



Year 1

Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Overview

<p>At the beginning of the year, children are introduced to the name of our class mascot, Jigsaw Jack, and begin to establish rules and routines for their new classroom. They use Jack as a shared companion to talk to, and explain their understanding of feeling safe within the classroom and how class rules can support this. We recap this throughout the term, developing an understanding of “consequences” if the rules aren’t followed and the feeling of pride when we do achieve it. This is celebrated through our Term Song “Together” which we regularly sing and refer to.</p>	<p>During this unit we learn to celebrate individuals for their unique and wonderful differences. Each Piece will see the children adding an item of clothing to their own gingerbread person, culminating in the celebration in Piece 6. Week 1 focuses on similarities identified with a peer in class. In contrast, Week 2 looks at differences with a friend. In Week 3 we reinforce how we must always work together, despite differences and make it clear bullying behaviour is never acceptable. We then create ways we can include peers and design a friendship token for our Gingerbread! Finally we celebrate ourselves and share our Gingerbread creations with one another.</p>	<p>In Term 3 we begin our Jigsaw lessons getting creative! Each of the children decorate their own treasure chest ready to store their individual successes. As the term progresses, we learn the process of how to achieve our goals and how key each step is to get to the end dream. This is linked to the well-known story, <i>We’re going on a Bear Hunt</i>, to represent individual steps we need to make to reach an end goal. As each peer shares a goal they want to achieve with the rest of the class and the children go onto make a “stretchy flower” to consider stepping stones to a goal they wish to achieve. As a final celebration, children will be invited to share their ‘coins’ from their personalised Treasure Chests with the rest of Hazel Class.</p>	<p>The first part of “Healthy Me” begins with learning a song to reinforce making better choices with our diet and lifestyle! Across the term we use a Venn diagram to categorise food into healthy options and begin to learn how to make balanced choices with food and drink. We then look at household items that can help us if we are poorly. By having the chance to look at packaging, handle items and ask questions, we recognise how these can be harmful if used in the wrong way and should only be used with an adult. The last lesson of Term 4 concentrates on Road Safety and learning the Green Cross Code to safely cross the road as a pedestrian.</p>	<p>This term, we look at relationships with our family and friends. We use lots of role play scenarios to distinguish the qualities of a good friend and then go onto create special friendship handshakes using appropriate physical contact. Once the children have learnt appropriate boundaries with peers we move onto modelling the correct language in social situations. Again, we role play a variety of scenarios from falling over and needing to ask for help, to approaching a friend and asking to play. We finish the term by celebrating each class member with a personalised label to describe why everyone is individually special.</p>	<p>As the theme of the Term outlines, the final term of Jigsaw is focused around the physical changes in a human/animals body. The children participate in a range of games, including matching pairs together (from frogs and tadpoles to a baby and a grown woman). As well as engaging in active games, there is a clear message to the terms learning. This highlights the importance of learning scientific vocabulary to describe a human body, recognise how a girl and boy’s body is physically different and be able to use this key vocabulary within a sentence.</p>
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Sticky Knowledge

<p>The jigsaw learning charter are rules and routines we must follow each lesson. We must learn to work well alongside our peers in our classroom. Rules apply to everyone, including adults.</p>	<p>There are similarities between many of the children in the class. There are differences between many of the children in the class. I understand what bullying means and can describe it.</p>	<p>Goals are something I can set myself and work towards through simple steps. I can work out how to achieve a small goal from knowing how I learn best. Following instructions can help get to the correct outcome. If we don’t follow the</p>	<p>I understand the difference between healthy and unhealthy. I know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy.</p>	<p>Identify members of my family and understand how everyones family is different. Identify what a good friend is and the qualities of a good friend. Recognise a range of qualities as a person.</p>	<p>Understand the term life cycle and explain both the human and some animal life cycles. Recognise significant changes in the human body, particularly my own. Contrast changes, with things that have stayed the same.</p>
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<p>We all have a right to feel safe in our classroom. It is important we feel pride intrinsically and not just extrinsically. We need to learn to work alongside our peers in our class. If rules aren't followed it can cause consequences. Consequences can be both positive and negative.</p>	<p>There are people to help and to talk to if I feel unhappy or I am being bullied. We know how to make friends and develop friendships with the peers in our class. I can explain some ways I am different to the friends in my class. We are all different and this is something to be celebrated.</p>	<p>instructions step by step it could lead to something not working. It can be difficult to work with friends but we must communicate to help us. Obstacles can make goals more difficult but by tackling challenges it will help me overcome barriers to my goals. Once I have succeeded with my goal I can recognise how to celebrate this.</p>	<p>Recognise how germs can cause disease or illness. Understand that all household products including medicines can be harmful if not used properly. Explain that medicines can help if someone is poorly. How to keep safe when crossing the road or who can help me keep safe.</p>	<p>Learn appropriate ways of physical contact to greet friends, family and identify which I prefer. Describe what a school community is. Explain who can help me in my school community. Learn to appreciate someone and explain what makes them special.</p>	<p>Identify key body parts that make boys different to girls. Use the correct body names for boys and girls bodies. Understand that every time I learn something new I change/grow a little bit.</p>
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Sticky Vocabulary

