



## PSHE: Organisational Structure

Class	Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Bumblebee class</b> YR. R/1	A	Healthy Me		Dreams and Goals		Changing Me	Relationships
	B	Being Me in My World		Celebrating Difference		Changing Me	Relationships
<b>Hedgehog class</b> Yr. 2/3	A	Healthy Me		Dreams and Goals		Changing Me	Relationships
	B	Being Me in My World		Celebrating Difference		Changing Me	Relationships
<b>Barn Owl class</b> Yr. 4/5	A	Healthy Me		Dreams and Goals		Changing Me	Relationships
	B	Being Me in My World		Celebrating Difference			
<b>Otter class</b> Yr. 6		Healthy Me		Celebrating Difference		Changing Me	Relationships

### Bumblebee Class

Title	Being Me in My World
<b>Overview</b>	<p>In this unit, children will discuss their similarities and differences and how we are all unique. The children will have opportunities to recognise different feelings and how they can manage these. They will discuss children's rights, particularly with regard to the right to learn and the right to play. They discuss responsibilities, choices and consequences, and how to keep themselves and others safe in their class.</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• To recognise different emotions</li> <li>• To express their feelings and consider the feelings of others</li> <li>• To see themselves as a valuable individual</li> <li>• To begin to understand class rules and routines</li> </ul>
<b>Vocabulary</b>	Kind, gentle, friend, similar, different, feelings, angry, happy, sad, excited, nervous, sharing, taking turns, safe, special, calm, belonging, special, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand how it feels to belong and to know that we are similar and different and all special</li> </ul>



	<ul style="list-style-type: none"> <li>• To begin to recognise and manage my feelings and consider the feelings of others</li> <li>• To know how to make my class a safe place for everyone to learn and play</li> <li>• To recognise what it feels like to be proud</li> <li>• To understand why it is good to be kind</li> <li>• To begin to understand children's rights</li> <li>• To begin to understand what being responsible means</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Introduce Jerrie the Cat and Calm Me Time</li> <li>• Circle time discussions</li> <li>• Use a mirror to explore facial expressions, how do we look when we are happy, sad, etc.</li> <li>• Draw a picture to show when you feel safe and special</li> <li>• Create a class learning charter</li> <li>• Play games which involve collaboration and team work</li> <li>• Role play scenarios where positive and negative consequences are given. Discuss how it feels and the choices that have been made.</li> </ul>

<b>Title</b>	<b>Celebrating Difference</b>
<b>Overview</b>	<p>The aim of this unit is to think about and discuss the similarities and differences between people and understand that these make us unique and special. The children will talk about their homes and families and why they are special to them. They will have the opportunity to talk about friendship and being a kind friend and how to stand up for themselves and others. They will also begin to explore what it might feel like to be bullied and when and who to ask for help.</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• To think about the perspective of others and develop friendships</li> <li>• To show resilience and perseverance in the face of challenge</li> </ul>
<b>Vocabulary</b>	Same as, similarity, different from, difference, included, bully, bullied, celebration, special, unique, proud, success, friends, kind, happy, sad, frightened, angry, family
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To identify what they are good at and successes they have had.</li> <li>• To identify ways that they are similar and different to their friends.</li> <li>• To recognise similarities and differences between their families and others.</li> <li>• To talk about what makes them unique and special.</li> <li>• To talk about the skills needed to make a friend and how it can feel to make a new friend.</li> <li>• To identify what bullying is and how it can make you feel.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Circle time discussions</li> <li>• Playing games, such as pairs, happy families, looking at similarities and differences</li> <li>• Play huggy bears – children to get into groups of certain numbers, discuss how it feels to be part of a group and how it feels to be left out.</li> </ul>



	<ul style="list-style-type: none"> <li>• Read short stories where a character is being bullied – circle time discussions around how they may be feeling and what they could do to help</li> <li>• Play games which involve recognising how someone is feeling from their facial expressions.</li> </ul>
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<b>Title</b>	<b>Dreams and Goals</b>
<b>Overview</b>	<p>The aim of this unit is to allow children the opportunity to think about their dreams and goals. The children are encouraged to think about jobs that they may like to have when they are older and are taught to associate what they are learning now with being able to achieve things that they want in the future. Children talk about setting goals and how to achieve them, as well as overcoming difficulties when they occur.</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• To set and work towards simple goals</li> <li>• To give focussed attention to what the teacher says</li> <li>• To respond appropriately</li> </ul>
<b>Vocabulary</b>	Proud, success, achievement, goal, learning, process, dreams, goals, obstacle, overcome, achieve, feelings, challenge, working together, team work, celebrate, job, ambition, perseverance, encourage
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To be able to recognise things that they do well.</li> <li>• To understand that challenges can be difficult and recognise how it can feel to be faced with an obstacle.</li> <li>• To explain how they learn best.</li> <li>• To understand what it means to persevere.</li> <li>• To understand ambition and resilience.</li> <li>• To feel proud of their successes and celebrate these.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Provide children with challenges to overcome, for example, maths and construction challenges.</li> <li>• Circle time discussions around how it felt to be faced with challenges and how we can encourage others with kind words.</li> <li>• Create a display of children persevering and achieving.</li> <li>• Share stories of resilience.</li> <li>• Celebrate achievements of friends</li> <li>• Children create posters to display the things they are good at.</li> <li>• Make treasure chests to keep children's successes in.</li> </ul>

<b>Title</b>	<b>Healthy Me</b>
<b>Overview</b>	<p>In this unit the children will learn about their bodies, the names of some key parts and how to stay healthy. They will learn the importance of keeping themselves clean, making healthy food choices and sleeping well. They will also learn about road safety and stranger danger, as well as what they should do if approached by someone they don't know.</p> <p><b>EYFS:</b></p>



