

PSHE Overview



Every child a leader – Every chance taken – Every day counts

The national curriculum for PSHE aims to...

...embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

PSHE complements several national curriculum subjects. Schools should look for opportunities to draw links between the subjects and integrate teaching where appropriate.

There continues to be no right of withdrawal from any part of the national curriculum. (Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory PSHE.) At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

National Curriculum Knowledge - Pupils should...

By the end of primary...

Relationships

Families and people who care for me
Caring friendships
Respectful relationships
Online relationships
Being safe

Physical Health and Mental Well Being

Mental wellbeing
Internet safety and harms
Physical health and fitness
Healthy eating
Drugs, alcohol and tobacco
Health and prevention
Basic first aid
Changing adolescent body

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Resilience	Integrity	Democracy	Creativity	Gratitude	Diversity
Key Events	Black History Month (October) Mental Health Day Harvest Festival Show Racism the Red Card	Remembrance Day Anti-bullying Week World Kindness Day	Safer Internet Day	World Book Day Science Week	VE Day Earth Day Walk to School Day	Sports Week

RHE Whole school Scheme: Jigsaw



Units covered from Reception – Year 6 (consistent across the whole school)

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me

*Summer term: 'Choices Programme' (Y6)

Notes:





























PANTS programme/first aid/economic and wider world PSHE links;

- e-safety is carried out in computing / online safety week
- healthy eating in DT and Science,
- healthy lifestyle in PE and though Skills partnership
- safety messages in weekly assembly
- votes lessons
- personal development via school councillors / curriculum leaders
- anti-bullying week

British Values: Jigsaw supports the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.

Being Me In My World (Autumn 1)							
Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safety lesson: all year group chn will explore and understand train / railway safety						
Overview	The chn learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognizing/ managing their feelings, identifying different ones and the causes these can have. The chn learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The chn learn what it means to be responsible.	The chn discuss their rights and responsibilities, and choices and consequences. The chn learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	The chn discuss their hopes/ fears for the year ahead – they talk about feeling worried and recognising when they should ask for help/who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The chn learn about choices and the consequences of making different choices.	The chn learn to recognise their self-worth and identify positive things about themselves/their achievements. They discuss new challenges and how to face them with appropriate positivity. The chn learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The chn learn about different feelings and the ability to recognise these feelings in themselves and others.	The chn explore being part of a team. They talk about attitudes/actions and their effects on the whole class. The chn 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 and how it works. The chn learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings.	The chn think/plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community, and the country they live in. The chn learn about their own behaviour and its impact on a group as well as choices, rewards, consequences, and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it.	The chn discuss their year ahead, they learn to set goals and discuss their fears/worries about the future. The chn learn about the UN Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices/actions and how these can have far-reaching effects, locally/ globally. The chn learn about their own behaviour and how their choices can result in rewards/consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it.
PSHE Learning	<p>*I can identify how I need to stay safe near the railway/trains.</p> <p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to recognise and manage my feelings</p> <p>I enjoy working with others to make school a good place to be</p>	<p>*I can identify how I need to stay safe near the railway/trains.</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I understand the rights and responsibilities for being a member of my school</p> <p>I know my views are valued and can contribute</p>	<p>*I can identify how I need to stay safe near the railway/trains.</p> <p>I can identify some of my hopes and fears for this year</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I can listen to other people</p>	<p>*I know some strategies to keep myself safe near the railway / at train station.</p> <p>I recognise my worth and can identify positive things about myself and my achievements</p> <p>I can set personal goals</p> <p>I can face new challenges positively, make responsible choices and</p>	<p>*I know some strategies to keep myself safe near the railway / at train station.</p> <p>I know my attitudes and actions make a difference to the class team</p> <p>I understand who is in my school community, the roles they play and how I fit in</p> <p>I understand how</p>	<p>*I know some strategies to keep myself safe near the railway / at train station.</p> <p>I can face new challenges positively and know how to set personal goals</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can make choices about</p>	<p>*I know some strategies to keep myself safe near the railway / at train station.</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children but for many children these rights are</p>

	<p>I understand why it is good to be kind and use gentle hands</p> <p>I am starting to understand children's rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p>	<p>to the Learning Charter</p> <p>I can recognise the choices I make and understand the consequences</p> <p>I understand my rights and responsibilities within our Learning Charter</p>	<p>and contribute my own ideas about rewards and consequences</p> <p>I understand how following the Learning Charter will help me and others learn</p> <p>I can recognise the choices I make and understand the consequences</p>	<p>ask for help when I need it</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I can make responsible choices and take action</p>	<p>democracy works through the school council</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I understand how groups come together to make decisions</p>	<p>my own behaviour because I understand how rewards and consequences feel</p> <p>I understand how an individual's behaviour can impact on the group</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>not met</p> <p>I understand that my actions affect other people locally and globally</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I understand how democracy and having a voice benefits the school community</p>
Social and Emotional Learning	-	<p>*I can consider my choices about staying safe.</p> <p>I feel special and safe in my class</p> <p>I know that I belong to my class</p> <p>I know how to make my class a safe place for everybody to learn</p> <p>I recognise how it feels to be proud of an achievement</p> <p>I recognise the range of feelings when I face certain consequences</p> <p>I understand my choices in following the Learning Charter</p>	<p>*I can consider my choices about staying safe.</p> <p>I can help to make my class a safe and fair place</p> <p>I can help make my class a safe and fair place</p> <p>I can work cooperatively</p> <p>I am choosing to follow the Learning Charter</p>	<p>*I can consider my choices about staying safe.</p> <p>I value myself and know how to make someone feel welcome and valued</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <p>I know how to make others feel valued</p> <p>I understand that my behaviour brings rewards/consequences</p> <p>I can work cooperatively in groups</p>	<p>*I can consider my choices about staying safe.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued</p> <p>I can recognise my contribution to making a learning charter for the whole school</p> <p>I understand how rewards and consequences motivate other people's behaviours</p> <p>I can take on a role in a group and contribute to an overall outcome</p>	<p>*I can consider my choices about staying safe.</p> <p>I know what I value most about my school and can identify my hopes for the school year</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>I understand that my actions affect me and others</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from a Learning Charter and can help others follow it</p>	<p>*I can consider my choices about staying safe.</p> <p>I feel welcome and valued and know how to make others feel the same</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>
Key Vocabulary	Belong, similar, difference, unique, together, feelings, happy, sad, angry, excited, problem, solution, team, hurt, gentle, cross, conflicts, resolve, rights, rules, responsibilities	Safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed	Belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, learning charter, problem solving, choices	Welcome, valued, achievements, proud, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, learning	Included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, democracy, democratic, reward, consequences, decisions,	Education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, responsibilities, citizen, denied, empathise, refugee, persecution, conflict, asylum, migrant,	Goals, worries, fears, value, welcome, choice, Ghana, West Africa, cocoa plantation, pods, machete, rights, community, education, wants, needs, maslow, empathy, comparison,

				charter, dream, behaviour, rewards, consequences, actions, fairness, choices, co-operate, challenge, group dynamics, teamwork, actions, belong	voting, authority, contribution, observer, UN convention	wealth, poverty, prejudice, privilege, deprive, rewards, consequences, choices, learning charter, cooperation, collaboration, legal, participation	opportunities, behaviour, rights, responsibilities, rewards, consequences, empathise, learning charter, obstacles, cooperation, collaboration, legal, illegal, lawful, participation, motivation, democracy, decision, proud
Links to school values	<ul style="list-style-type: none"> ○ Diversity ○ Democracy ○ Integrity 	<ul style="list-style-type: none"> ○ Diversity ○ Integrity 	<ul style="list-style-type: none"> ○ Resilience ○ Democracy ○ Integrity 	<ul style="list-style-type: none"> ○ Resilience ○ Integrity 	<ul style="list-style-type: none"> ○ Democracy ○ Integrity 	<ul style="list-style-type: none"> ○ Resilience ○ Integrity ○ Democracy 	<ul style="list-style-type: none"> ○ Resilience ○ Integrity ○ Democracy
Links to skills builder partnership	   	  	   	     	  	   	   

British Values Links - Being Me in My World

Reception

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3	✓			✓	✓
4	✓			✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓			✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓	✓	✓
2	✓		✓	✓	
3	✓				
4	✓	✓	✓	✓	
5	✓				
6	✓				

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓
4			✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Year 3


























Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓	✓	✓
3	✓	✓	✓	✓	✓
4	✓	✓		✓	
5	✓	✓	✓		
6	✓	✓		✓	✓

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2	✓	✓	✓		✓
3	✓	✓	✓	✓	✓
4		✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

Celebrating Difference (Autumn 2)							
Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safety lesson: all year group chn will explore and understand fire / firework safety						
Overview	The chn are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The chn share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	The chn explore the similarities/ differences between people and how these make us unique/special. The chn learn what bullying is/isn't. They talk about how it might feel to be bullied and when and who to ask for help. The chn discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The chn also discuss being nice to and looking after other children who might be being bullied.	The chn learn about recognising gender stereotypes, that boy/ girls can have differences/ similarities and that is OK. They explore how chn can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The chn share feelings associated with bullying and how and where to get help. They explore similarities/ differences and that it is OK for friends to have differences without it affecting their friendship.	The chn learn about families, that they are all different and that sometimes they fall out with each other. The chn practise methods to calm themselves down. The chn revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The chn also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.	The chn consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. 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 chn share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.	The explore culture/cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The chn learn that there are direct and indirect ways of bullying as well as ways to encourage chn to not using bullying behaviours. The chn consider happiness regardless of material wealth and respecting other people's cultures.	The chn discuss differences/similarities and that, for some people, being different is difficult. The chn learn about bullying/ how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The chn learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.
PSHE Learning	<p>*I can identify different ways that I can keep myself safe around fire/fireworks.</p> <p>I can identify something I am good at and understand everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all</p>	<p>*I can identify different ways that I can keep myself safe around fire/fireworks.</p> <p>I can identify similarities between people in my class.</p> <p>I can identify differences between people in my class.</p> <p>I can tell you what bullying is.</p>	<p>*I can identify different ways that I can keep myself safe around fire/fireworks.</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>I understand that bullying is sometimes about difference.</p>	<p>*I understand ways that I can keep myself safe around fireworks.</p> <p>I understand that everybody's family is different and important to them</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know what it means to</p>	<p>*I understand ways that I can keep myself safe around fireworks.</p> <p>I understand that sometimes we make assumptions based on what people look like</p> <p>I know that sometimes bullying is hard to stop and I know what to do if I think it is going on but I am not sure</p>	<p>*I understand ways that I can keep myself safe around fire.</p> <p>I understand that cultural differences cause conflict</p> <p>I understand what racism is</p> <p>I understand how rumours spreading/name calling can be bullying</p>	<p>*I understand ways that I can keep myself safe around fire.</p> <p>I understand that there are different perceptions about what normal means</p> <p>I understand how being different could affect someone's life</p> <p>I can explain some of the ways in which one</p>

	<p>different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>I know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I understand that it is OK to be different from other people and to be friends with them.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>be a witness to bullying</p> <p>I know that witnesses can make the situation better or worse by what they do</p> <p>I recognise that some words are used in hurtful ways</p>	<p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>behaviours</p> <p>I can explain the difference between direct and indirect types of bullying</p> <p>I can compare my life with people in the developing world</p>	<p>person or a group can have power over another</p> <p>I know some of the reasons why people use bullying behaviour</p> <p>I can give examples with disabilities who lead amazing lives</p>
Social and Emotional Learning	-	<p>*I can consider my choices about staying safe</p> <p>I can tell you some ways in which I am the same as my friends.</p> <p>I can tell you some ways I am different from my friends.</p> <p>I understand how being bullied might feel.</p> <p>I can be kind to children who are bullied.</p> <p>I know how it feels to make a new friend.</p> <p>I understand these differences make us all special and unique</p>	<p>*I can consider my choices about staying safe</p> <p>I understand some ways in which boys and girls are similar and feel good about this.</p> <p>I understand some ways in which boys and girls are different and accept that this is OK.</p> <p>I can tell you how someone who is bullied feels I can be kind to children who are bullied.</p> <p>I know when and how to stand up for myself and others I know how to get help if I am being bullied.</p> <p>I understand we shouldn't judge people if they are different. I know how it feels to be</p>	<p>*I can consider my choices about staying safe</p> <p>I appreciate my family/the people who care for me</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p> <p>I know some ways of helping to make someone who is being bullied feel better</p> <p>I can problem solve a bullying situation with others</p> <p>I try hard not to use hurtful words e.g. gay/fat</p>	<p>*I can consider my choices about staying safe</p> <p>I try to accept people for who they are</p> <p>I know how it might feel to be a witness to and be a target of bullying</p> <p>I can problem solve a cyber bullying situation with others</p> <p>I like and respect the unique features of my physical appearance</p> <p>I can explain why it is good to accept people for who they are</p>	<p>*I recognise that other people might choose to act differently around fire/fireworks.</p> <p>I am aware of my own culture</p> <p>I am aware of my attitudes towards people from different races</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I am part of one</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and now how to support children who are being bullied</p> <p>I can appreciate the</p>	<p>*I recognise that other people might choose to act differently around fire/fireworks.</p> <p>I can empathise with people who are different</p> <p>I am aware of my attitude towards people who are different</p> <p>I know how it can feel to be excluded or treated badly by being different in some way</p> <p>I can tell you a range of strategies for managing my feelings om bullying situations and for problem solving when I am part of one</p> <p>I appreciate people for who they are</p>

			a friend and have a friend. I understand these differences make us all special and unique.			value of happiness regardless of material wealth	
Key Vocabulary	Special, unique, same, different, families, home, house, live, friends, kind, solutions, unkind behaviour, fix	Similar, same as, different, difference, bullying, deliberate, on purpose, unfair, bullied, friendship, special and unique	Boys, girls, similarities, assumptions, shield, stereotypes, differences, special, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, on purpose, stand up for, help, male, female, diversity, fairness, kindness, friends, unique, different, value	Family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, special, unique, difference, similarity	Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, judgement, bullying, friend, secret, deliberate, on purpose, bystander, witness, cyber bullying, text, website, troll, special, unique, different, characteristics, physical features, impression, accept	Culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem-solving, indirect, direct, Happiness, continuum, developing world, artefacts, celebration	Normal, ability, disability, visual impairment, empathy, perception, medication, blind, male, female, diversity, transgender, gender, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying, direct, indirect, argument, recipient, para Olympian, achievement, accolade perseverance, admiration, stamina, celebration, conflict
Links to school values	<ul style="list-style-type: none"> Diversity Gratitude Integrity Resilience 	<ul style="list-style-type: none"> Diversity Integrity 	<ul style="list-style-type: none"> Diversity Integrity Gratitude 	<ul style="list-style-type: none"> Diversity Integrity 	<ul style="list-style-type: none"> Diversity Integrity 	<ul style="list-style-type: none"> Diversity Integrity Gratitude 	<ul style="list-style-type: none"> Diversity Integrity Gratitude Resilience
Links to skills builder partnership	   	   	   	  	  	  	   

British Values Links - Celebrating Difference

Reception

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3	✓			✓	✓
4				✓	✓
5				✓	✓
6	✓	✓	✓	✓	

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3			✓	✓	✓
4				✓	✓
5				✓	✓
6				✓	✓

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2			✓	✓	✓
3				✓	✓
4	✓	✓	✓		
5				✓	
6				✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2					✓
3		✓	✓	✓	✓
4			✓	✓	✓
5		✓	✓	✓	✓
6			✓	✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1					✓
2			✓	✓	✓
3		✓		✓	
4		✓		✓	✓
5			✓	✓	
6				✓	✓

Year 5







































Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓		✓	✓
2	✓	✓	✓	✓	✓
3		✓	✓	✓	✓
4		✓			✓
5	✓		✓	✓	✓
6	✓			✓	✓

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3	✓	✓	✓		✓
4		✓	✓		✓
5				✓	✓
6	✓	✓	✓	✓	✓

Dreams and Goals (Spring 1)							
Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safety lesson: all year group chn will explore and understand water / canal safety						
Overview	The chn consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The chn are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	The chn talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The chn learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	The chn explore setting realistic goals/how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The chn consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.	The chn look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The chn identify their own dreams/ ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges/ identify their own strategies for overcoming these. The chn consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress/successes and identify what they could do better next time.	The chn consider their hopes/dreams. They discuss how it feels when dreams don't come true/how to cope with/overcome feelings of disappointment. The chn discuss making new plans/ setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	The chn share their dreams/goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The chn look at the similarities/ differences between themselves (and their dreams/goals) and someone from a different culture.	The chn share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The chn reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The chn also discover what they think their classmates like/admire about them, as well as working on giving others praise and compliments.
PSHE Learning	<p>*I know how to keep safe around water.</p> <p>I understand that if I persevere I can tackle challenges.</p> <p>I tell you about a time I didn't give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p>	<p>*I know how to keep safe around water.</p> <p>I can set simple goals.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p>	<p>*I know how to keep safe around water.</p> <p>I carry on trying (persevering) even when I find things difficult.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>I can work well in a group.</p> <p>I can tell you some ways I worked well with my</p>	<p>*I understand why and how to keep safe around water.</p> <p>I can tell you about a person who has faced difficult challenges and achieved success</p> <p>I can identify a dream/ambition that is important to me</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them</p>	<p>*I understand why and how to keep safe around water.</p> <p>I can tell you about some of my hopes and dreams</p> <p>I understand that sometimes hopes and dreams do not come true and this can hurt</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment</p>	<p>*I understand why and how to keep safe around water.</p> <p>I understand that I will need money to help me achieve some of my dreams</p> <p>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I</p>	<p>*I understand why and how to keep safe around water.</p> <p>I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in school goal and one out of school goal)</p> <p>I can work out the learning steps I need to reach my goal and understand how to motivate myself to work on these</p>

	<p>I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p>	<p>group.</p> <p>I know how to share success with other people.</p>	<p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>I can evaluate my own learning process and identify how it can be better next time</p>	<p>I know how to make a new plan and set new goals even when I have been disappointed</p> <p>I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group</p>	<p>grow up and understand what motivates me and what I need to do to achieve it</p> <p>I can describe the dreams and goals of young people in a culture different to mine</p> <p>I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways we can support each other</p>	<p>I can identify problems in the world that concern me and talk to other people about them</p> <p>I can work with other people to help make the world a better place</p> <p>I can describe some ways in which I can work with other people to help make the world a better place</p>
Social and Emotional Learning	-	<p>*I can consider my choices about staying safe</p> <p>I can tell you about a thing I do well.</p> <p>I can tell you how I learn best.</p> <p>I can celebrate achievement with my partner.</p> <p>I can identify how I feel when I am faced with a new challenge.</p> <p>I know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p>	<p>*I can consider my choices about staying safe</p> <p>I can tell you things I have achieved and say how that makes me feel.</p> <p>I can tell you some of my strengths as a learner.</p> <p>I can tell you how working with other people helps me learn.</p> <p>I can work with others in a group to solve problems.</p> <p>I can tell you how I felt about working in my group.</p> <p>I can tell you how being</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I can respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>I can imagine how I feel when I achieve my dream/ambition</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it</p> <p>I can manage the feelings of frustrations that may arise when obstacles occur</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I know how it feels to have hopes and dreams</p> <p>I know how disappointment feels and an identify when I have felt that way</p> <p>I know how to cope with disappointment and how to help others to cope with theirs</p> <p>I know what it means to be resilient and to have a positive attitude</p> <p>I can enjoy being part of a group challenge</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I can identify what I would like my life to be like when I am grown up</p> <p>I appreciate the contributions made by people in different jobs</p> <p>I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</p> <p>I can reflect on how these relate to my own</p> <p>I appreciate the similarities and</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I understand why it is important to stretch the boundaries of my current learning</p> <p>I can set a success criteria so that I will know that I have reached my goal</p> <p>I can recognise the emotion I experience when I consider people in the world who are suffering or living in difficult situations</p> <p>I can empathise with people who are suffering or who are living in difficult</p>

			part of a successful group feels and I can store these feelings in my internal treasure chest.	I am confident in sharing my success with others and can store my feelings in my internal treasure chest		differences in aspirations between myself and young people in a different culture	situations I can identify why I am motivated to do this
Key Vocabulary	Persevere, challenge, tricky, never giving up, goal, achieve, encourage, obstacles, support, future, jobs, older, proud	Proud, success, achievement, goal, treasure, coins, learning, stepping stones, process, dreams, teamwork, achievement, challenge, learning, feelings, obstacles, overcome	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Persevere, challenge, Difficult, Easy, learning together, partner, teamwork, product, dream bird, group, problem-solve, garden	Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, decoration, teamwork, enterprise, design, cooperation, challenge, product, strengths, motivated, enthusiastic, efficient, responsible, frustration, solutions, review, celebrate, evaluate	Dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurt, plans, cope, help, self-belief, motivation, commitment, teamwork, enterprise, design, cooperation, review, strengths, success, evaluate, celebrate	Dream, hope, goal, achievement money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, teamwork, cooperation	Dream, hope, goal, learning, strengths, achievement, personal, realistic, unrealistic, success criteria, learning steps, money, global, issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise compliment, contribution, recognition
Links to school values	<ul style="list-style-type: none"> Resilience 	<ul style="list-style-type: none"> Resilience Creativity 	<ul style="list-style-type: none"> Resilience 	<ul style="list-style-type: none"> Resilience Diversity 	<ul style="list-style-type: none"> Resilience 	<ul style="list-style-type: none"> Resilience Diversity 	<ul style="list-style-type: none"> Resilience Diversity
Links to skills builder partnership	    	     	     	    	    	     	    

[Links to British Values - Dreams and Goals](#)

Reception

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2				✓	✓
3			✓		
4				✓	
5	✓				
6				✓	

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2				✓	✓
3	✓			✓	✓
4			✓		
5			✓	✓	
6			✓	✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓	✓	
3	✓			✓	✓
4	✓	✓		✓	✓
5	✓	✓		✓	✓
6	✓			✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2			✓		
3			✓	✓	
4			✓	✓	
5			✓	✓	
6			✓	✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2				✓	
3			✓		
4			✓	✓	
5	✓		✓	✓	✓
6	✓			✓	✓

Year 5























Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓		
2	✓				✓
3			✓	✓	
4				✓	✓
5	✓			✓	✓
6	✓		✓	✓	✓

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓		
3				✓	✓
4	✓			✓	✓
5	✓			✓	✓
6	✓			✓	✓

Healthy Me (Spring 2)							
Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safety lesson: all year group chn will explore and understand road / travel safety						
Overview	The chn learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep/what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	The chn learn about healthy/less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The chn learn about road safety, and about people who can help them to stay safe.	The chn learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The chn consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The chn make healthy snacks and discuss why they are good for their bodies.	The chn learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart/lungs, what they do and how they are very important. The chn discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The chn learn about different types of drugs, the ones you take to make you better, as well as other drugs. The chn consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.	The look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The chn reflect on their friendships, how different people make them feel and which friends they value the most. The chn also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.	The chn investigate the risks associated with smoking and how it affects the lungs/liver/heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The chn investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	The chn discuss taking responsibility for their own physical/emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The chn learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.
PSHE Learning	<p>*I know how to keep myself safe travelling to/from school, including road safety</p> <p>I understand how moving, exercising and resting are good for my body.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p>	<p>*I know how to keep myself safe travelling to/from school, including road safety</p> <p>I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I know how to keep</p>	<p>*I know how to keep myself safe travelling to/from school, including road safety</p> <p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how</p>	<p>*I know how to keep myself safe travelling to/from school, including road safety</p> <p>I understand how exercise affects my body and know why my heart and lungs are such important organs</p> <p>I know that the amount of calories, fat and sugar that I put in my body will affect my health</p>	<p>*I know how to keep myself safe travelling to/from school, including road safety</p> <p>I recognise how different friendship groups are formed, and how I fit into them and the friends I value the most</p> <p>I understand the facts about smoking and its effects on health, and also some of the</p>	<p>*I know how to keep myself safe travelling to/from school, including road safety</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</p> <p>I know some of the risks with misusing alcohol, including antisocial behaviour, and how it affects the liver and</p>	<p>*I know how to keep myself safe travelling to/from school, including road safety</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart</p> <p>I understand that some people can be exploited and made to do things against the law</p>

	<p>I know what the word 'healthy' means and that some foods are healthier than others</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can explain why washing hands is important especially before I eat and after I go to the toilet.</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>myself clean and healthy, and understand how germs cause disease/illness and I know that all household products including medicines can be harmful if not used properly.</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>medicines work in my body and how important it is to use them safely.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can decide which foods to eat to give my body energy.</p>	<p>I can tell you my knowledge and attitude towards drugs</p> <p>I identify things, people and places that I need to keep safe from</p> <p>Know some strategies for keeping myself safe, who to go to for help and how to call emergency services</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>reasons why some people start to smoke</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink</p> <p>I recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>heart</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p>I understand how the media, social media and celebrity culture promotes certain body types</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders relating to body image pressure)</p>	<p>I know why some people join gangs and the risk this involves</p> <p>I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness</p> <p>I can recognise stress and the triggers that cause this and I understand how stress can cause drugs and alcohol misuse</p>
Social and Emotional Learning	-	<p>*I can consider my choices about staying safe</p> <p>I feel good about myself when I make healthy choices.</p> <p>I feel good about myself when I make healthy choices.</p> <p>I am special so I keep myself safe.</p> <p>I know some ways to help myself when I feel poorly.</p>	<p>*I can consider my choices about staying safe</p> <p>I am motivated to make healthy lifestyle choices.</p> <p>I can tell you when a feeling is weak and when a feeling is strong.</p> <p>I feel positive about caring for my body and keeping it healthy.</p> <p>I have a healthy relationship with food and know which foods I enjoy the most.</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I can set myself a fitness challenge</p> <p>I know what it feels like to make a healthy choice</p> <p>I can identify how I feel towards drugs</p> <p>I can express how being anxious or scared feels</p> <p>I respect my body and</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I can identify the feelings I have about my friends and my different friendship groups</p> <p>I can recognise negatives feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</p> <p>I know how to keep myself calm in</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I am motivated to find ways to be happy and cope with life situations without using drugs</p> <p>I can suggest ways that someone who is being exploited can help themselves</p> <p>I can suggest strategies someone could use to avoid being pressurised</p>

		<p>I can recognise when I feel frightened and know who to ask for help.</p> <p>I can recognise how being healthy helps me to feel happy.</p>	<p>I can express how it feels to share healthy food with my friends.</p> <p>I have a healthy relationship with food and I know which foods are most nutritious for my body.</p>	<p>appreciate what it does for me</p>	<p>and others</p> <p>I can identify feelings of anxiety and fear associated with peer pressure</p> <p>I can tap into my inner strength and know how to be assertive</p>	<p>emergencies</p> <p>I can reflect on my body image and know how important it is that this is positive and I accept and respect myself for who I am</p> <p>I respect and value my body</p>	<p>I know how to help myself feel emotionally healthy and recognise when I need help with this</p> <p>I can use different strategies to manage stress and pressure</p>
Key Vocabulary	Exercise, body, healthy, move, food, unhealthy, choices, groups, sleep, clean, washing, stranger, danger, safety and help.	Healthy, Unhealthy, Balanced, Exercise, Sleep, choices, clean, body parts, toiletry items, eg. Toothbrush, shampoo, soap, Hygienic, Safe, medicines, trust, Eyes, Ears, look, listen, wait, safety, green cross code	Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, energy, proportion, fuel, nutritious	Oxygen, energy, calories, heartbeat, lungs, heart, fitness, labels, sugars, fat, saturated fat, healthy, drugs, attitude, safe, anxious, strategy, dangerous, emergency, emergency services, ambulance, fire engine, police car, coastguard helicopter, harmful, risk, feelings, complex, body, risk	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	Choices, healthy, unhealthy, behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, social media, celebrity, altered, self-respect, comparison, eating problem, disorder, respect, debate, opinion, fact,	Responsibility, choice, immunisation, prevention, drugs, effects, prescribed, unrestricted, over the counter, restricted, illegal, volatile substances, synthetic highs, psychoactive, exploited, vulnerable, criminal, gangs, reputation, anti-social, crime, mental health, illness, symptoms, stress, triggers, managing
Links to school values	<ul style="list-style-type: none"> ○ Integrity ○ Resilience 	<ul style="list-style-type: none"> ○ Integrity ○ Resilience ○ Gratitude 	<ul style="list-style-type: none"> ○ Integrity ○ Resilience ○ Gratitude 	<ul style="list-style-type: none"> ○ Integrity ○ Resilience ○ Gratitude 	<ul style="list-style-type: none"> ○ Integrity ○ Diversity ○ Resilience 	<ul style="list-style-type: none"> ○ Integrity ○ Resilience ○ Diversity 	<ul style="list-style-type: none"> ○ Integrity ○ Resilience
Links to skills builder partnership	 	 	 	   	   	   	   

Links to British Values - Healthy Me

Reception

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2			✓	✓	
3			✓		
4			✓	✓	✓
5				✓	
6		✓	✓	✓	✓

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓		
3			✓		
4		✓			
5		✓			
6			✓	✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2			✓		
3		✓	✓		
4			✓		
5			✓		
6			✓	✓	

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2			✓	✓	
3		✓	✓	✓	✓
4		✓	✓		✓
5		✓	✓		
6			✓	✓	

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2	✓		✓	✓	✓
3	✓		✓		✓
4	✓		✓		✓
5			✓	✓	✓
6	✓	✓	✓		

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	✓
2		✓	✓	✓	✓
3				✓	✓
4	✓		✓	✓	✓
5			✓		✓
6			✓		✓
































Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2		✓	✓		
3		✓	✓	✓	
4			✓		
5				✓	✓
6					✓

Relationships (Summer 1)							
Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safety lesson: all year group chn will explore and understand sun safety						
Overview	Chn are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Chn's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, chn learn that touch can be used in kind/unkind ways. This supports later work on safeguarding. Chn also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	The chn learning about family relationships widens to include roles/responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the chn learn/practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Chn consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Chn reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The chn also learn about people who can help them if they are worried/scared.	Chn revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate. They also look at careers and why stereotypes can be unfair. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Chn are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and chn are introduced to some rules for staying safe online. Chn also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Chn's universal rights are also revisited.	Learning in this year group starts focussing on the emotional aspects of relationships/friendships. With this in mind, chn 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 chn learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.	Chn learn about the importance of self-esteem and ways this can be boosted. This is important in an online/offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the chn to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children 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. Chn are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with	The chn learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The chn learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

						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.	
PSHE Learning	<p>*I know what to wear to keep myself safe from the sun</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me time to manage my feelings.</p> <p>I know how to be a good friend.</p>	<p>*I know what to wear to keep myself safe from the sun</p> <p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I can identify what being a good friend means to me.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I know who can help me in my school community.</p> <p>I can recognise my qualities as person and a friend.</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>*I know what to wear to keep myself safe from the sun</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community.</p>	<p>*I understand why and how to keep safe around the sun</p> <p>I can identify the roles and responsibilities of each member of my family and can reflect the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship e.g taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe and online</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different</p> <p>I know how to express my appreciation to my family and friends</p>	<p>*I understand why and how to keep safe around the sun</p> <p>I can recognise situations which can cause jealousy in relationships</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	<p>*I understand why and how to keep safe around the sun</p> <p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand that there are rights and responsibilities in an online community or social network</p> <p>I understand there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p>	<p>*I understand why and how to keep safe around the sun</p> <p>I know it is important to take care of my mental health</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can judge whether something online is safe or helpful to me</p> <p>I can use technology positively and safely to communicate with my friends and family</p>

			I can express my appreciation for the people in my special relationships.				
Social and Emotional Learning	-	<p>*I can consider my choices about staying safe.</p> <p>I know how it feels to belong to a family and care about the people who are important to me.</p> <p>I know how to make a new friend.</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>I know when I need help and know how to ask for it.</p> <p>I know ways to praise myself.</p> <p>I can express how I feel about them.</p>	<p>*I can consider my choices about staying safe.</p> <p>I accept that everyone's family is different and understand that most people value their family.</p> <p>I know which types of physical contact I like and don't like and can talk about this.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and I know who to talk to about this.</p> <p>I understand how it feels to trust someone.</p> <p>I am comfortable accepting appreciation from others.</p>	<p>*I can consider my choices about staying safe.</p> <p>I can describe how taking some responsibility in my family makes me feel.</p> <p>I know how to negotiate in conflict situations to try to find a win-win solution</p> <p>I know who to ask for help if I am worried or concerned about anything online</p> <p>I can empathise with children whose lives are different to mine and appreciate that I can learn from them</p> <p>I enjoy being part of a family and friendship groups</p>	<p>*I can consider my choices about staying safe.</p> <p>I can identify feelings associated with jealousy and suggest strategies to problem solve when that happens</p> <p>I know how most people feel when they lose someone or something they love</p> <p>I understand that we can remember people even if we no longer see them</p> <p>I know how to stand up for myself and how to negotiate and compromise</p> <p>I can love and be loved</p>	<p>*I can consider my choices about staying safe.</p> <p>I know how to keep building my own self esteem</p> <p>I can recognise when an online community feels unsafe or uncomfortable</p> <p>I can recognise when an online community is helpful or unhelpful to me</p> <p>I can recognise when an online game is becoming unhelpful or unsafe</p> <p>I can identify things I can do to reduce screen time, so my health isn't affected</p>	<p>*I can consider my choices about staying safe.</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them</p> <p>I can demonstrate ways I can stand up for myself and friends in situations where others are trying to gain power or control</p> <p>I can resist pressure to do something online that might hurt myself or others</p> <p>I can take responsibility for my own safety and wellbeing</p>
Key Vocabulary	Jobs, families, friends, relationship, argue, impact, words, unkind, feelings, falling out, bullying, angry, calm, resolve.	Family, Belong, Different, Same, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings,	Family, different, similarities, special, relationships, important, cooperate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends,	Male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win, safe,	Relationships, close, jealousy, problem solving, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair,	Characteristics, personal qualities, attributes, self-esteem, responsibility, age limit, social network, community, online, offline, rights, risky, violence,	Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, stress, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, guilt,

		confidence, praise, skills, self-belief, incredible, proud, special, celebrate, relationships, appreciate	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	unsafe, risk, internet, social media, private message, gaming, global, communication, transport, climate, trade, needs, wants, deprivation, united nations, equality, justice, happiness, celebrating, appreciation, family	hopelessness, relief, acceptance, depression, souvenir, memento, memories, special, remember, friendship, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, pressure, personal, comfortable,	grooming, trolled, appropriate, gambling, trustworthy, devices, screen time, social, mental health, physical health, personal information, vulnerable, rights, responsibilities	shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure, real, fake, judgement, communication, technology, power, control, abuse, safety
Links to school values	<ul style="list-style-type: none"> ○ Integrity ○ Resilience 	<ul style="list-style-type: none"> ○ Diversity ○ Integrity ○ Gratitude ○ Creativity 	<ul style="list-style-type: none"> ○ Diversity ○ Gratitude ○ Creativity 	<ul style="list-style-type: none"> ○ Diversity ○ Integrity ○ Gratitude ○ Creativity 	<ul style="list-style-type: none"> ○ Creativity ○ Gratitude ○ Resilience 	<ul style="list-style-type: none"> ○ Integrity ○ Diversity 	<ul style="list-style-type: none"> ○ Resilience ○ Gratitude ○ Integrity
Links to skills builder partnership	    	  	    	   	    	   	    

Links to British Values - Relationships

Reception

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓	✓	✓	✓	
2			✓	✓	
3				✓	✓
4		✓	✓	✓	✓
5			✓	✓	✓
6				✓	✓

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2		✓	✓	✓	✓
3			✓	✓	✓
4	✓	✓			
5				✓	✓
6				✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓		✓	✓	✓
2		✓	✓	✓	✓
3	✓			✓	✓
4		✓	✓	✓	
5			✓	✓	
6				✓	✓

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1	✓		✓	✓	✓
2	✓	✓	✓	✓	✓
3			✓	✓	
4	✓	✓			✓
5	✓		✓	✓	✓
6				✓	✓

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2				✓	✓
3				✓	✓
4		✓	✓	✓	✓
5					✓
6			✓	✓	✓

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		✓
2			✓	✓	✓
3			✓	✓	✓
4			✓	✓	✓
5	✓	✓	✓	✓	
6	✓	✓	✓	✓	






















Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2					✓
3					✓
4	✓		✓	✓	✓
5	✓	✓	✓	✓	✓
6		✓	✓	✓	✓

Changing Me (Summer 2)							
Focus	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Safety lesson: R/Y1/Y2/Y3/Y4 chn will explore and understand internet/online safety					Safety lesson: Y5/Y6 chn will explore knife crime	
Overview	Chn are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Chn understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Chn are introduced to life cycles and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, chn are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Chn practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.	Chn compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, chn also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Chn practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried/frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.	The chn begin learning about babies/what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Chn first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up. Chn discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.	The chn revisit bodily changes at puberty. They explore personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Chn are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.	The chn revisit self-esteem, self-image 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 explained around menstruation. Chn look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate.	Chn recap puberty in boys/girls and the changes that will happen; they reflect on how they feel about these changes. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The chn also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

PSHE Learning	*I can identify how to be safe online	*I can identify how to be safe online	*I can identify how to be safe online	*I can identify how to be safe online	*I can identify how to be safe online	*I know why some people might carry knives	*I know why some people might carry knives
						I am aware of my own self-image and how my body image fits into that	I am aware of my own self-image and how my body image fits into that
	I can name parts of the body.	I am starting to understand the life cycles of animals and humans.	I can recognise cycles of life in nature.	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I understand that some of my personal characteristics have come from my birth parents.	(from year 4) I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods is a natural part of this).	(from year 4) I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods is a natural part of this).
	I can tell you some things I can do and foods I can eat to be healthy.	I can tell you some things about me that have changed and some things about me that have stayed the same.	I can tell you about the natural process of growing from young to old and understand that this is not in my control.	I understand what a baby needs to live and grow	I know how the circle of change works and can apply it to changes I want to make in my life		
	I understand that we all grow from babies to adults.		I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.	I can identify how boys and girls bodies change on the outside during this growing up process	I can identify changes that have been and may continue to be outside of my control that I learned to accept	I can describe how boys and girls bodies change during puberty	I understand how being physically attracted to someone changes the nature of their relationship and what that might mean about having a girlfriend or boyfriend
	I can express how I feel about moving to Year 1	I can tell you how my body has changed since I was a baby.					
	I can talk about my worries and/or the things I am looking forward to move to next class.	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, anus.	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina) and appreciate that some parts of my body are private.	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can identify what I am looking forward to when I move to a new class	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am aware of the importance of a positive self-esteem and what I can do to develop it
	I can share my memories of the best bits of this year in Reception.	I understand that every time I learn something new I change a little bit.	I understand there are different types of touch and can tell you which ones I like and don't like.	Identify what I am looking forward to when I move to my next class		I can identify what I am looking forward to when I move to my next class	I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class
		I can tell you about changes that have happened in my life	I can identify what I am looking forward to when I move to my next class.				

Social and Emotional Learning	-	<p>*I can consider my choices about staying safe.</p> <p>I understand that changes happen as we grow and that this is OK.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p> <p>I respect my body and understand which parts are private.</p> <p>I enjoy learning new things.</p> <p>I know some ways to cope with changes.</p>	<p>*I can consider my choices about staying safe.</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this.</p> <p>I can identify people I respect who are older than me.</p> <p>I feel proud about becoming more independent.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p> <p>I am confident to say what I like and don't like and can ask for help.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>	<p>*I can consider my choices about staying safe</p> <p>I can express how I feel when I see babies or baby animals</p> <p>I can express how I might feel if I had a new baby in my family</p> <p>I can recognise how I feel about these changes if they happen to me and how to cope with these feelings (outside body changes)</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p> <p>Start to think about changes I will make next year and know how to go about this</p>	<p>*I can consider my choices about staying safe.</p> <p>I appreciate that I am a truly unique human being</p> <p>I am confident enough to try to make changes when I think they will benefit me</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p> <p>I can reflect on the changes I would like to make next year and can describe how I would go about this</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I know how to develop my own self-esteem</p> <p>(from year 4)I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>I can express how I feel about the changes that happen to me during puberty</p> <p>I am confident that I can cope with the changes that growing up will bring</p> <p>I can start to think about changes I will make next year and how to go about this</p>	<p>*I can consider my responsibility to keep myself and others safe</p> <p>I understand how to develop my own self-esteem</p> <p>((from year 4)I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p> <p>I can express how I feel about my self-image and know how to challenge negative body talk</p> <p>I know how to prepare myself emotionally for the changes next year</p>
Key Vocabulary	Body parts, food, healthy, happy, growing, baby, stages in life, moving, excited, nervous, scared, express, worried, memories, favourite.	Changes, Life cycle, baby, adulthood, Grown up, adult, mature, growing up, male, female, vagina, penis, testicles, Anus, Learn, new, grow, feelings, anxious, worried, excited, coping	Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, Respect, Appearance, Physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis,	Changes, birth, animals, babies, mother, growing up, baby, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, penis, vagina, stereotypes, task, roles, challenge, looking forward, excited,	Personal, unique, characteristics, parents, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy, penis, testicles, vagina	Self, self-image, body image, self-esteem, perception, characteristics, affirmation, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ ovaries, vagina,	Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, puberty, attraction, relationship, pressure, negative body-talk, choice,

			testicles, Anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, uncomfortable, looking forward, excited, nervous, anxious, happy	nervous, anxious, happy		testicles / testes, larynx, facial hair, growth spurt, hormones, relationships, teenager, milestone, perceptions, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious	feelings/emotions, challenge, mental health, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement
Links to school values	○ Gratitude	○ Resilience	○ Resilience ○ Gratitude	○ Resilience	○ Resilience	○ Resilience ○ Gratitude	○ Gratitude ○ Resilience
Links to skills builder partnership	  	  	  	  	  	  	  

Links to British Values - Changing Me

Reception

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	
2			✓	✓	✓
3				✓	
4			✓	✓	✓
5				✓	✓
6				✓	

Year 1

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2			✓	✓	
3			✓	✓	
4		✓	✓	✓	
5			✓	✓	
6				✓	

Year 2

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2				✓	✓
3			✓	✓	
4		✓	✓	✓	
5		✓	✓	✓	
6			✓	✓	

Year 3

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1				✓	✓
2			✓		✓
3			✓		
4			✓	✓	
5				✓	✓
6			✓	✓	

Year 4

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓		
2				✓	
3			✓	✓	✓
4			✓	✓	✓
5	✓		✓		
6			✓		

Year 5

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2				✓	
3				✓	
4				✓	✓
5			✓	✓	
6			✓	✓	✓

Year 6

Lesson	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
1			✓	✓	
2				✓	✓
3			✓	✓	
4				✓	✓
5			✓	✓	✓
6				✓	✓

Year 5 – ‘Choices’ Programme (taught alongside Jigsaw across summer term) <https://y5.choices.engagelime.com/>

Choices				
Focus	Year 5			
Session 1: preparing for the choices programme Session aims & objectives <ul style="list-style-type: none"> Collaboratively create, debate and agree 'ground rules' to be used during the Choices programme Understand key vocabulary and terminology used Learning outcomes <ul style="list-style-type: none"> I can explain what words such as 'identity', 'ethnicity' and 'characteristic' mean I can work collaboratively with classmates to create agreed ground rules Terminology introduced IDENTITY CHARACTERISTIC ETHNICITY VALUES BELIEF ASPIRATION	Session 2: who am I? (part 1) Session aims & objectives <ul style="list-style-type: none"> Understand the term 'identity' and who we are as individuals Identify characteristics or traits that make us who we are Learning outcomes <ul style="list-style-type: none"> I know what the term 'identity' means I have an understanding of critical things that make me who I am I can build a positive sense of my own identity Terminology introduced IDENTITY CHARACTERISTIC	Session 3: who am I? (part 2) Session aims & objectives <ul style="list-style-type: none"> Understand the idea that who we are is a choice, not predetermined Understand that 'resilience' comes from having a strong sense of who you are and being able to make your own choices Learning outcomes <ul style="list-style-type: none"> I know what a 'stereotype' is I understand what resilience means, why it is essential and how it can help me make positive choices I can describe feelings to other people and empathise with them Terminology introduced STEREOTYPE RESILIENCE UNIQUE DNA	Session 4: what influences me? Session aims & objectives <ul style="list-style-type: none"> Understand the terms, 'group', 'belonging' and 'influence' Understand that influence can be exerted upon us by groups or individuals Distinguish between positive and negative influences and explain that both exist Learning outcomes <ul style="list-style-type: none"> I know and can tell the difference between groups to which I belong I can identify how groups or individuals influence me I can recognise how different influences affect other people and give examples of where they might come from I understand why I choose to belong to particular groups Terminology introduced	Session 5: What makes me who I am? Session aims & objectives <ul style="list-style-type: none"> Understand the concept of 'basic needs' that drive our choices at any given time Understand some of the indicators of vulnerability Begin to understand how needs, choices and vulnerability are linked Learning outcomes <ul style="list-style-type: none"> I can identify how my choices may be influenced by basic needs and explain what these needs are I understand what the term 'vulnerable' means I can identify things that might make people vulnerable I can recognise how people might become susceptible to negative influences

				GROUP ETHNIC GROUP BELONGING INFLUENCE	Terminology introduced CHOICE VULNERABILITY ROLE MODEL
Session 6: me in the world (part 1)	Session 7: me in the world (part 2)	Session 8: me in the world (part 3)	Session 9: who I choose to be (part 1)	Session 10: who I choose to be (part 2)	Session 11: building our own better future
Session aims & objectives <ul style="list-style-type: none"> Understand that what we say and how we communicate could identify us to others Begin to understand the processes sometimes used to groom young people 	Session aims & objectives <ul style="list-style-type: none"> Begin to understand the processes sometimes used to groom young people Improve understanding of principles such as British Values and Children's Rights 	Session aims & objectives <ul style="list-style-type: none"> Understand that, despite previous experiences, we all have the power to make different choices Understand how pupils can keep themselves safe against negative influences 	Session aims & objectives <ul style="list-style-type: none"> Establish that we all have people we can trust and talk to Understand the importance of having trusted people to go to for help and support Display empathy 	Session aims & objectives <ul style="list-style-type: none"> Understand that, despite previous experiences, we all have the power to make different choices Develop pupils' sense of identity 	Session aims & objectives <ul style="list-style-type: none"> Provide an opportunity to reflect on the learning Enable pupils to demonstrate their understanding of different influences and how they can develop strategies to deal with these in their own and others' lives
Learning outcomes <ul style="list-style-type: none"> I understand how my actions might communicate things that could put me at risk I can recognise and identify behaviours that negatively influence young people 	Learning outcomes <ul style="list-style-type: none"> I can recognise behaviours that negatively influence or 'groom' young people I know, understand and can apply positive strategies to keep myself safe 	Learning outcomes <ul style="list-style-type: none"> I am aware of others' beliefs and how they are used to influence people I know how to be more resilient to negative influences 	Learning outcomes <ul style="list-style-type: none"> Establish that we all have people we can trust and talk to Understand the importance of having trusted people to go to for help and support Display empathy 	Learning outcomes <ul style="list-style-type: none"> I understand that it can be challenging to make good choices when being influenced by others I know that the decisions we all make can have positive or negative consequences I understand how it might feel to be faced with a difficult choice 	Learning outcomes <ul style="list-style-type: none"> I understand the influences around me and can develop strategies to manage them I can demonstrate ways to be a positive influence in my own and others' lives
Terminology introduced Grooming	Terminology introduced TARGETING DISILLUSIONMENT REWARD & RECOGNITION	Terminology introduced TOXIC TOXIC RELATIONSHIP	Terminology introduced EMPATHY ROLE MODEL	Terminology introduced MORAL DILEMMA	Terminology introduced PLEDGE