<p>Safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed, illustration, rewards.</p>	<p>Similarities, differences, bullying, deliberate, on purpose, unfair, included, bully, celebration, special, unique.</p>	<p>Proud, success, achievement, goal, treasure, coins, learning, stepping stones, process, garden, dreams, team work, celebrate, stretchy, challenge, feelings, obstacle, overcome, achieve, internal treasure chest.</p>	<p>Healthy, unhealthy, balanced, exercise, sleep, choices, body parts, toiletry, hygienic, safe, trust, medicines, green cross code, safety, listen, wait.</p>	<p>Family, belong, different, same, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, helpful, community, feelings, confidence, praise, skills, self belief, incredible, proud, celebrate, appreciate, special.</p>	<p>Changes, life cycle, baby, adulthood, change, adult, grown-up, mature, male, female, vagina, penis, testicles, anus, learn, new, grow, feelings, anxious, worried, excited, coping.</p>
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Skills

<p>I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.</p>
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Year 2

Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Overview

<p>During the start of the term, children will identify their hopes and dreams for the year. They will learn to understand their rights and responsibilities as a member of the class, recognise rewards and consequences they will receive. The children will also understand to follow the learning charter which is written as a class and owning that learning charter, by understanding the choices they make will have rewards and consequences.</p>	<p>For the ‘celebrating differences’ journey, the children will learn that sometimes people make assumptions about boys and girls which are not necessarily correct. This is called stereotyping. The children learn to recognise how they are similar and how they are different by discussing with each other. During this time Pine Class also understand what is right and wrong and know how to look after themselves, touching on bullying and how that relates to people finding differences in one another. The children learn to understand that it is OK to be different from other people and to be friends with them and recognise this within themselves.</p>	<p>For this term, children focus on their dreams and goals and how they will achieve it. It is important for the children to have aspirations for themselves so this part of the puzzle teaches them how to get there. They learn to persevere even when they find things difficult, recognise who they work well with and who is more difficult for them to work with. They learn strategies to work well in a group and explain to each other ways they worked well whilst working in group activities.</p>	<p>Within this term the children learn how to keep their bodies healthy. They will also learn to show and tell what relaxed means and know some things that make them feel relaxed and some that make them feel stressed. They also learn how medicine works in their bodies and how important it is to use them safely. They touch on food groups and how it is important to have a healthy balanced diet with in something they learn in science during Term 2. They will make healthy snacks that they like and explain why they are good for their body.</p>	<p>This term, children identify different members of their family and understand their relationship, knowing why it is important to share and cooperate with each other. They learn to understand different forms of physical contact within a family and what some of this is acceptable and some is not. Their learning moves on to identifying things that can cause conflict with friends, including secrets which they learn is sometimes not good to keep a secret if they feel it is important. They learn to recognise and appreciate people who can help them in their family, their school and community.</p>	<p>In the final year in Pine Class, children learn about change. They learn to understand some changes that they cannot control and recognise how they feel about it. They learn to explain the natural process of growing from young to old and recognise how their body has changed from a baby to how they are now. They recognise the physical differences between boys and girls, use the correct names from parts of the body (penis, anus, testicles, vagina and vulva) and appreciate that these parts of their bodies are private. They learn about different types of touch and can tell which ones they like and don’t like. The children then focus on transitioning up to Year 3 and what they are looking forward to the most.</p>
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Sticky Knowledge

<p>The jigsaw learning charter are rules and routines we must follow each lesson. My hopes and fears for the year. Recognise I feel worried and know I can ask friends, trusted adults for help.</p>	<p>People make assumptions about boys and girls (stereotypes) and this is wrong. Bullying is about difference. Tell someone if you feel you or a friend is being bullied. Be kind to children who are bullied.</p>	<p>Choose a realistic goal and think how to achieve it. Nothing will happen without you persevering. Choose to work with someone who I work well with and not who I am friends with.</p>	<p>Having a healthy lifestyle with help to keep a healthy body and mind. Being relaxed and stressed are feelings and not permanent. Medicines help bodies when they feel poorly and it is important to use them safely.</p>	<p>There are lots of members in a family and they all play different roles. It is important to share and cooperate with my family. There is lots of forms of physical contact within a family and some are acceptable and some are not.</p>	<p>It is a natural process of growing from young to old and it is not something that cannot be controlled. Bodies change as people grow older, for example; height, hair colour, interests. Physical features of boys and girls are different. Girls have a</p>
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I have rights and responsibilities in class and my choices impact on my rewards and consequences I receive.	Stand up for myself if someone is being unkind but use the strategies I have been taught. It is OK to be different from others - that is what makes us unique!	Share success with other people and feel proud of my achievements.	Foods are part of food groups and it is important to have a balanced diet. Humans eat food to give bodies energy.	It is good to keep secrets but sometimes it is not good to keep a secret. People in my family, my school and community can help me in different ways.	vagina, vulva and anus and boys have a penis, testicles and anus. Some touch is nice but some is not. Things will change in Year 3, but change is exciting and part of life.
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Sticky Vocabulary