	<ul style="list-style-type: none"> <li>• To manage their own basic hygiene and personal needs</li> <li>• To understand the importance of healthy food choices</li> <li>• To know and talk about the different factors that support their overall health and wellbeing</li> </ul>
<b>Vocabulary</b>	Healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items, hygiene, safe medicines, germs, trust, green cross code, eyes, ears, look, listen, wait, safety, head, shoulders, knees, toes, wash, stranger, scared.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To recognise how making healthy choices, with regards to food, sleep and exercise, makes them feel good about themselves.</li> <li>• To understand how to keep themselves clean and healthy and how germs can cause disease.</li> <li>• To know how to cross a road safely.</li> <li>• To recognise how to keep themselves safe, and know what to do if they feel frightened.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Sorting activities, including healthy foods.</li> <li>• Learn songs about keeping healthy.</li> <li>• Germ experiment with pepper and soap.</li> <li>• Learn hand washing song.</li> <li>• Role-play doctors and what happens when we are unwell.</li> <li>• Look at real medicine packaging and discuss dangers.</li> <li>• Practice road safety when out on Welly Walks.</li> <li>• Use road signs and role play road safety in the playground using the bikes.</li> </ul>

<b>Title</b>	<b>Relationships</b>
<b>Overview</b>	<p>In this unit, children will talk about their own significant relationships and why these are special and important. As part of their learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. Children are introduced to Jigsaw's Calm Me and how they can use this when feeling angry or upset. Children 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>EYFS:</b></p> <ul style="list-style-type: none"> <li>• To work and play cooperatively and take turns with others</li> <li>• To form positive attachments to adults and friendships with peers</li> <li>• To show sensitivity to their own and other's needs</li> </ul>
<b>Vocabulary</b>	Family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing, belong, same, different, friendships, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, confidence, praise, skills, self-belief, incredible, proud, celebrate, special, appreciate.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To identify the members of my family and understand that there are lots of different types of families.</li> <li>• To know how to be a good friend and show skills of friendship.</li> </ul>



	<ul style="list-style-type: none"> <li>• To identify how to help someone who is lonely.</li> <li>• To know ways to solve problems and mend a friendship.</li> <li>• To recognise my qualities as a person and a friend.</li> <li>• To know strategies, such as 'Calm Me' time, to manage my feelings and calm down.</li> <li>• To identify different forms of physical contact.</li> <li>• To know who can help me in the school community.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Draw a picture of their family, or bring in a family photo.</li> <li>• Label the jobs and responsibilities that each member of their family has.</li> <li>• Circle time discussion about how it feels to be part of a family and to care for family members.</li> <li>• Play Hedgehog Game.</li> <li>• Learn relationships song.</li> <li>• Feely bag different textures (enable children to talk about what feels good and not so good)</li> <li>• Role-play scenarios in school, discuss who would be able to help us.</li> <li>• Play Incredible Me.</li> <li>• Team building games.</li> <li>• Large piece of paper and mark making tools, play music and ask children to draw/mark make how the music makes them feel.</li> </ul>

<b>Title</b>	<b>Changing Me</b>
<b>Overview</b>	<p>The aim of this unit is to introduce children to life cycles and identifying the different stages, beginning with animals (for example, that of a frog) and then comparing with the human life cycle. Children will look at simple changes from baby to adulthood. Children will be taught the correct words for private parts of the body, as well as being taught that nobody has the right to hurt these parts of the body. Change will be discussed as a natural and normal part of getting older which can bring about happy and sad feelings.</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• To know and talk about different factors that support their overall health and wellbeing</li> <li>• To understand the key features of the life cycle of an animal</li> </ul>
<b>Vocabulary</b>	Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, life-cycle, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, change, feelings, anxious, worried, excited, coping, memories.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know and name my body parts.</li> <li>• To begin to understand life cycles of animals and humans.</li> <li>• To know how I have changed since I was a baby and how I might change as I get older and understand that these changes are natural.</li> <li>• To talk about worries and things I am looking forward to.</li> <li>• To talk about how I might feel have when I have to move into the next class.</li> </ul>



<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Large outline of bodies to colour and label.</li> <li>• Non-fiction books.</li> <li>• Baby photos and how we have changed.</li> <li>• Life cycle of a frog and/or butterfly.</li> <li>• Play Jigsaw Jack says.</li> <li>• Learn the song 'A New Day'.</li> <li>• Circle time discussions – strategies for managing change, share stories, give advice to different characters.</li> <li>• Share memories from the past year (home and school) by drawing pictures and talking about them.</li> </ul>
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### Hedgehog Class

<b>Title</b>	<b>Being Me in My World</b>
<b>Overview</b>	This unit aims to provide the children with understanding their place in the class, school and global community as well as devising Learning Charters. They will also work on recognising their own feelings and the feelings of others.
<b>Vocabulary</b>	Charter, positive, negative, achievements, proud, goals/targets, rights, responsibilities, reward, consequence, nightmare, dream, responsible and irresponsible, behaviour, actions, affect, point of view, feelings, happiness, sadness, fear, worry.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To identify my hopes and fears for the future</li> <li>• To identify my personal strengths and set goals for the year</li> <li>• To understand my rights and responsibilities for being a member of my class and school</li> <li>• To understand that we need rules to keep people safe and know how they relate to our rights and responsibilities.</li> <li>• To identify positive and negative behaviours (picture cards) and the rewards and consequences for these.</li> <li>• To understand how following the learning charter will help me and others learn.</li> <li>• To recognise the choices I make and their consequences</li> <li>• To recognise how I am feeling and know the signs to help me tell how others are feeling</li> <li>• To understand how my actions can affect others and try to see things from another person's point of view.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Review the Jigsaw charter</li> <li>• Create a class charter</li> <li>• Create a jigsaw journal</li> <li>• Create a nightmare school and a dream school</li> <li>• Picture cards for discussion</li> <li>• Create a poster demonstrating the learning charter in action</li> <li>• Match emotions to facial expression cards</li> <li>• Recap language (happiness, sadness, worry, fear etc.)</li> <li>• Complete an emotion check in</li> </ul>



