise and compliments to other people when they recognise that person’s achievements</div> <div>Empathise with people who are suffering or living in difficult situations</div>	<div>Year 5</div> <div>Know the types of job they might like to do when they are older</div> <div>Know that young people from different cultures may have different dreams and goals</div>	<div>Year 6</div> <div>Know what their classmates like and admire about them</div> <div>Know some ways in which they could work with others to make the world a better place</div>	

Being me in my world 5/6		Jigsaw		Year 5/6 Cycle B	Term: Autumn 1
Foundations of previous learning: Y1 - To know the rights and responsibilities of being a member of my class. Y2 - To listen to other people and contribute my own ideas about rewards and consequences. Y3 – To understand that actions affect myself and others. Y4 - To care about other people’s feelings and empathise with them. Y5 - To contribute as a group and to understand how we can work better as a whole.					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
My year ahead Being a global citizen The learning charter Consequences Owning our learning charter Lesson Breakdown Age 10-11 Lesson 1 Age 10-11 Lesson 2 Age 10-11 Lesson 3 Age 9-10 Lesson 4 Age 9-10 Lesson 5 Age 9-10 Lesson 6	<u>Year 5</u> <ul style="list-style-type: none">• 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• Be able to identify what they value most about school• Identify hopes for the school year• Understand why the school community benefits from a Learning Charter• Be able to help friends make positive choices• Know how to regulate my emotions	<u>Year 6</u> <ul style="list-style-type: none">• 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• Be able to make others feel welcomed and valued	<u>Year 5</u> <ul style="list-style-type: none">• Understand how democracy and having a voice benefits the school community• Understand how to contribute towards the democratic process• Understand the rights and responsibilities associated with being a citizen in the wider community and their country• Know how to face new challenges positively• Understand how to set personal goals• Know how an individual’s behaviour can affect a group and the consequences of this	<u>Year 6</u> <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• Know how to set goals for the year ahead• Understand what fears and worries are• 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	Goals Fears Worries Wants Needs Actions Local Global Community Behaviour Rights Responsibilities Benefits
	Skills Assessment		Knowledge Assessment		
	<u>Year 5</u> 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	<u>Year 6</u> Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model	<u>Year 5</u> Understand how democracy and having a voice benefits the school community Understand the rights and responsibilities associated with being a citizen in the wider community and their country	<u>Year 6</u> Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally	

Relationships		Jigsaw		Year 5/6 Cycle B	Term: Autumn 2
Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Y3 – I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices Y4 - I can explain different points of view on an animal rights issue and express my own opinion and feelings on this Y5 - 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 cause harm to myself or others					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge		Vocabulary
My relationship web Love and loss Power and control Being safe with technology Cycle B focuses on some elements of online safety and relationships but also covers how to support mental health Lesson Breakdown Age 10-11 Lesson 1 Age 10-11 Lesson 2 Age 10-11 Lesson 3 Age 9-10 Lesson 4 Age 9-10 Lesson 5 Age 9-10 Lesson 6	<u>Year 5</u> Can suggest strategies for building self-esteem of themselves and others Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	<u>Year 6</u> 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	<u>Year 5</u> 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 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	<u>Year 6</u> 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 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	Significant Special Feelings Loss Death Grief Grieve Emotions Strategies Power Control Technology Safety Well being
	Skills Assessment		Knowledge Assessment		
	<u>Year 5</u> Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can suggest strategies for managing unhelpful pressures online or in social networks	<u>Year 6</u> 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	<u>Year 5</u> Know that too much screen time isn’t healthy Know how to stay safe when using technology to communicate with friends	<u>Year 6</u> 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	