worries, hopes, fears, belonging, rights, responsibilities, actions, praise, reward, consequences, positive, negative, choices, co-operate, learning charter, problem solving	boys, girls, similarities, assumptions, shield, stereotypes, special, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, male, female, diversity, fairness, kindness, unique, value, friends	realistic, proud, success, celebrate, achievement, goal, strength, challenge, difficult, easy, learning together, partner, team work, product, dream bird, group, team work, problem solve, proud	healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicine, safe, body, balanced diet, energy, fuel, nutritious	family, different, similarities, special, relationship, important, cooperate, friends, likes/ dislikes, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, surprised, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, positive, negative, appreciate	change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibility, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, uncomfortable comfortable, looking forward, excited, nervous, anxious, happy
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Skills

I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can Express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
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Year 3

Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Overview

<p>In this unit, children were explore what rights and responsibilities they have as learners, think about what a dream and nightmare school would be like. They will explore how new challenges will be faced and there will be new rules to follow with a responsibility to make positive choices. The children will understand how their actions can affect themselves and others. They will be encouraged to look out for others feelings. Finally, the children will be encouraged to see points from other viewpoints and perspectives.</p>	<p>The children in this unit will explore how every family is different. They will explore their own family unit and consider how it is different to that of others. They will understand that sometimes conflict can occur within a family unit and consider methods needed to calm down. They will understand what it means to be a witness to a situation, considering how these individuals can sometimes make situations better or worse. Finally, they will consider how words are used and how they can be hurtful towards others.</p>	<p>Within this unit the children wil explore someone who has faced difficult challenges and achieved successes having set their own dreams and goals. The children will be encouraged to consider their own dreams and goals that they have in their futures. The children will be presented with new learning tasks and activities which encourage different ways of achieving goals. Through discussing learning challenges, the children will be encouraged use their strengths to overcome problems and obstacles. They will be encouraged to reflect on their successes as learners and identify how they can improve if needed in future learning.</p>	<p>Throughout the unit, the children will be encouraged to understand how exercise affects their body. They will also know how and why the heart and the lungs are the most important parts of the body. The children will explore what a balanced diet looks like and the impact of too much of one food group. A discovery of drugs will begin for the children, recognising any prior knowledge they might have and identifying their views. Scenarios will be presented to the children which are both safe and unsafe with subsequent discussions taking place around how to both identify the risk and implement strategies to stay safe. Finally, the importance of the human body will be reinforced to the children, recognising its complexities.</p>	<p>In this unit the children will focus on how they develop relationships with others including family and friends. They will explore key roles in families and understand their place within these roles. They will be encouraged to consider the types of qualities that make a good listener and identify solutions for conflicts. Safety will also be taught in relation to the online world with children recognising how they can stay safe in this environment. The children will be taught to recognise what makes an effective global citizen and celebrate the relationships they develop with those around.</p>	<p>Throughout this final unit, the children will understand that between conception and the growing up there many changes. They will understand it is usually the female who has the baby, understanding how the baby grows in the uterus. The children will understand what a baby needs to survive. Once this is understood the children will be able to understand how boys and girls bodies change on both the internally and externally. The children will understand the need for these changes in females to make babies. Finally, they will recognise some of the stereotypical views of parenting before considering what they are looking forward to in the year ahead.</p>
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Sticky Knowledge