	<ul style="list-style-type: none"> <li>• Scenario cards – where should the character go to ask for help when they feel a certain way</li> <li>• Team work activities and reflect on how to work collaboratively</li> <li>• Listening activity (drawing from instructions)</li> </ul>
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<b>Title</b>	<b>Celebrating Difference</b>
<b>Overview</b>	The aim of this unit is to understand that we are all different and to celebrate these differences. This unit identifies what bullying is, why it may happen and what they children can do about it. The children will begin to learn about how their words and actions can affect others.
<b>Vocabulary</b>	Similarity, difference, assumption, stereotype, bully, targeted, conflict, value, consequence
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand that sometimes people make assumptions about boys and girls.</li> <li>• To understand that boys and girls can be similar and different in lots of ways</li> <li>• To understand what bullying is and that sometimes it is about difference</li> <li>• To recognise what is right and wrong and how to look after myself.</li> <li>• To know when and how to stand up for myself and others.</li> <li>• To know how to get help if I, or others, are being bullied</li> <li>• To understand that it is OK to be different from other people and to be friends with them.</li> <li>• To be able to tell you some ways that I am unique</li> <li>• To understand that everybody's family is different and important to them.</li> <li>• To understand that difference and conflicts sometimes happen among family members.</li> <li>• To recognise that words can be used in kind ways, to give compliments and can be used in hurtful ways.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Use scenario cards – how might the person being bullied feel?</li> <li>• Group and class discussions – should they ask for help or use their own problem solving skills to help the situation? Who could they ask for help?</li> <li>• Picture cards for discussion</li> <li>• Shield templates</li> <li>• Children to create a paper chain listing all the things they could do if they see bullying happening.</li> <li>• Draw and annotate pictures</li> <li>• Provide children with the 'Solve It Together' strategy.</li> <li>• Use consequence game to make a story.</li> <li>• Compliment activity – choose a child each day to be the 'pupil of the day', other children to give them compliments. How does it feel to be complimented?</li> </ul>





<b>Title</b>	<b>Dreams and Goals</b>
<b>Overview</b>	The aims of this unit are for the children to learn how to stay motivated when doing something challenging, to keep trying even when it is difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals and to work hard to achieve their own dreams and goals.
<b>Vocabulary</b>	Realistic, proud, success, celebrate, achievement, goal, persevere, strengths, challenge, difficult, easy, learning together, success, celebrate, achievement, goal, partner, teamwork. Product, problem-solve, proud, Dreams, goals, ambitions, future, aspirations,
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To talk about my own successes and how I felt when I achieved them</li> <li>• To choose a realistic goal, dream or ambition and think about how to achieve it.</li> <li>• To persevere even when I find tasks difficult.</li> <li>• To work cooperatively in a group to create an end product and to explain some of the ways I worked in my group.</li> <li>• To talk about how it feels to work as part of a team.</li> <li>• To know how to share success with other people and how to store these feelings to use at another time.</li> <li>• To talk about a person who has faced difficult challenges and achieved success.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Complete a treasure chest of their achievements and their strengths</li> <li>• Complete a ladder, identifying the steps needed to achieve a goal</li> <li>• Draw pictures of themselves achieving their dream or ambition. Label the drawing with words to describe how they might be feeling.</li> <li>• Learn about the life and achievements of famous figures that have faced difficulties and how they overcame these</li> <li>• Children to work in a team to complete a challenge (learn a dance, count in a different language etc).</li> <li>• Children to choose a partner to complete a challenge with - discuss in circle time why children chose certain partners</li> <li>• Identify yours and others' skills that made the task successful.</li> <li>• Write about someone who has faced and overcome a challenge</li> <li>• Share how it can feel to be faced with an obstacle and share strategies to help manage these feelings</li> </ul>

<b>Title</b>	<b>Healthy Me</b>
<b>Overview</b>	This unit aims to provide children with the knowledge to make healthy lifestyle choices. Throughout this unit children continually develop their confidence and self-esteem.
<b>Vocabulary</b>	Healthy choices, lifestyle, motivation, oxygen, energy, calories/kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, unhealthy, dangerous, medicines, safe, body, anxious, scared, strategy, advice, dangerous, emergency, emergency services, ambulance, fire engine, police car, coastguard helicopter, harmful, risk, feelings, complex, appreciate, choice, responsibility
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know what I need to keep my body healthy</li> </ul>





	<ul style="list-style-type: none"> <li>• To understand how exercise affects my body and know that my heart and lungs are such important organs</li> <li>• To understand how medicines work in my body and how important it is to use them safely</li> <li>• To identify things, people and places that I need to keep safe from</li> <li>• To know some strategies for keeping myself safe, who to go to for help and how to call the emergency services</li> <li>• To identify when something feels safe or unsafe and how it can make you feel anxious or scared</li> <li>• To understand how complex my body is and how important it is to take care of it</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Create a poster on keeping healthy and how to care for their bodies</li> <li>• Complete a fitness challenge investigation</li> <li>• Food packaging sorting activity</li> <li>• Make a healthy snack to share with friends. Discuss how it feels to share healthy foods.</li> <li>• Circle time activity – how does it feel to make healthy choices? Share scenario cards and think about how different characters are feeling when they make different choices</li> <li>• Create a poster about the safe use of medicines</li> <li>• Talk about the amazing things are bodies can do</li> <li>• Discussion of safe &amp; unsafe things, people and places</li> <li>• Reflection and Discussion Tasks</li> </ul>