Changing me 5/6		Jigsaw	Year 5/6 Cycle B	Term: Spring 1
Foundations of previous learning: Y1 - 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; I respect my body and understand which parts are private Y2 - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) 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 Y3 – 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 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 Y4 - I can identify what I am looking forward to when I am in Year 5, I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this Y5 - 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				
Unit Learning				
Themes (Puzzle pieces)	Skills		Knowledge	Vocabulary
Self and body image Puberty Girl talk / boy talk Babies – conception to birth Attraction Transition to secondary school Lesson Breakdown Age 9-10 Lesson 1 Self and body image Age 9-10 Lesson 2 Puberty for Girls Age 9-10 Lesson 3 Puberty for boys Age 10-11 Lesson 4a Adolescent relationships and assertiveness Age 9-10 Lesson 5 Looking ahead 1 Age 9-10 Lesson 6 Looking ahead 2	<u>Year 5</u> <ul style="list-style-type: none">Can celebrate what they like about their own and others’ self-image and body imageCan suggest ways to boost self-esteem of self and othersRecognise that puberty is a natural process that happens to everybody and that it will be OK for themCan ask questions about puberty to seek clarificationCan express how they feel about having a romantic relationship when they are an adultCan express how they feel about having children when they are an adultCan express how they feel about becoming a teenagerCan say who they can talk to if concerned about puberty or becoming a teenager/adult	<u>Year 6</u> <ul style="list-style-type: none">Recognise ways they can develop their own self-esteemCan express how they feel about the changes that will happen to them during pubertyUnderstand 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 toRecognise how they feel when they reflect on the development and birth of a babyCan celebrate what they like about their own and others’ self-image and body imageUse strategies to prepare themselves emotionally for the transition (changes) to secondary school	<u>Year 5</u> <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 emotionallyKnow that sexual intercourse can lead to conceptionKnow that some people need help to conceive and might use IVFKnow that becoming a teenager involves various changes and also brings growing responsibilityKnow what perception means and that perceptions can be right or wrong <u>Year 6</u> <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 emotionallyKnow how a baby develops from conception through the nine months of pregnancy and how it is bornKnow how being physically attracted to someone changes the nature of the relationshipKnow the importance of self-esteem and what they can do to develop itKnow what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class	Self image Body image Develop Self esteem Girls Boys Bodies Puberty Physical Emotional Changes Baby Develops Conception Nine months Pregnancy Birth Development Relationship Transition Secondary school
	Skills Assessment		Knowledge Assessment	
	<u>Year 5</u> 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	<u>Year 6</u> Can express how they feel about the changes that will happen to them during puberty 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	<u>Year 5</u> Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that becoming a teenager involves various changes and also brings growing responsibility	<u>Year 6</u> Know how a baby develops from conception through the nine months of pregnancy and how it is born Know the importance of self-esteem and what they can do to develop it

Healthy Me 6		Jigsaw	Year 5/6 Cycle B	Term: Spring 2
Foundations of previous learning: Y1 - 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 Y2 - 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 Y3 – I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, I can express how being anxious or scared feels Y4 - I can recognise when people are putting me under pressure and can explain ways to resist this when I want to, I can identify feelings of anxiety and fear associated with peer pressure Y5 - 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				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Food Drugs Alcohol Emergency aid Emotional and mental health Managing stress	<u>Year 5/6</u> <ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure 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 Recognise that people have different attitudes towards mental health/illness 	<u>Year 5/6</u> <ul style="list-style-type: none"> Know how to take responsibility for their own health Know what it means to be emotionally well 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 stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse 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 	Impact Food Body Energy Comfort Mood Motivated Combination Physical Emotional Health Drugs Liver Heart Alcohol Anti-social Misuse Emergency first aid Recovery position Strategies pressure	
	Skills Assessment	Knowledge Assessment		
	<u>Year 5/6</u> <ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured 	<u>Year 5/6</u> <ul style="list-style-type: none"> Know how to take responsibility for their own health Know that some people can be exploited and made to do things that are against the law 		