<p>Everyone has achievements and it is important to share these with each other. It is important to listen to each other well and empathise where needed. It is important that everyone receives encouragement for things they have done well or in areas they could improve.</p>	<p>It is normal for their to be conflict within families including between parents and siblings. There are techniques such as a the 'Solve it together' technique which can be used to solve situations. Every child has a right to be safe in their family. Being Gay means loving someone of the same sex.</p>	<p>Children have to face challenges in families where there might be disabilities. Where families face challenges they show great resilience. Plants grow out from tiny seeds. This is the same with dreams and ambitions. A team will have different roles e.g. team leader, designer, budget manager etc.</p>	<p>The Heart and the Lungs are the most important lungs in the body. Exercise makes the body and mind fitter. The heart pumps faster and the lungs need more air during exercise. Our bodies need energy to work, grow and exercise. Our bodies are in balance when what we take in is</p>	<p>Individuals can be stereotyped – this is where it is believed that they should be fulfilling a certain role e.g. a man or a woman's job. There are ways to solve conflict sensibly and one of these is the 'Solve it together' technique. Some people are not who they say they are in the online world.</p>	<p>It is usually the female who has the baby and looks after it whilst it is very young, but often the males (dads) have an important role to play too, e.g. for humans, penguins etc. Parents need to devote a lot of care to their young. A baby grows inside the mother's womb/uterus and gets all its nutrients from here.</p>
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<p>Individuals see things in different ways and might think differently to you.</p> <p>It is normal to have stresses and worries when things are new or different. Everyone has rights and responsibilities as a learner to make sure everyone learns as well as possible – this is part of a learning charter.</p> <p>There are responsible and irresponsible choices in situations.</p> <p>There are consequences to each scenario a person faces.</p> <p>The way people feel might be as a result of how others act.</p>	<p>Using the word in a different way than is necessary is seen as derogatory.</p> <p>Bullying doesn't just happen once, it happens over and over again. Bullying is deliberate by hurting someone on purpose, not accidentally. It is unfair as the person bullying has more power than the person being bullied.</p> <p>Witnesses to bullying are often called bystanders. They might do</p> <ul style="list-style-type: none"> - Helping the person being bullied in some way - Do nothing and ignore it's happening - Join in with bullying <p>'Sticks and stones may break my bones, but names will never hurt me'</p> <p>A consequence is a situation based on an action by someone.</p> <p>A compliment is a comment or action made towards someone else which is friendly and makes them feel good.</p>	<p>Someone who designs a garden is a landscaper.</p>	<p>balanced with how much energy we use.</p> <p>Calories are commonly the amount of energy a food contains and this is listed on the packets of food items.</p> <p>Too much sugar can be bad for teeth and it is important to maintain oral hygiene.</p> <p>Many drugs are taken to help people get better. These drugs have set dosages and it is important to take them according to these guidelines.</p> <p>There are different types of hazards – those that they cause themselves e.g. playing and those caused by other people, places or things e.g. bullying.</p> <p>Our bodies might feel unsure if there is a risk that we don't know about.</p> <p>It is vital to stop and check the risk before we complete an action. Infographics or images can sometimes be used to persuade people to live in a certain way.</p>	<p>The internet is huge</p> <ul style="list-style-type: none"> - Around 300 hours of YouTube video is uploaded every second - About 5 billion YouTube videos are watched everyday - About 6000 new apps are created every day <p>We have to use common sense to decide what we do and don't trust online.</p> <p>Things we use every day come from across the whole world.</p> <p>We are dependent on people and their work to provide us with things we need.</p> <p>'Wants' and 'Needs' are very different things:</p> <ul style="list-style-type: none"> - A want is something that might make life a little more pleasurable. - A need is something that could be essential to survive <p>The United Nations has a document – 'conventions of the rights of the child'</p>	<p>A baby grows from a tiny egg (ovum) that the mother already has inside of her.</p> <p>There will always be changes in our lives, because living things are always changing.</p> <p>Puberty:</p> <p>Collection of changes that will gradually change their bodies from a child's body into an adult's body.</p> <p>Body changes happen at a different time and pace for each person because our bodies are all unique.</p> <p>For some animals, the mother lays the egg and baby grows inside it, but for others the baby grows inside the mother until it is ready to be born, and that's the way it happens for humans.</p> <p>Babies can also come into families by adoption or fostering so that they can be loved and cared for if for any reason the birth mother/father can't look after them</p> <p>Inside changes:</p> <p>The boy's testicles grow and start to make sperm which are tiny seeds that are needed to start a baby growing.</p> <p>Sperm can be released through the penis.</p> <p>The girl's ovaries store hundreds of tiny eggs and during puberty they start to release them, one at a time each month.</p> <p>Girls are born with all these eggs inside their ovaries (called ova) waiting for puberty to start. (Ensure children do not think ova are like chicken/ bird eggs).</p>
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					When one of these eggs (or ova) joins with a sperm it will start to grow into a baby. The womb/uterus grows and gets ready to make a safe space for a baby to grow until it is big enough to be born. The passage that leads from the womb to the outside is called the vagina. If an ovum isn't fertilised it passes out of the body as a 'period'.
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Sticky Vocabulary