Title	<b>Relationships</b>
<b>Overview</b>	The aim of this unit is to help children understand and develop relationships, including friendships, family and other relationships. Very importantly, children will also nurture the relationship they have with themselves. Children will learn to resolve conflict and grow their communication skills.
<b>Vocabulary</b>	Men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotypes, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, point of view, conflict, solution, problem solving, friendship, win-win, secret, surprise, good/worry secret, telling, adult, trust, surprised, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, positive, negative, appreciate, happiness, relationships, friendship, family, thank you, appreciation
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To identify the roles and responsibilities of the members of my family</li> <li>• To reflect on the expectations for male and female roles and responsibilities</li> <li>• To understand that there are lots of forms of physical contact within a family and I know that some is acceptable and some is not</li> <li>• To identify some of the things that cause conflict with my friends and use problem solving strategies to help solve them.</li> <li>• To identify and put into practice the skills of friendship</li> <li>• To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> </ul>



	<ul style="list-style-type: none"> <li>• To recognise and appreciate people who can help me in my family, my school and my community</li> <li>• To express my appreciation to my friends and family</li> <li>• To know who to ask for help if I am worried about something on social media or the internet.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Share the stereotypes Power Point of female and male roles and responsibility</li> <li>• 'Whose responsibility' discussion</li> <li>• Talk about responsibilities and freedoms they may have in the future and how they feel about these.</li> <li>• Children draw around their hands and annotate the physical contact they like on one hand and the physical contact they do not like on the other.</li> <li>• Mending Friendships activity</li> <li>• Take part in the 'Solve it together' technique</li> <li>• Explore the differences between "good" secrets and "worry" secrets</li> <li>• Talk about who they could go to for help if they are worried or scared.</li> <li>• Using a balloon to model trust</li> <li>• Create a circle of trust and talk about how it feels to trust someone</li> <li>• Play the appreciation game</li> <li>• Appreciation display</li> <li>• Social media/internet scenario cards</li> </ul>

<b>Title</b>	<b>Changing Me</b>
<b>Overview</b>	The aim of this unit is to help the children to understand the physical changes they will go through as they get older. They will understand that everyone is unique and special. They will learn to express how they feel when change happens and to understand and respect the changes that they see in other people. The children will learn who to ask for help if they are worried about change.
<b>Vocabulary</b>	<p><u>Year 2</u></p> <p>Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, teenager, adult, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy</p> <p><u>Year 3</u></p> <p>Changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy</p>
<b>Key Learning Objectives</b>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• To recognise the life cycles in nature</li> <li>• To know the natural process of growing from young to old and to know this is out of my control.</li> </ul>



	<ul style="list-style-type: none"> <li>• To identify those who are older than me and who I respect.</li> <li>• To recognise how my body has changed since I was a baby and to know where I am on the continuum from young to old.</li> <li>• To recognise how my independence and responsibilities have changed since I was a baby or toddler.</li> <li>• To recognise the physical differences between boys and girls, using the correct names for body parts and appreciate that these are private.</li> <li>• To understand that there are different types of touch, be able to tell you which ones I like and dislike and to be able to ask for help.</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• To understand that in animals and humans, lots of changes happen and it is usually the female who has and looks after the baby.</li> <li>• To understand how babies grow and develop in the mother's uterus and understand what it needs to live and to grow.</li> <li>• To understand that boys' and girls' bodies need to change on the outside.</li> <li>• To recognise how I feel about these changes and know how to cope with these feelings.</li> <li>• To identify how boys' and girls' bodies change on the inside and to recognise how I feel about these changes.</li> <li>• To understand the stereotypical ideas I might have about parenting and family roles and how these are not always true.</li> <li>• To identify what I am looking forward to when I move to my next class.</li> <li>• To think about the changes I will make next year and know how to go about this.</li> </ul>
<p><b>Suggested Learning Experiences</b></p>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Pairs game</li> <li>• Responsibility/independence matching game – babies, toddlers, children. What would a baby be able to do independently? Etc.</li> <li>• Talk about what responsibilities and freedoms they might have when they are older and how they feel about these</li> <li>• Circle time – who can you talk to for help if you feel worried or scared? How do you feel about the changes? What feelings can changes make us experience? Express these through talking/drawing/writing.</li> <li>• Role play/scenario cards – being assertive/telling someone to stop when they are hurt or frightened</li> <li>• Write a letter to next teacher to share what they are looking forward to in the next year</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Ordering / drawing life cycles</li> <li>• Create timelines for growing from young to old</li> <li>• Labelling body parts</li> </ul>



	<ul style="list-style-type: none"> <li>• Talk about how they have felt when a baby brother or sister has arrived or how they think they might feel. Identify the wide range of feeling associated with this.</li> <li>• Discuss who they can talk to about any worries they might have about puberty</li> <li>• Filling in gaps with correct vocabulary</li> <li>• Scenario cards – help different characters to manage feelings of worry and anxiety when facing a change in their life</li> </ul>
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### Barn Owl Class

<b>Title</b>	<b>Being Me In My World</b>
<b>Overview</b>	In this Puzzle (unit) 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, what its purpose is, how it works and how they can contribute towards it. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They revisit the Jigsaw Charter and set up their Jigsaw Journals.
<b>Vocabulary</b>	<p>Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p> <p>Goals, Worries, Fears, Value, Rights, Community, Education, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know what their own hopes and dreams are and set personal goals</li> <li>• To know that reflecting on positive and happy experiences can help them to counteract disappointment and know how to make a new plan if they have been disappointed.</li> <li>• To know how to face new challenges positively</li> <li>• To reflect on the feelings of being included and excluded</li> <li>• To know how to make others feel valued, welcomed and included and reflect on their own experiences of these feelings.</li> <li>• To understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• To know how an individual's behaviour can affect a group and the consequences of this</li> <li>• To know how to recognise their emotions and know strategies to regulate these</li> <li>• To understand how democracy and having a voice benefits the school community.</li> </ul>



