






## The Magdalen Church of England / Methodist School : PSHE Curriculum Map

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<p>EYFS</p>  <p>Jigsaw Jenie</p>	<p><b>Being Me in My World</b></p> <p>Children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>	<p><b>Celebrating Difference</b></p> <p>Children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>	<p><b>Dreams &amp; Goals</b></p> <p>Children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>	<p><b>Healthy Me</b></p> <p>Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know. We also cover oral hygiene and encourage an awareness of the need to brush teeth regularly and correctly.</p>	<p><b>Relationships</b></p> <p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<p><b>Changing Me (Transition)</b></p> <p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>
	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>
	<p>Starting school is an exciting and, at times a worrying time – it is important that children are enabled to verbalise their feelings and learn skills to work with others.</p>	<p>Children need windows and mirrors within the curriculum – to reflect themselves and provide a window on the outside world and the brilliant diversity it contains.</p>	<p>This unit provides opportunities for children to think about past achievements and future goals – this links to UtW for this term, learning about Florence Nightingale.</p>	<p>Lighter evenings are on the way, – the children need to be aware of stranger danger, in an age appropriate way.</p>	<p>Revisiting feelings and relating this to both themselves and those of others. This builds on the work that we covered in the first term.</p>	<p>Preparing children for transition from Foundation Stage to Year 1 is vital if they are to continue to achieve their potential. They are encouraged to develop an awareness that change is a part of life and is a positive thing.</p>
	<p><b>Key vocabulary</b></p> <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>	<p><b>Key vocabulary</b></p> <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>	<p><b>Key vocabulary</b></p> <p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p>	<p><b>Key vocabulary</b></p> <p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p><b>Key vocabulary</b></p> <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>	<p><b>Key vocabulary</b></p> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>

<p>Year 1</p>  <p>Jigsaw Jack</p>	<p><b>Being Me in My World</b></p> <p>Children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p><b>Celebrating Difference</b></p> <p>The class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p>	<p><b>Dreams &amp; Goals</b></p> <p>The class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>	<p><b>Healthy Me</b></p> <p>The class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.</p>	<p><b>Relationships</b></p> <p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. Pupils consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>	<p><b>Changing Me (Transition)</b></p> <p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>
	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>
	Building upon last year's work the children are encouraged to develop their understanding of responsibility as they move into their new class.	It is important to define bullying within the context of school as early as possible, as soon as children are able to make the distinction between falling out and bullying – so that they are able to identify and report any such incidents, should they occur; building on the theme of responsibility from last term.	The switch from EYFS to Y1 can be tricky. We need to encourage and support the children to develop resilience to set goals and face setbacks effectively and positively.	This unit develops the children's awareness of hygiene – from the importance of hand washing to the reasons why this is important, with reference to germs and their role in making us unwell.	In this unit, children widen their appreciation of relationships – from family and friends to the wider school community. They are encouraged to exercise their developing personal awareness by considering what sort of friend they are.	The theme of change continues this term. They are encouraged to look for help when needed.
	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

<p>Year 2</p>  <p>Jigsaw Jo</p>	<p><b>Being Me in My World</b></p> <p>The children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices.</p>	<p><b>Celebrating Difference</b></p> <p>The class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	<p><b>Dreams &amp; Goals</b></p> <p>The class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. They talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p>	<p><b>Healthy Me</b></p> <p>The class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. They talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p>	<p><b>Relationships</b></p> <p>Learning about the importance of co-operation and trust in families. Friendships - a focus on falling out and mending friendships. The children learn &amp; practise two different strategies for conflict resolution. They consider the importance of trust in relationships and what this feels like. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p>	<p><b>Changing Me (Transition)</b></p> <p>Children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened.</p>
	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>
	<p>The theme continues of knowing who to ask for help and the importance of doing so when necessary. Again, the theme of responsibility is revisited and reinforced.</p>	<p>The theme of stereotypes is introduced and challenged. Bullying is revisited and the definition reinforced. Children are reminded about the need to ask for help.</p>	<p>The children think about their characteristics as a learner and are supported to recognise their strengths as well as the need to set realistic goals based upon their self-awareness.</p>	<p>The children further develop their awareness of healthy food but this is further extended to demonstrate how healthy food helps their body. Medicines are covered – the safety aspect is stressed.</p>	<p>The link between our School Values and the Relationships theme is exploited, specifically Trust and Friendship. Asking for and seeking help is revisited within the context of unhealthy relationships.</p>	<p>Life cycles are revisited from last year. Children revise where to find help and how to ask for help.</p>
	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
	<p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</p>	<p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>	<p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>	<p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>

<p>Year 3</p>  <p>Jigsaw Jino</p>	<p><b>Being Me in My World</b></p> <p>The children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others.</p>	<p><b>Celebrating Difference</b></p> <p>The class learn that families are all different and that sometimes they fall out with each other. They talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>	<p><b>Dreams &amp; Goals</b></p> <p>The class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. They identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p>	<p><b>Healthy Me</b></p> <p>The class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. They talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<p><b>Relationships</b></p> <p>Children identify the different expectations and roles that exist within the family. They identify why stereotypes can be unfair and may not be accurate. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Online relationships through gaming and Apps is explored and children are introduced to rules for staying safe online. Children learn that they are part of a global community and they are connected to others they don't know in many ways. They investigate the wants and needs of other children who are less fortunate and compare these with their own.</p>	<p><b>Changing Me (Transition)</b></p> <p>Children learn about babies and what they need to grow and develop including parenting. Children discuss how they feel about growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>
	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>
	The theme of collaborative working is revisited and extended in order to encourage a developing sense of empathy. Link to School Council elections	Children are challenged to use the knowledge they have about bullying to think about how the choices that they make can affect someone's experience.	The experiences of inspirational people stimulate children to set their own goals.	Last year's unit on medicines is widened to incorporate an introduction to of other drugs.	The theme of challenging stereotypes is revisited. Online relationships are considered.	Growth and change is a positive theme. The theme of asking for help is revisited.
	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship,	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.
Year 4	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams &amp; Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me (Transition)</b>



## Jigsaw Jaz

The children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council. They talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict.