Welcome, Valued Achievements, Proud Pleased, Personal goal, Praise, Acknowledge, Affirm Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights Responsibilities, Learning Charter, Nightmare, Dream, Behaviour, Rewards Consequences, Actions, Feelings Rights, Responsibilities, Fairness Choices, Co-operate Choices, Challenge, Group, dynamics, Team work, actions, viewpoint, ideal school, belong	Family, Loving, Caring, Safe Connected, Difference Special, Family, Conflict Solve it together, Solutions, Resolve, Witness Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Special Unique, Difference, Similarity	Perseverance, Challenges, Success Obstacles, Dreams, Goals, Dreams Goals, Ambitions, Future, Aspirations, Garden, Decoration, Dream, Goal Team work, Enterprise, Design Cooperation, challenge, Product, Team work, Strengths, Motivated Enthusiastic, Excited, Efficient Responsible, obstacles, Frustration, 'Solve it together' technique, Solution, Review, Learning, Strengths, Success, Self-review, Celebrate, Evaluate	Oxygen, Energy, Calories/ Kilojoules Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated Fat, Healthy, Drugs, Attitude, Safe, Anxious Scared, Strategy, Advice, safe, harmful, risk, feelings Complex, Appreciate, Body, Healthy, Safe, Choice, Risk	Men, Women, Male, Female, Unisex Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving Friendship, Win-win, Safe, Unsafe, Risky Internet, Social media, private Messaging (PM), Gaming, Global Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Needs, Wants, rights, Deprivation, United Nations, Equality, Justice, Happiness, Celebrating Relationships, Friendship, Family, Thank you, Appreciation	Changes, Birth, Animals Babies, Mother, Growing up, Baby, Grow, Uterus, Womb Nutrients, Survive, Love Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg Ovum/ Ova Womb/ Uterus, Vagina, Stereotypes, Task, Roles, Challenge, Change, Looking forward, Excited Nervous, Anxious, Happy
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Skills

I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside 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
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situation. e.g Solve It Together or asking for help.

me and can suggest some ideas to cope with these feelings.

Year 4

Being Me In My World

Celebrating Differences

Dreams and Goals

Healthy Me

Relationships

Changing Me

Overview

In this unit the children will be able to explain why being democratic is important and can help them and others feel valued. They will learn that their attitudes and actions make a difference to the class team as well as understand who is in their school community, the roles they play and how they fit in. The children will recognise how their actions affect themselves and others. Finally, by understanding how groups come together to make decisions they will be able to explain how democracy and having a voice benefits the school community.

In this unit, the class will understand that, sometimes, we make assumptions based on what people look like and will therefore try to accept people for who they are. They will know how it might feel to be a witness to and a target of bullying and why witnesses sometimes join in with bullying and sometimes don't tell. The children will identify what is special about themselves and value the ways in which they are unique. They will explain why it is good to accept people for who they are and finally, know how to give and receive compliments.

The song 'For me' will be introduced during the Jigsaw's 'Dream and Goals' assembly. We start this unit by considering how to stay motivated when doing something challenging. The children learn to realise that not all hopes and dreams come true and that this can be disappointing. By reflecting on positive and happy experiences, the children recognise how they can help them to counteract disappointment. By working within a group, the children make a plan and set new goals using past experiences to aid them. The group create the steps needed to achieve this goal. They will learn to identify the contributions made by themselves and others as part of a group.

This 'healthy me' unit begins by recognising how different friendship groups can be formed, and how to fit into them as well as which friends we may value the most. The children will learn to understand group dynamics by recognising that within a group some people take on the role of leaders whilst others may be followers. Next, the children are taught the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. Similarly, the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol is explored. Finally, the children are taught about feelings of anxiety and fear associated with peer pressure and having a sense of right and wrong.

At the start of the 'Relationship' unit, children recognise situations which can cause jealousy. They identify feelings associated with jealousy and suggest strategies to problem solve when this happens. The children also name someone they love and express why that person is special to them. Next, they will discuss about people they know that they can no longer see and understand that we can still remember people even though we may not be able to see them. They will learn to recognise how friendships can change and know how to make new friends. The class will be taught that boyfriend/girlfriend relationships may be personal and how to show love and appreciation for the people and animals that are special to us.

'A New Day' is the song which will be introduced to the children at the start of the unit. Firstly, the children will learn that some of their personal characteristics have come from their birth parents. They will be able to correctly label the internal and external parts of male and female bodies that are necessary for making a baby. They will be shown how a girl's body changes in order for her to have babies when she is an adult and that menstruation (having periods) is a natural part of this. The children will be introduced to the circle of change and how to apply it to changes they want to make in their life. They will recognise changes that have been and may continue to be outside of their control and learn to accept that. Finally, the children will reflect on any changes they would like to make next year when they move to a new class.