	<ul style="list-style-type: none"> <li>To take on a role in group discussions and be able to work as part of a group or team</li> <li>To recognise the feelings of being motivated or unmotivated</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>Create a class learning charter and discuss the benefits of this charter, and the school rules, in the class and across the school</li> <li>Discuss what they value most about school</li> <li>Use article cards to learn about the UNCRC</li> <li>Create an 'emotion check in' so children can reflect on how they are feeling each day</li> <li>Work in pairs and think of some of the issues that a refugee or asylum seeker might face when coming to live in a new country – create a mind map of these</li> <li>Create a Jigsaw Journal</li> <li>Explore why rules are important and the consequences of no rules</li> <li>Create job descriptions of different people in our community</li> </ul>

<b>Title</b>	<b>Celebrating Difference</b>
<b>Overview</b>	In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place (linked to racism). They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The class talk about happiness regardless of material wealth and respecting other people's cultures.
<b>Vocabulary</b>	<p>Character, Assumption, Appearance, Accept, Influence, Deliberate, Bystander, Witness, Bully, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</p> <p>Culture, Conflict, Culture Wheel, Racism, Colour, Race, Discrimination, Bullying, Rumour, Racist, Homophobic, Problem solving, Developing World, Display, Presentation.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To identify that we are all unique and recognise some of the ways that we are all different</li> <li>To know that sometimes people make assumptions about a person because of the way they look or act</li> <li>To know there are influences that can affect how we judge a person or situation</li> <li>To know that some forms of bullying are harder to identify, e.g. tactical ignoring, cyber-bullying, rumours and manage their own feelings.</li> <li>To know what to do if they think bullying is, or might be taking place</li> <li>To know the reasons why bystanders/witnesses sometimes join in with bullying</li> <li>To know that bullying can be direct and indirect</li> </ul>



	<ul style="list-style-type: none"> <li>• To know that first impressions can change</li> <li>• To know what culture means</li> <li>• Identify their own culture from other cultures.</li> <li>• To know that differences in culture can sometimes be a source of conflict</li> <li>• To know what racism is and why it is unacceptable</li> <li>• To know how their life is different from the lives of children in the developing world</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Discuss experiences of when a first impression they had was right or wrong - explore the saying 'Don't judge a book by its cover'.</li> <li>• Read stories which explore and encourage us to accept people for who they are</li> <li>• Make celebration strips to celebrate our differences.</li> <li>• Act out scenarios linked to bullying and how we can deal with this – identify how they might feel in a bullying situation and discuss strategies that can help</li> <li>• Make posters to encourage children not to bully and the impact it can have</li> <li>• Hot seating activity for bullying situations with by standers – identify how the bystander may be feeling</li> <li>• Play 'switch' to explore people's differences.</li> <li>• Explore forms of bullying</li> <li>• Make a culture wheel</li> <li>• Talk about their own experiences and attitudes about people from different cultural backgrounds</li> <li>• Compare differences to their life and a child in a developing world and recognise how a child in a developing country can feel happy, without material items.</li> </ul>

<b>Title</b>	<b>Dreams and Goals</b>
<b>Overview</b>	In this Puzzle 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 and 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. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.
<b>Vocabulary</b>	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. Achievement, Profession, Society, Determination, Cooperation, Difference.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know what their own hopes and dreams are (both in the present and in the future) and how they feel about them</li> </ul>





	<ul style="list-style-type: none"> <li>• To recognise the feeling of disappointment and how it can feel</li> <li>• To know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• To understand what resilience is and how it is helpful to have a positive attitude when faced with a challenge.</li> <li>• To know how to make a new plan and set new goals even if they have been disappointed</li> <li>• To know how to work as part of a successful group and share successes with others.</li> <li>• To know that they will need money/education to help them to achieve some of their dreams</li> <li>• To store and celebrate feelings of success.</li> <li>• To know about a range of jobs and what people in different jobs do for others/the community/the wider world.</li> <li>• To identify the differences between their learning goals and the goals of someone from a different culture.</li> <li>• To know that communicating with someone from a different culture means that they can learn from them and vice versa</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Share what they would like to be when they are a grown up</li> <li>• Rank jobs in order of importance and debate reasons for this.</li> <li>• Compare jobs for salary and job satisfaction</li> <li>• Research their ideal job and think about their route there (qualifications etc.)</li> <li>• Make steps to success for their future career.</li> <li>• Use images to compare people to ourselves and spot similarities and difference in the quality of life.</li> <li>• Create a dream tree spiral</li> <li>• Share a time when they have felt disappointed and if they can, what they did to help themselves with this feeling.</li> <li>• Complete group challenges (e.g. obstacle courses, STEM challenges, puzzles etc.) and talk about what they enjoyed about being part of a team</li> <li>• Discuss what motivates them to support others within a group.</li> </ul>

<b>Title</b>	<b>Healthy Me</b>
<b>Overview</b>	<p>In this puzzle the class start by learning about what makes a healthy and happy friendship. They 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 children are asked to reflect on their friendships, how different people make them feel and which friends they value the most.</p> <p>The class then learn about 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</p>