Celebrating difference 6		Jigsaw	Year 5/6 Cycle B	Term: Summer 1
Foundations of previous learning: Y1 - I can talk about one thing that makes me different from my friends, I understand these differences make us all special and unique Y2 - I can identify some ways in which my friend is different from me, I can tell you why I value this difference about him/her Y3 – 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 Y4 - I can tell you a time when my first impression of someone changed as I got to know them, I can explain why it is good to accept people for who they are Y5 - I can explain the differences 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				
Unit Learning				
Themes (Puzzle pieces)	Skills	Knowledge	Vocabulary	
Ami I Normal? Understanding disability Power struggles Why Bully? Celebrating difference	<u>Year 5/6</u> <ul style="list-style-type: none"> Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens 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 Appreciate people for who they are Show empathy 	<u>Year 5/6</u> <ul style="list-style-type: none"> Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of ‘being normal’ and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different could affect someone’s life Know why some people choose to bully others Know that people with disabilities can lead amazing lives 	Perceptions Disability Empathy Power Excluded Treatment Bullying Celebration	
	Skills Assessment	Knowledge Assessment		
	<u>Year 5/6</u> <ul style="list-style-type: none"> Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens 	<u>Year 5/6</u> <ul style="list-style-type: none"> Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of ‘being normal’ and where these might come from 		

Dreams and Goals 5/6		Jigsaw	Year 5/6 Cycle B	Term: Summer 2	
Foundations of previous learning: Y1 - 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 Y2 - I can explain some of the ways I worked cooperatively in my group to create the end product, I can express how it felt to be working as part of this group Y3 – 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 know how to store my feelings of success in my internal treasure chest Y4 - 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 Y5 - I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own					
Unit Learning					
Themes (Puzzle pieces)	Skills		Knowledge	Vocabulary	
Personal learning goals Steps to success My dream for the world Helping to make a difference Recognising our achievements Lesson Breakdown Age 10-11 Lesson 1 Age 10-11 Lesson 2 Age 10-11 Lesson 3 Age 9-10 Lesson 4 Age 9-10 Lesson 5 Age 9-10 Lesson 6	<u>Year 5</u> <ul style="list-style-type: none">Verbalise what they would like their life to be like when they are grown upAppreciate the contributions made by people in different jobsReflect on the differences between their own learning goals and those of someone from a different cultureAppreciate the differences between themselves and someone from a different cultureUnderstand why they are motivated to make a positive contribution to supporting othersAppreciate the opportunities learning and education can give them	<u>Year 6</u> <ul style="list-style-type: none">Understand why it is important to stretch the boundaries of their current learningBe able to give praise and compliments to other people when they recognise that person’s achievementsEmpathise with people who are suffering or living in difficult situationsSet success criteria so that they know when they have achieved their goalRecognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances	<u>Year 5</u> <ul style="list-style-type: none">Know about a range of jobs that are carried out by people I knowKnow the types of job they might like to do when they are olderKnow that young people from different cultures may have different dreams and goalsKnow that they will need money to help them to achieve some of their dreamsKnow that different jobs pay more money than othersKnow that communicating with someone from a different culture means that they can learn from them and vice versaKnow ways that they can support young people in their own culture and abroad	<u>Year 6</u> <ul style="list-style-type: none">Know their own learning strengthsKnow what their classmates like and admire about themKnow a variety of problems that the world is facingKnow some ways in which they could work with others to make the world a better placeKnow what the learning steps are they need to take to achieve their goalKnow how to set realistic and challenging goals	Strengths Challenges Realistic Goals Boundaries Motivate Success Problems Emotions Suffering Difficult
	Skills Assessment		Knowledge Assessment		
	<u>Year 5</u> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs	<u>Year 6</u> Be able to give praise and compliments to other people when they recognise that person’s achievements Empathise with people who are suffering or living in difficult situations	<u>Year 5</u> 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	<u>Year 6</u> Know what their classmates like and admire about them Know some ways in which they could work with others to make the world a better place	