Sticky Knowledge

<p>Attitudes and actions make a difference to the class team. A school is a community where people have different roles and responsibilities. Our school community benefits from a Learning Charter and we should help others to follow it. The United Nations Charter for the Rights of the Child (UNCRC) lists 42 laws that legally protect children.</p>	<p>We should try to accept people for who they are. We should be able to question why we think what we do about other people. Know how it might feel to be a witness to and a target of bullying. Witnesses sometimes join in with bullying and sometimes don't tell. It is good to like and respect unique physical appearances. It is okay to change our opinion once we have got to know someone.</p>	<p>I can tell you about some of my hopes and dreams. We should keep trying even when things become difficult. Reflecting on positive experiences can help to overcome disappointment. Know what it means to be resilient and to have a positive attitude. Helping others achieve your goals and can be rewarding. By working hard we can take positive steps to achieve our goals.</p>	<p>Different friendship groups can be formed and some friends may be more valuable than others. In a group there will often be leaders and followers. Facts about smoking, the effects on health and why people begin smoking. Facts about alcohol, the effects on health, especially the liver and why some of the reasons people drink alcohol. Peer pressure and strategies to resist this. How to be assertive and to know right from wrong.</p>	<p>Know now how to make friends. People have sad feelings when they lose someone or something they love. We can remember people even if we can no longer see them. How to stand up for myself and how to negotiate and compromise. Boyfriend/girlfriend relationships are personal and special. There is no need to feel pressurised into having a boyfriend/girlfriend. How to love and be loved.</p>	<p>Appreciate that we are all truly unique human beings. Having a baby is a personal choice which can be expressed when you are an adult and know how you feel about having children. Strategies to help cope with the physical and emotional changes everyone experiences during puberty. How the circle of change works and how to apply it to make changes in your life. Some changes are outside of your control and how to manage fears and concerns as well as think positively. How to reflect on the changes you would like to make when moving to a new class next year.</p>
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Sticky Vocabulary

<p>Included, excluded, welcome, valued team charter, Role, job description, School Community, responsibility, rights, responsibilities, democracy, reward, consequence, democratic, decisions, rights, responsibilities, voting democracy, authority, learning charter, role, contribution, observer, decisions, choices, democracy, UN Convention on Rights of Child Learning Charter</p>	<p>Character, assumption, judgement, surprised, different, appearance, accept, assumption, influence, appearance, opinion, attitude, judgement, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, Cyber bullying, text message, website, troll, special, unique, different, characteristics, physical features, impression, changed, judgement, assumption, influence, special, different, accept</p>	<p>Dream, hope, goal, determination, perseverance, resilience, positive attitude, hopes, disappointment, fears, hurt, resilience, positive experiences, goals, plans, cope, help, resilience, self-belief, motivation, commitment, goal, team work, enterprise, design, cooperation, review, learning strengths, success, celebrate, evaluate</p>	<p>Friendships, emotions, healthy Relationships, friendship groups, value, roles, leader, follower, assertive, agree / disagree, smoking, pressure, peers, guilt, advice, alcohol, Liver disease, anxiety, fear, believe, opinion, right, wrong</p>	<p>Relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, memories, special, remember, friendships, negotiate, trust, loyalty, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, love, symbol, care</p>	<p>Personal, unique, characteristics, parents, sperm, egg, ovum, penis, testicles, vagina, vulva, womb, uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, acceptance, looking forward, excited, nervous, anxious, happy</p>
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Skills					
<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>

Year 5					
Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

Overview					
<p>In this unit, we start by setting personal goals for the year and deciding what steps we could take to achieve them. The children consider the conditions they need to learn, and what their rights and responsibilities are relating to this. We focus on how we can be successful when working in groups, and decide upon a shared learning charter for the year, built around the children's ideas about what is important to them. We learn about refugees and the challenges that face them, linking this to our responsibilities as a citizen of our country and our school values.</p>	<p>We start this unit by reflecting upon our own culture and the values that are important to us, celebrating how we are all different and unique. We learn how what we value often depends on our culture and situation, and see examples of this from around the world. We discuss how cultural differences can cause conflict, and how to avoid this. We learn what racism is, and how we can show that we do not tolerate it. Through the use of role play and games such as Chinese whispers, we learn how rumours can spread and lead to bullying. We learn about direct and indirect bullying, and how we can support someone who is being bullied.</p>	<p>In this unit, the children consider what their dreams are for when they grow up. They learn about different jobs, how they contribute to society and the salary they earn, discussing whether salary equates to success, or whether there are other factors to consider. The children research their ideal job and how they can work towards it. We then learn about the lives of children in other countries, and make comparisons between their dreams and goals and ours. We learn how we can communicate with and support people in other countries and plan a fundraising project.</p>	<p>Firstly we learn about smoking and the effect that it has on health. We focus on how the media can be harmful in promoting harmful lifestyles and have a debate about this. Next, we learn about alcohol and anti-social behaviour, and the link between them. We learn how alcohol can affect thoughts, feelings and actions. We learn about emergency situations and how these require us to be calm and level-headed. We practise basic first aid, including the recovery position, through the use of various scenarios and role play. Next we learn about body image, emphasising that our differences are what make us interesting. We learn how images are altered in the media and how this can affect our mental health.</p>	<p>In this unit we learn what positive self-esteem means, and how this can positively affect our lives. We learn how to boost our self-esteem, and discuss own positive qualities. We then focus on online safety, through: labelling safe and unsafe situations; learning the risks of communicating online, including trolling, grooming, addiction and bullying and exploring screen time and the links to our mental health and relationships with family and friends offline.</p>	<p>In Changing Me, we revisit the idea of body image, and learn how the media can give us unrealistic body image expectations. We practise using affirmations to help with positive self-image. As part of sex education, we revisit the female reproductive system, menstruation and how women can manage this through using sanitary products. We revisit the male reproductive system and learn about the bodily changes that occur when a male reaches puberty. We learn how a baby is made as a result of sexual intercourse (or IVF) and conception. We address common myths and consider important factors for adults when planning to have a baby. The children have lots of opportunities to ask questions, which are answered</p>

age-appropriately. Finally, we consider transition to secondary school and what the children hope to achieve in the next year.

Sticky Knowledge

Refugees are people escaping from conflict or persecution. They cannot live in their own country and have no other choice but to flee and seek safety.
 An asylum seeker is someone who seeks safety in a foreign country and has applied to the government in the hope they will be given refugee status.
 Migrants are people who move to another country for work.
 We cannot tell if someone is a refugee by their physical appearance (race, religion etc).
 The United Nations Charter for the Rights of the Child (UNCRC) lists 42 laws that legally protect children.

Cultural differences can include celebrations, religion, clothing, food, hobbies, music and family roles.
 Racism is discrimination or negative judgement against someone because of their skin colour or race.
 A ribbon can signify supporting anti-racist campaigns.
 Bullying means that something happens persistently; it is deliberate and it is unfair (linked to power, the person being bullied is not enjoying it).
 Direct bullying is when the bullying happens directly to the person e.g. verbal/ physical abuse in person.
 Indirect bullying happens behind someone's back e.g. spreading rumours, stealing/ damaging things.

Many jobs require qualifications so that people have the knowledge and skills to do them.
 Not all countries have education like we do in the UK. In some countries, only people who can afford in can go to school.
 Other countries share many things with us, such as music, food, sports, dance and traditions, and this can be to our benefit.
 We can support to other countries that are in crisis or need support, such as through fundraising and donating to charity.

5 million people around the world each year are estimated to die as a result of smoking and 900,000 people as a result of passive smoking.
 Nicotine makes smoking addictive.
 Vaping can still damage the body and is addictive.
 Anti-social behaviour is any aggressive, intimidating or destructive activity that damages or destroys another person's quality of life.
 Alcohol is a drug that slows down the brain and changes the way people think and behave. It can be addictive and can cause liver and heart damage.
 Body image is how people feel about the way they look and their body functions.
 The media can Photoshop images of celebrities to alter how they look, which can negatively impact people who are trying to look like them as they are aiming for something they can achieve.
 Some people have unhealthy relationships with food and have eating problems or disorders.

There are physical, social and mental/ emotional signs that you might be having too much screen time.
 The acronym SMART can help us remember how to stay safe online:
 Stay safe by not posting or sharing private information or pictures; Meeting someone you have met online can be dangerous;
 Accepting messages and emails or opening files from people you don't know can be risky;
 Reliable information is important – many things and people online are fake; Rights and responsibilities – apply just as they do in the offline world;
 Tell a trusted adult if something online is worrying you or a friend.

Puberty usually starts between 10 and 14 for girls, but everyone is different.
 The ovaries store hundreds of tiny eggs and during puberty they release them, one at a time, each month.
 Puberty usually starts at around the age of 12 for boys.
 The testicles grow and start to make sperm which are tiny seeds that are needed to start growing a baby.
 Sperm can be released through the penis.
 During sexual intercourse, the sperm enter a woman's vagina and swim to meet the egg to create a baby.
 People can choose to have sex so the sperm and egg don't meet – this is called protected sex.
 If an egg isn't fertilised by a sperm, the lining of the womb isn't needed and leaves the vagina in a 'period'.
 The baby grows inside the womb.
 The passage that leads from the womb to the outside is called the vagina.



Sticky Vocabulary

Rights, responsibilities, rewards, consequences, choices, learning charter, co-operation, collaboration, education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, citizens, denied, empathise, refugee, persecution, conflict, asylum, migrant, wealth, poverty, prejudice, privilege, deprive, 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, texting, happiness, continuum, developing world, celebration, artefacts, display, presentation.

Dream, hope, goal, feeling, achievement, money, grown-up, adult, lifestyle, job, career, profession, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, co-operation, 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.

Characteristics, personal qualities, attributes, self-esteem, responsibility/ being responsible, age-limit, social network, community, online, off-line, rights, risky, violence, appropriate, grooming, trolled, gambling/ betting, trustworthy, devices, screen time, social, mental health, physical health, personal information, safe, vulnerable, risk.

Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovaries/ ovary, vagina, oestrogen, vulva, womb/ uterus, sperm, semen, testicles/ testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF), teenager, milestone, perceptions, responsibilities, hope, manage, cope, change, opportunities, emotions, fear, excitement, anxious.

Skills

<p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>I can explain different roles that food and substances can play in people’s lives.</p> <p>I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important.</p> <p>I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>
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Year 6

Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Overview

<p>In this unit, children will set out their goals for the year. This is consolidated with both individual and group work/discussion. They will also discuss any fears and obstacles that they perceive may ‘get in the way,’ of progression and the achievement of their goals.</p>	<p>Over the course of this unit, children will be exposed to differing cultures and how the differences in society should be celebrated. This unit links well with RE as religion is a widespread aspect of what makes modern society unique.</p>	<p>In this unit, children will build on from term one to identify their personal goals. The class will understand the steps to success and how they are able to identify problems and who is most appropriate to discuss them with. Children will explore ideas of how to make the world a better place and how it matters not the scale of the difference they make.</p>	<p>Children will explore the importance of maintaining a ‘healthy me’ during this unit. The class will explore how to maintain a balanced diet and the importance of doing so. They will also explore how to keep healthy by being active and caring for mental health. Children will also have the opportunities to discover how to deal with adverse health issues and what they can do to overcome them.</p>	<p>In this unit, children will build on from the previous session and what they have already experienced in school. The unit begins with an exploration into identifying mental health issues and how to tackle them. They will also discuss how grief and loss can negatively affect people over a period of time. There will be some helpful information included that will help children to remain safe online and be able to notify the appropriate person if something doesn’t look or seem right. Finally, children will understand how to communicate safely with friends and family.</p>	<p>In the final unit of this year, students will explore the facts about changing bodies. Children will explore the subjects of self-image, puberty, conception, boyfriends and girlfriends, real self and ideal self and the year ahead. This will provide the class with a solid understanding of how their bodies and perceptions change over time. They will end the module by looking forward to secondary school and this will be an opportunity to ask any questions.</p>
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Sticky Knowledge

<p>Children to know how to identify goals and aspirations whilst also understanding what barriers they may face along the way. Understanding universal rights is important to leading a good life, but not all children in the world have access to the same rights.</p> <p>Actions can affect many people, especially locally and globally. The way children behave reflects on their understanding of responsibility and how they relate to rewards and consequences. It is also important to consider how to obtain responsibility. There are many opportunities in school to achieve this. One example may be the school council.</p>	<p>Children to understand how people among society live differently to the way they and the people they know may do. It is important to understand how everyone in society deserves to live freely and however they choose.</p> <p>Class to engage in discussion for a range of issues that contribute to a diverse society.</p> <p>All people who have suffered from or still suffer discrimination are protected by The Equality Act 2010. This Act ensures that individuals with 'protected characteristics' cannot be discriminated against.</p>	<p>Children should be confident in identifying personal goals and be able to understand why it is important to expand the boundaries of their learning. They should also be able to understand what they can do to ensure they are meeting their goals.</p> <p>The class will recognise and empathise with others around the world and locally who are living in situations that cause suffering.</p> <p>They will also discover ideas of motivation and how they can motivate themselves and receive compliments from others.</p>	<p>Children should be aware of what should be included in a balanced diet and compare it to what they currently include in theirs. They should be confident in identifying the parameters of how much exercise needs to be completed each week in order to maintain a healthy childhood.</p> <p>The class can build on their prior and extensive knowledge on mental health to interact with this unit.</p>	<p>Children to be aware and understand that sometimes people develop problems with their mental health and can struggle. They should be mindful and acknowledge that it is normal to feel this way and it is nothing to be ashamed of. They should also be able to recognise if they are feeling a similar way and be able to deploy strategies that can help to combat these effects.</p> <p>Children should have a good level of knowledge about how to remain safe online. They will be encouraged to stand up for themselves and others when another individual is attempting to gain and maintain power and control over another.</p>	<p>Children will understand how self-image affects many people around the country and world. They will be confident in knowing how to build self-esteem and how to recognise this in others.</p> <p>Students will explore the changes that will happen to their bodies in the coming years and be able to explain how they feel about them. They will also be able to discuss conception and explain how humans are created. Students will also be able to confidently explain their intention to never be forced to do something that they do not wish to. They will end the unit by knowing how to prepare themselves for the year ahead.</p>
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Sticky Vocabulary

<p>Goals, fears, fair trade, obstacle, barrier, overcome, Rights, Responsibilities, Rewards, Consequences, Cooperation, Collaboration, Legal, Illegal, Lawful Choices, Behaviour</p>	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Power, Struggle, Imbalance, Control, Harassment, Bullying</p>	<p>Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic</p>	<p>Responsibility, Choice, Immunisation, Prevention, Gang, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Illegal</p>	<p>Mental health, Worried, Signs, Stress, Anxiety, Warning, Support, Self-harm Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies Risks, Pressure, Influences, Self-control, Real/Fake, True/untrue, Assertiveness, Judgement</p>	<p>Self-image, Self-esteem, Real self, Celebrity, Opportunities, Freedoms, Responsibilities, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife Attraction, Relationship, Pressure, Love, Sexting Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement</p>
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Skills

<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>
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<p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain what motivates me to make the world a better place.</p>	<p>can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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