	<p>recovery position) and learn how to contact the emergency services when needed.</p> <p>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>
<b>Vocabulary</b>	<p>Friendship, Emotions, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong, Healthy behaviour, Unhealthy behaviour, Influence, Emergency, Procedure, Recovery position, Body image, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>➤ To know how different friendship groups are formed, how they fit into them and how they feel about their friendships.</li> <li>• To know that there are leaders and followers in groups</li> <li>• To identify people you most want to be friends with and why.</li> <li>• To recognise how peer pressure can make somebody feel and know strategies to help deal with peer pressure.</li> <li>• To know facts about smoking and its effects on health.</li> <li>• To know facts about alcohol, including its effects on health.</li> <li>• To know ways to resist when people are putting pressure on them</li> <li>• To know basic emergency procedures including the recovery position</li> <li>• To know how to get help in emergency situations and how to stay calm.</li> <li>• To recognise that the media, social media and celebrity culture promotes certain body types</li> <li>• To accept and respect themselves for who they are</li> <li>• To reflect on their own body image and recognise all of the amazing things their bodies can do.</li> <li>• To know what makes a healthy lifestyle</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Look at qualities and characteristics of animals and compare to human relationships.</li> <li>• Share times when they feel they have been influenced or a decision has been impacted by different people and groups they interact with (e.g. something they've brought or chosen to do).</li> <li>• Read scenario cards and act out responses we could take, linked to peer pressure etc. Discuss how peer pressure can make people feel.</li> <li>• Role play situations where we show assertiveness and talk about how this can be helpful in different situations.</li> <li>• Create an information poster linked to drugs and alcohol.</li> <li>• Act out scenarios of when you need to call emergency services (after using the recovery position) and create a flow chart of steps.</li> <li>• Share strategies for keeping calm in emergency situations – make posters of these</li> </ul>



- Analyse 'make a good decision poem' and draw conclusions.

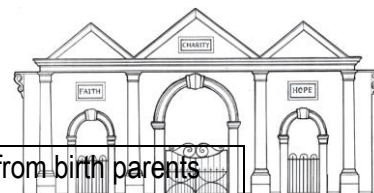
Title	Relationships
Overview	<p>Lessons in this topic start by focussing on the emotional aspects of relationships and friendships (linking with self-esteem). With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is natural in relationships and they will experience (or may have already experienced) some of these changes. The children then go on to learn about online relationships. They are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. 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. Screen time is also discussed and children find ways to reduce their own screen time. This puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>
Vocabulary	<p>Jealousy, Denial, Anger, Guilt, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Compromise, Amicable, Appreciation, Love. Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Risky, Rights, Responsibilities, Social network, Grooming, Troll, Gambling, Betting, Trustworthy, Mental health, Off-line, Social, Peer pressure, Influences, Privacy, Settings, Profile, SMARRT rules.</p>
Key Learning Objectives	<ul style="list-style-type: none"> <li>• To recognise some reasons why people feel jealousy</li> <li>• To know that jealousy can be damaging to relationships</li> <li>• To know positive strategies for managing jealousy</li> <li>• To know that loss is a normal part of relationships</li> <li>• To know that negative feelings are a normal part of loss and identify what these emotions might be</li> <li>• To know that memories can support us when we lose a special person or animal</li> <li>• To know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> <li>• To explain how to report unsafe online activity</li> <li>• To know that belonging to an online community can have positive and negative consequences</li> <li>• To identify when an online community or game feels risky, uncomfortable or unsafe and know what to do about this</li> <li>• To know that there are rights and responsibilities in an online community or social network</li> </ul>



	<ul style="list-style-type: none"> <li>• To know that too much screen time isn't healthy and know ways to reduce this</li> <li>• To know how to stay safe when using technology to communicate with friends and dealing with peer pressure.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Use scenario cards to identify jealousy, its causes/outcomes and the feelings and emotions associated with jealousy</li> <li>• Circle time activity – share stories of people who are special to them and why</li> <li>• Discuss and share strategies for managing loss</li> <li>• Use scenario cards and suggest ways that people can manage changes in their relationships</li> <li>• Sort online statements to safe/ not safe</li> <li>• Complete age limit quiz and discuss if more online platforms need stricter rules.</li> <li>• Make an information poster/leaflet to give tips and strategies for staying safe online</li> <li>• Active session – read scenarios and children move into safe, unsafe or unsure zone.</li> <li>• Create online safety 'cheat sheet' to use when online. Linked to internet safety and communicating with friends/peer pressure.</li> </ul>

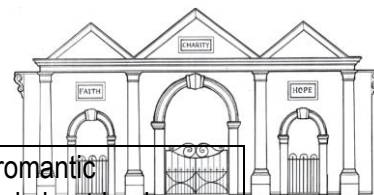
Title	<b>Changing Me</b>
Overview	<p><u>Year 4</u></p> <p>In this puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. The unit ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p> <p><u>Year 5</u></p> <p>In this puzzle, the children revisit self-esteem and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. 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>
Vocabulary	<p><u>Year 4</u></p> <p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p> <p><u>Year 5</u></p> <p>Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>
Key Learning Objectives	<u>Year 4</u>





	<ul style="list-style-type: none"> <li>• To know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>• To know that babies are made by a sperm joining with an ovum</li> <li>• To name the different internal and external body parts that are needed to make a baby</li> <li>• To identify how the female and male body change at puberty</li> <li>• To understand that personal hygiene is important during puberty and as an adult</li> <li>• To know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>• To understand that change can bring about a range of different emotions</li> <li>• To identify strategies for managing the emotions relating to change</li> </ul> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>• To identify what they like about their own and others' self-image/body-image</li> <li>• To know what perception means and that perceptions can be right or wrong</li> <li>• To recognise that puberty is a natural process that happens to everybody</li> <li>• To understand how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• To know that sexual intercourse can lead to conception</li> <li>• To know that some people need help to conceive and might use IVF</li> <li>• To understand that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>
<p><b>Suggested Learning Experiences</b></p>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Identify changes they are looking forward to in the next year</li> <li>• Share ways that we are all unique and celebrate this (portrait activity)</li> <li>• Circle time - express how they feel about having children when they are grown up and any concerns or questions about puberty (ask children to think about/identify who else they can talk to if they are worried)</li> <li>• Make a list of 6 changes that have happened in our lives that we did not have control over – how did we overcome these</li> <li>• Read and analyse Sofia and Levi's story and complete 'Circle of Change' slide</li> </ul> <p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>• Share ways to boost self-esteem of themselves and others (play compliments games)</li> <li>• Girl talk/ Boy talk – express any concerns or questions about puberty in a safe space</li> <li>• Girls – talk through menstruation worries scenario cards and share how to deal with this.</li> </ul>