The children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about online bullying and what to do if they suspect or know that it is taking place. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.

The children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.

The class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. They talk about peer pressure and how to deal with it.

Learning in this year group starts focussing on the emotional aspects of relationships and friendships. Children explore jealousy and loss/ bereavement. They learn that change is a natural in relationships and they will experience some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.

Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught.

Children are given an opportunity to express their hopes and fears for the upcoming transition to Year 5.

### Why this? Why now?

Again, collaboration is covered. This unit ties in lots of previous themes from previous. Link to School Council elections.

### Why this? Why now?

The theme of online bullying is revisited – this is a real-life possibility for many children. The children are encouraged to consider how first impressions can be incorrect.

### Why this? Why now?

Children are enabled to consider past disappointments within the context of a resilience mindset, drawing upon previous learning and experiences.

### Why this? Why now?

Building upon the work last year on drugs that are prescribed to make you better and those which are not. Peer pressure is introduced, building upon the online bullying unit in Autumn B.

### Why this? Why now?

The skill of negotiation within relationships is stressed. Children are introduced to the idea that real life doesn't always have a happy ending, but sometimes decisions have to be made.

### Why this? Why now?

The process of preparing children for forthcoming physical changes has begun. Moving into upper KS2 can be daunting. Children are encouraged to verbalise their worries and are supported to rationalise and hopefully overcome them.

### Key vocabulary

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

### Key vocabulary

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

### Key vocabulary

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

### Key vocabulary

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


### Key vocabulary

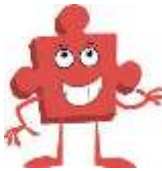
Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

### Key vocabulary

Personal, Unique, Characteristics, Parents, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.



<p>Year 5</p>  <p>Jigsaw Jez</p>	<p><b>Being Me in My World</b></p> <p>The children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. They talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it.</p>	<p><b>Celebrating Difference</b></p> <p>The class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. They talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.</p>	<p><b>Dreams &amp; Goals</b></p> <p>The class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p><b>Healthy Me</b></p> <p>Children consider the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>	<p><b>Relationships</b></p> <p>Children learn about the importance of self-esteem and ways this can be boosted. They investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and age-appropriateness. Children are taught the SMARRT internet safety rules and apply these in different situations. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use.</p>	<p><b>Changing Me (Transition)</b></p> <p>The children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They reflect on how social media and the media can promote unhelpful comparison and how to manage this. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>
	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>
	Following the transition unit last term, this unit sets them up for a successful year within the context of school, community, and country. Link to School Council elections	The children refine their understanding of bullying (which has been built from Year 1) to explore indirect and direct bullying.	Children are introduced to financial implications of employment. Cultural differences are considered.	Building upon learning from this unit last year but introducing vital life-saving skills. This unit is in preparation for further First Aid training in PE in Term 6.	There is little distinction between children's online and offline lives. Further building on online safety, this unit tackles the issues that will keep children safe.	This unit brings together previous theme impressions, social media, positive self-esteem, responsibilities and peer pressure.
	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation,	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords,	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, , Growth spurt, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.

<p>Year 6</p>  <p>Jigsaw Gem</p>	<p><b>Being Me in My World</b></p> <p>The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices &amp; actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour. They also talk about democracy, how it benefits the school and how they can contribute towards it.</p>	<p><b>Celebrating Difference</b></p> <p>The class talk about differences and similarities and that for some people, being different is hard. The children talk about how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p>	<p><b>Dreams &amp; Goals</b></p> <p>The class talk about their own strengths and further stretching themselves; setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. They explore various global issues and explore places where people may be suffering whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.</p>	<p><b>Healthy Me</b></p> <p>The children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. They discuss exploitation as well as gang culture and the associated risks. They talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed &amp; that there are strategies they can use if they are feeling stressed.</p>	<p><b>Relationships</b></p> <p>The class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.</p>	<p><b>Changing Me (Transition)</b></p> <p>The class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>
	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>	<b>Why this? Why now?</b>
	Cultural differences between experiences in our country and others are highlighted. Democracy is revisited as an illustration of the rights and responsibilities we have. Link to School Council elections.	The children channel their social literacy which has been developed over their time in school. They will be able to cope with themes of power and prejudice.	Again, the children are enabled to look at their experience in the context of being a member of a global community.	Mental health issues, potential risks associated with gang culture and stress are explored. Children are taught the triggers and signs of stress – so they should be able to act accordingly if they feel the need.	Building upon the mental health theme. Grief and bereavement were introduced in Y4 – here children unpick stages and causes. The theme of power is revisited.	Secondary school and puberty beckon. Within the supportive primary school classroom, children are able to reflect, confront change positively and prepare for the next stage in their life.
	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>	<b>Key vocabulary</b>
	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.	Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health. Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .