

FREEMEN'S PSHE KS2 SCHEMES OF WORK

The SOW (from the published 'Jigsaw' scheme) is divided into 6 topics:-

- Autumn Term 1: Being Me in My World
- Autumn Term 2: Celebrating Difference (including anti-bullying)
- Spring Term 1: Dreams and Goals
- Spring Term 2: Healthy Me
- Summer Term 1: Relationships
- Summer Term 2: Changing Me

NB As Jigsaw is based on one hour of PSHE teaching per week, and we have a 30 minute period per week, we will select the most important/relevant topics/pieces per half term on which to focus. **Those chosen this year are highlighted below:**

The concepts explored explicitly in the PSHE curriculum as outlined below are reinforced every day via the relationships between staff and pupils, as well as in lessons learned in assemblies, form periods and other curriculum lessons (e.g. RS).

F1/ Year 3	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and Emotional Aspects of Learning)	Statutory Requirements for Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term Induction Topic (Not Jigsaw)	The following topics will be explored during the Autumn Term, in addition to the Jigsaw topics (see next page):- Friendship, school and class rules, lunchtime manners, rewards and sanctions (merits, distinctions and traffic lights system), packing kit bag, school website, underpants rule, internet safety, working with others			<p>Topic 2: Caring Friendships</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <p>Topic 3: Respectful Relationships</p> <ol style="list-style-type: none"> 3. The conventions of courtesy and good manners 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <p>Topic 5: Being Safe</p> <ol style="list-style-type: none"> 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <p>Topic 4: Online Relationships</p> <ol style="list-style-type: none"> 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

<p>Autumn Term 1: Being Me in My World</p> <p>JMW PLEASE HIGHLIGHT ANY OTHERS YOU DO</p> <p>*Not specifically covered via Jigsaw scheme – but all objectives covered through induction.</p>	<p>1) Getting to know each other</p> <p>NB the following are not specifically covered from Jigsaw but the objectives are covered in the Induction Topic mentioned above:-</p> <p>2) Our Nightmare School</p> <p>3) Our Dream School</p> <p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I recognise my worth & can identify positive things about myself & my achievements. I can set personal goals. I know how to use my Jigsaw Journal.</p> <p>I can face new challenges positively, make responsible choices & ask for help when needed.</p> <p>I understand why rules are needed & how they relate to rights & responsibilities.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings.</p> <p>I can make responsible choices & take action.</p> <p>I understand that my actions affect others & try to see things from their points of view.</p>	<p>I value myself & know how to make someone else feel welcome & valued.</p> <p>I recognise how it feels to be happy, sad or scared & am able to identify if others are feeling these emotions.</p> <p>I know how to make others feel valued.</p> <p>I understand that my behaviour brings rewards and consequences.</p> <p>I can work co-operatively in a group.</p> <p>I am choosing to follow the Learning Charter.</p>	
<p>Autumn Term 2: Celebrating Difference</p>	<p>1) Families</p> <p>2) Family conflict</p> <p>3) Witness & feelings</p> <p>4) Witness & solutions</p> <p>5) Words that harm</p>	<p>I understand that everybody's family is different & important to them.</p> <p>I understand that differences & conflicts sometimes happen among family members.</p> <p>I know what it means to be a witness to bullying.</p> <p>I know that witnesses can make the situation</p>	<p>I appreciate my family/the people who care for me.</p> <p>I know how to calm myself down & can use the 'Solve it together' technique.</p> <p>I know some ways of helping to make someone who is bullied feel better.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>Topic 1:Families</p> <p>3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Topic 3: Respectful Relationships</p> <p>6. about different types of bullying (including cyberbullying), the impact of</p>

	6) Celebrating difference: compliments	<p>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 a time when my words affected someone's feelings & what the consequences were.</p>	<p>I try hard not to use hurtful words.</p> <p>I can give & receive compliments & know how this feels.</p>	bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Spring Term 1: Dreams and Goals	<p>1) Dreams and goals</p> <p>2) My dreams and ambitions</p> <p>3) A new challenge</p> <p>4) Our new challenge</p> <p>5) Our new challenge: Overcoming obstacles</p> <p>6) Celebrating my learning</p>	<p>I can tell you about a person who has faced difficult challenges & achieved success.</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges & working out the best ways for me to achieve them.</p> <p>I am motivated & enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement & can take steps to overcome them.</p> <p>I can evaluate my own learning process & identify how it can be better next time.</p>	<p>I respect & admire people who overcome obstacles & achieve their dreams & goals (e.g. through disability).</p> <p>I can imagine how I will feel when I achieve my dream/ambition.</p> <p>I can break down a goal into a number of steps & know how others could help me to achieve it.</p> <p>I know that I am responsible for my own learning & can use my strengths as a learner to achieve the challenge.</p> <p>I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>I am confident in sharing my success with others & can store my feelings in my internal treasure chest.</p>	
Spring Term 2: Healthy Me	<p>1) and 2) Being fit & healthy</p> <p>3) What do I know about drugs?</p> <p>4) Being safe</p> <p>5) Being safe at home</p>	<p>I understand how exercise affects my body & know why my heart & lungs are such important organs.</p> <p>I can tell you my knowledge & attitude towards drugs.</p> <p>I can identify things, people & places that I need to keep safe from, & can tell you some strategies for keeping</p>	<p>I can set myself a fitness challenge.</p> <p>I can identify how I feel towards drugs.</p> <p>I can express how being anxious or scared feels.</p>	