Year 6 – 'Choices' Programme (taught alongside Jigsaw across summer term) <https://y6.choices.engagelime.com/>

Choices				
Focus	Year 6			
Session 1: preparing for the choices programme Session aims & objectives <ul style="list-style-type: none"> Students will revisit, and teachers (re)introduced to Marcus' story from the Year 5 programme Essential terminology is refreshed, and the concept of shared and exploratory learning is reinforced Learning outcomes <ul style="list-style-type: none"> I can work collaboratively with classmates to create agreed ground rules I am familiar with the story of Marcus and some of the language and concepts from the Year 5 module Terminology introduced IDENTITY INFLUENCE BASIC HUMAN NEEDS SURVIVAL POWER LOVE/BELONGING FREEDOM TO CHOOSE FUN/LEARNING	Session 2: our world changes Session aims & objectives <ul style="list-style-type: none"> Students understand the components of the 'Choice Framework' and factors that influence their decision making Acknowledgement that some situations impact our capacity to make good choices Learning outcomes <ul style="list-style-type: none"> I understand the key things that make me who I am I can talk about my hopes and fears for the year ahead Terminology introduced ETHNICITY VALUES BELIEF MORALS CHARACTERISTIC	Session 3: finding our way Session aims & objectives <ul style="list-style-type: none"> Encourage pupils to think about the motives some people may have in trying to appear in a particular way. Explore why it might be that some people may choose to act differently in certain situations. Learning outcomes <ul style="list-style-type: none"> I understand that circumstances might cause me to behave in ways I usually might not I can explain how different pressures might affect how people feel and behave Terminology introduced VULNERABLE SELF-ESTEEM CONSEQUENCE IDENTITY	Session 4: choosing who we want to be Session aims & objectives <ul style="list-style-type: none"> Discuss different types of 'pressure' and how we might develop strategies to cope with these Build empathy and an awareness of others Learning outcomes <ul style="list-style-type: none"> Discuss different types of 'pressure' and how we might develop strategies to cope with these Build empathy and an awareness of others Terminology introduced EMPATHY PRESSURE	Session 5: making our choices Session aims & objectives <ul style="list-style-type: none"> Encourage more positivity online. Help pupils ensure that they regulate their behaviour and that their actions remain consistent, whether online or offline. Learning outcomes <ul style="list-style-type: none"> I know I have a responsibility to act positively online. I know agencies exist to protect me, particularly when I am online. Terminology introduced BYSTANDER

Session 6: being who we choose	Session 7: understanding ourselves (part 1)	Session 8: understanding ourselves (part 2)	Session 9: preparing for success	Session 10: our transition journey (part 1)	Session 10: our transition journey (part 2)
<p>Session aims & objectives</p> <ul style="list-style-type: none"> Understand the difference between a growth and a fixed mindset. Recognise the thoughts and 'self-talk' associated with each mindset. Increase use of growth mindset strategies. Counter their fixed mindset tendencies with growth mindset attributes. Experience success and failure without lowering self-worth. <p>Learning outcomes</p> <ul style="list-style-type: none"> I understand the growth mindset and how to use it to overcome challenges. I can use growth mindset phrases to overcome obstacles and enjoy learning. I recognise that not achieving a 	<p>Session aims & objectives</p> <ul style="list-style-type: none"> Identify the inner critic's voice, cultivate awareness of an inner friend, and understand the roles of these two constructs in building future success. Be able to calm the inner critic's voice at difficult moments to avoid giving up on new challenges. Learn strategies to shape positive thinking. <p>Learning outcomes</p> <ul style="list-style-type: none"> I can identify the voice of my inner critic and understand why it's unhelpful. I can calm my inner critic and tune into more supportive self-talk. I am more conscious of my thoughts. <p>Terminology introduced CRITIC</p>	<p>Session aims & objectives</p> <ul style="list-style-type: none"> Consider the qualities and characteristics we value in ourselves and others. Explore what influences our relationships and the impact of this. Compare and contrast the behaviours and effects of the inner critic and inner friend. Learn to treat ourselves with kindness when we make mistakes and provide internal encouragement to increase our success. <p>Learning outcomes</p> <ul style="list-style-type: none"> I can explain the qualities that I value. I understand what makes people important to me and why. I can identify self-limiting thoughts and 	<p>Session aims & objectives</p> <ul style="list-style-type: none"> Further development of empathy skills. Nurture the inner friend's voice to become a strong, positive, proactive source of strength and guidance, an internal mentor. Identify where pupils can make positive changes. <p>Learning outcomes</p> <ul style="list-style-type: none"> I can put myself in the place of others and understand their points of view. I can reflect on situations to come up with sound advice for myself. I can make positive changes in my life. <p>Terminology introduced MENTOR PLEDGE</p>	<p>Session aims & objectives</p> <ul style="list-style-type: none"> Understand that achieving success requires a defined vision of what that success looks like. Positively define the move to secondary school. Rediscover and remember successes, strengths and periods of excellence to uncover 'what works'. <p>Learning outcomes</p> <ul style="list-style-type: none"> I am looking forward to moving to secondary school. I know what success at secondary school means to me. I can use techniques learned in earlier sessions to develop my inner mentor. <p>Terminology introduced DEFINE DISCOVER</p>	<p>Session aims & objectives</p> <ul style="list-style-type: none"> Understand the fundamental principles of the Appreciative Inquiry (AI) process. Apply a positive mindset and complete the development of a plan to achieve a successful transition to secondary school. <p>Learning outcomes</p> <ul style="list-style-type: none"> I am prepared to take responsibility for making my move to secondary school successful. I have a plan to achieve success in secondary school. I have SMART objectives to strive for at secondary school. <p>Terminology introduced DREAM DESIGN DESTINY</p>

<p>challenging goal is part of learning and should not change how I see myself.</p> <p>Terminology introduced GROWTH MINDSET FIXED MINDSET</p>	<p>INNER CRITIC INNER FRIEND.</p>	<p>reframe them positively.</p> <ul style="list-style-type: none">▪ I know that failure is often a necessary and valuable part of the learning process.			
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