	<ul style="list-style-type: none"> <li>• Circle time – express how they feel about having a romantic relationship when they are an adult and how they feel about having children when they are an adult (ask children to think about/identify who else they can talk to if they have worries)</li> <li>• Create a pocket poster with coping mechanism for managing emotions related to change.</li> <li>• Brainstorm what they are looking forward to about becoming a teenager and express any worries they might have</li> <li>• Make a list of 6 changes that have happened in our lives that we did not have control over – how did we overcome these</li> <li>• Debate 'Puberty: Points of view' scenario cards.</li> </ul>
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## Otter Class

<b>Title</b>	<b>Celebrating Differences</b>
<b>Overview</b>	In this unit, the children will talk about differences and similarities and how for some people, being different is hard. They will learn about bullying and how people can have power over others in a group. The children will learn strategies for dealing with this, as well as wider bullying issues.
<b>Vocabulary</b>	Normal, ability, disability, empathy, perception, gender diversity, power, imbalance, bullying, direct, indirect, admiration
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand that there are different perceptions of 'being normal' and where these might come from</li> <li>• To know that being different could affect someone's life</li> <li>• To know that power can play a part in bullying or a conflict situation</li> <li>• To know that people can hold power over others individually or in a group</li> <li>• To know why some people choose to bully others</li> <li>• To identify a range of strategies which can be used in a bullying situation</li> <li>• To know that people with disabilities can lead amazing lives</li> <li>• To discuss thoughts and feelings around prejudice and discrimination</li> <li>• To know that difference can be a source of celebration as well as conflict.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• What does it mean to 'be normal'? Discuss different statements and discuss whether the statements make you 'normal'</li> <li>• Quiz (true/false) with situations where perceptions of 'normal' have resulted in prejudice and discrimination. How might these people have felt when being excluded or treated differently? Have your feelings towards them changed?</li> <li>• Similarities/differences in pictures – which are easy to spot? What can't we see?</li> <li>• Show The Equality Act and learn about how it protects people's rights, even if they have 'differences'</li> <li>• Share Robert Cowell story</li> <li>• Rights/Responsibilities for a welcoming community activity</li> <li>• Bullying scenarios – who has the power in the situation? How does the bully feel? How does the person being bullied feel? How do the bystanders feel?</li> </ul>



	<ul style="list-style-type: none"> <li>• Bullying or not bullying? Read different scenarios and children stand in different corners of the room depending on whether they think it is a bullying situation or not.</li> <li>• Make list of why people might bully (power/fear/don't know other strategies to get what they want)</li> <li>• Learn about different Paralympians and their achievements</li> <li>• Write speech they would read if giving a Paralympian an award</li> <li>• Children to work in groups to design a story line around a difference which is causing a conflict – freeze frames for the difference being the source of the conflict, the event which challenges the conflict and then how the differences have been overcome and are now a cause for celebration</li> </ul>
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<b>Title</b>	<b>Healthy Me</b>
<b>Overview</b>	In this topic, the children will discuss taking responsibility for their own physical and emotional health and the choices linked to this. They will learn about different types of drugs and the effects these can have on people's bodies. The children will discuss exploitation, as well as gang culture and the associated risks. Finally, they will learn about mental health and attitudes towards this, as well as learning to recognise when they feel are feeling stressed or overwhelmed and strategies to help with this.
<b>Vocabulary</b>	Responsibility, choice, immunisation, prevention, drugs, prescribed, unrestricted/restricted, exploited, vulnerable, pressure, anti-social behaviour, mental illness, mental health, symptoms, stress
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know how to take responsibility for their own health (physical and emotional)</li> <li>• To understand how to make choices that benefit their own health and well-being</li> <li>• To know about different types of drugs</li> <li>• To explain how different drugs can affect people's bodies, especially their liver and heart</li> <li>• To know that some people can be exploited and made to do things that are against the law</li> <li>• To know why some people join gangs, the risk that this can involve and ways that someone in a gang could help themselves.</li> <li>• To explain what it means to be emotionally well</li> <li>• To understand that stress can be triggered by a range of things and know strategies to help manage stress and pressure.</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Pass the Squeeze game – what am I responsible for?</li> <li>• Scenario cards – children to work in pairs, one child being the person needing advice and the other giving advice like an agony aunt would</li> <li>• Discussion around what responsibilities the children have for their health now</li> <li>• Brainstorm names of drugs that children have heard of – add to with others and then sort into unrestricted, restricted, prescribed and illegal</li> </ul>



- Circle time – why do people take drugs? Why do people sell drugs? What do we mean by ‘pressure’? Where might the pressure come from?
- Think, pair share activity, discussing prompt questions about gangs (Is it good/bad to belong to a gang? Why do some people join them? Can gangs be involved in criminal activity? Do you think some people are pressured to join gangs?)
- Read Ava and Kiran’s story – discuss exploitation
- Highlight ‘danger points’ in the story and ‘choice points’. How could Kiran have helped himself? What choices could he have made? Who could he have asked for help? What advice would you give Kiran? (Share advice on PowerPoint which children could use in any situation that was risky or dangerous)
- Play ‘Gangs are...’ game – children to match up the people on the cards with a reason for being part of a gang
- Discuss reason cards
- Circle time – are there alternative things a person could do that would give them the same needs, but in a different way? What advice would you give to someone thinking of joining a dangerous gang? How can a person deal with pressure? Create poster/leaflet with advice
- Discuss what mental health and emotional health are and how mental illnesses are just as common as physical illnesses and it is not something to be ashamed of
- ‘Emotional well’ activity – fill well with positive thoughts/negative feelings make well start to empty
- Discuss strategies to help children ‘keep filling their wells with all the positive feelings’ and how to ‘repair leaks when they happen’.
- Look at pictures of the stressed adults – what do you think is causing the stress? What do you think adults do to help them cope with pressure and stress? (discuss smoking, drinking alcohol, drugs, food, seeking risky situations as well as positive strategies such as exercise and hobbies)
- Physical or Mental strategies activity
- Make dice with 6 strategies on to help feel relaxed/calm

Title	<b>Relationships</b>
<b>Overview</b>	In this unit, the children will explore the concept of mental health and will learn how to take care of their own mental well-being. They will talk about the grief cycle and its various stages and discuss the different causes of grief and loss. The children will go on to learn about control and power within a relationship. They will also explore ways in which they can stay safe online and learn how to judge if something is safe and helpful. Finally, they will talk about communicating with friends and family in a positive and safe way.



<b>Vocabulary</b>	Mental health, ashamed, stigma, stress, anxiety, support, self-harm, emotions, grief, despair, shock, bereavement, power, control, authority, bullying, assertiveness, risks, pressure, real/fake, judgement, communication, cyber-bullying, abuse
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>• To understand that it is important to take care of their own mental health</li> <li>• To know ways that they can take care of their own mental health</li> <li>• To know ways to help themselves and others when worried about a mental health problem</li> <li>• To know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• To understand that sometimes people can try to gain power or control of them</li> <li>• To demonstrate ways that they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• To identify some of the dangers of being 'online'</li> <li>• To know how to use technology safely and positively to communicate with their friends and family</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• What is mental health? Discuss and share definition</li> <li>• Use image of a set of scales to model how a person's mental health can be a balance</li> <li>• Situation cards – thoughts, feelings and actions</li> <li>• Circle time - how can we support someone who facing lots of challenges? Some people feel ashamed when they are experiencing mental health problems, how can we support them?</li> <li>• Sorting activity with loss and change cards – organise them along a continuum from very difficult to cope with, to easier to cope with</li> <li>• Learn about the stages of grief – use book 'Can you Hear the Sea?'</li> <li>• Scenario cards – annotate with the stages of grief and feelings the character might be experiencing</li> <li>• Share newspaper headlines and children identify who has control/power in each situation</li> <li>• Role play situations</li> <li>• Conscience alley activity – how could the character stand up for themselves?</li> <li>• SMARRT rules</li> <li>• Online scenario cards – come up with a plan of what the characters should do, how to prevent it from happening and what to do to resolve the situation</li> <li>• Role play some of these scenarios and discuss what assertive language could be helpful</li> <li>• Make a 'safer technology' presentation for parents/carers about how they can help their child to stay safe online</li> </ul>



<b>Title</b>	<b>Changing Me</b>
<b>Overview</b>	In this unit, the children will learn about puberty in boys and girls and the changes that will happen. They will reflect on how they feel about these changes. The children will also learn about childbirth and the stages of development of a baby, starting at conception. They will also discuss relationships and the importance of mutual respect and not pressuring/being pressured into doing something they don't want to. Finally, the children will learn about self-esteem, why it is important and the ways to develop it. Within in this, they will look at transition to secondary school and what they are looking forward to and how they can prepare for this.
<b>Vocabulary</b>	Body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, negative body-talk, mental health, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, genitals, hair, broader, wider, sperm, semen, erection, ejaculation, urethra, wet dream, growth spurt, larynx, facial hair, pubic hair, hormones, testosterone, foreskin, ovaries, egg, ovum, period, fertilised, conception, having sex, sexual intercourse, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, attraction, relationship, mutual respect, sexting, transition, journey, worries, anxiety, excitement.
<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To know how girls' and boys' bodies change during puberty and express how they feel about these changes</li> <li>• To understand the importance of looking after themselves physically and emotionally</li> <li>• To know how a baby develops from conception, through the nine months of pregnancy and know how it is born</li> <li>• To know that being physically attracted to someone changes the nature of the relationship</li> <li>• To recognise the importance of self-esteem and what they can do to develop it</li> <li>• To reflect on what they are looking forward to and what they are worried about when thinking about transition to secondary school</li> </ul>
<b>Suggested Learning Experiences</b>	<ul style="list-style-type: none"> <li>• Facts about Fashion activity – discuss why they think people spend so much time about money on how they look, including peer pressure, the impact of social media and the internet.</li> <li>• Boys to draw picture of what they think the 'perfect' man looks like and girls drawing the 'perfect' woman. Discuss what they have drawn and how comparing ourselves can lead to unhelpful thoughts, feelings and behaviours</li> <li>• Helpful and unhelpful thoughts activity</li> <li>• Girl talk and boy talk</li> <li>• Puberty flashcards – discuss physical changes that occur during puberty</li> <li>• Watch animations of female and male reproductive systems</li> <li>• Truth or myth cards</li> <li>• Post box for worries</li> </ul>



- Look at baby scans – identify what parts of the body they can see growing
- 'Baby can...' activity
- Conception to birth activity
- Feelings around birth – how do you think the mother and father feel? What about any siblings? Other members of the family? How do they feel about the birth of a baby? Is it something they have experienced in their own families?
- Diamond nine activity about reasons for wanting a boyfriend/girlfriend
- Read scenario story – discuss sexting and the risks, mutual respect, not feeling pressured
- Should I? Shouldn't I? sorting activity
- 'Ideal Bodies' PowerPoint – circle time activity to discuss how the images make them feel.
- 'Real Self' activity – brainstorm words to describe their personality traits and the type of person they are
- 'Bin the worry' game
- Reflection on best memories at primary school
- Share strategies to help with any worries or anxieties about the upcoming change of school