	<p>The following is covered in Science Healthy Eating (Autumn Term):-</p> <p>6) My amazing body</p>	<p>myself safe including whom to go to for help.</p> <p>I understand that, like medicines, some household substances can be harmful if not used correctly.</p> <p>I understand how complex my body is & how important it is to take care of it.</p>	<p>I can take responsibility for keeping myself & others safe at home.</p> <p>I respect my body & appreciate what it does for me.</p>	
<p>Summer Term 1: Relationships</p>	<p>1) Family roles & responsibilities</p> <p>2) Friendship</p> <p>3) Keeping myself safe</p> <p>4) Being a global citizen 1</p> <p>5) Being a global citizen 2</p> <p>6) Celebrating my web of relationships</p>	<p>I can identify the roles & responsibilities of each member of my family & can reflect on the expectations for males & females.</p> <p>I can identify & put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>I know & can use some strategies for keeping myself safe.</p> <p>I can explain how some of the actions & work of people around the world help & influence my life.</p> <p>I understand how my needs & rights are shared by children around the world & can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends & family.</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 whom to ask for help if I am worried or concerned.</p> <p>I can show an awareness of how this could affect my choices.</p> <p>I can empathise with children whose lives are different from mine & appreciate what I may learn from them.</p> <p>I enjoy being part of a family & friendship groups.</p>	<p>Topic 1: Families 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Topic 2: Caring Friendships 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Topic 5: Being Safe 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>
<p>Summer Term 2: Changing Me</p>	<p>1) How babies grow</p>	<p>I understand that in animals & humans lots</p>		

(NB body changes are explored in L2/Y4)	(introduction to idea of mothers carrying babies and the effect of a new baby in the family)	of changes happen between conception & growing up, & that usually it is the female who has the baby.	I can express how I feel when I see babies/baby animals.	
	2) Babies (how babies develop in the womb)			
	3) Outside body changes (covered in L2)	I understand how babies grow & develop in the mother's uterus. I understand what a baby needs to live & grow.	I can express how I might feel if I had a new baby in my family.	
	4) Inside body changes (covered in L2)	I understand that boys' & girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how bodies change on the outside during this growing up process.	I recognise how I feel about these changes happening to me & know how to cope with those feelings.	
	5) Family/gender stereotypes	I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up.	I recognise how I feel about these changes happening to me & know how to cope with those feelings.	All for Topic 4 Family/gender stereotypes:- Topic 1: Families
	6) Looking ahead (a L2 pupils comes to talk about the changes involved in changing year groups. Pupils have time to reflect on moving up to L2.)	I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up. I can start to recognise stereotypical ideas I might have about parenting & family roles. I can identify what I am looking forward to in Year 4/Lower 2.	I recognise how I feel when my ideas are challenged & might be willing to change my ideas sometimes. I can start to think about changes I will make when I am in Year 4/Lower 2 & know how to go about this.	3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Topic 3: Respectful Relationships 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.

L2/ Year 4	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL –	Statutory Requirements for
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			Social and Emotional Aspects of Learning)	Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term 1: Being Me in My World	<p>1) Becoming a Class 'Team'</p> <p>2) Being a School Citizen</p> <p>3) Rights, Responsibilities and Democracy</p> <p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw Journal.</p> <p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I understand how 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>I understand how democracy and having a voice benefits the school community.</p>	<p>I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.</p> <p>I can take on a role in a group and contribute to the overall outcome.</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 people's behaviour.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>Topic 3: Respectful Relationships</p> <p>3. the conventions of courtesy and manners.</p> <p>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>
Autumn Term 2: Celebrating Difference	<p>1) Judging by Appearances</p> <p>2) Understanding influences</p> <p>3) Understanding Bullying</p> <p>4) Problem-solving</p> <p>5) Special Me</p> <p>6) Celebrating difference: how we look</p>	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I understand what influences me to make assumptions based on how people look. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but am not sure.</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 try to accept people for who they are.</p> <p>I can question why I think what I do about other people.</p> <p>I know how it might feel to be a witness to, and a target of, bullying.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>Topic 3: Respectful Relationships</p> <p>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>

		I can tell you a time when my first impression of someone changed when I got to know them.	I like and respect the unique features of my physical appearance. I can explain why it is good to accept people for who they are.	
<p>Spring Term 1: Dreams and Goals</p> <p>Finish this unit early – ie before end of HT – then start next unit before Half Term as lots to get through</p>	<p>1) Hopes and Dreams</p> <p>2) Broken Dreams</p> <p>3) Overcoming Disappointment</p> <p>4) Creating New Dreams</p> <p>5) Achieving Goals</p> <p>6) We Did It!</p>	<p>I can tell you about some of my hopes & dreams.</p> <p>I understand that sometimes hopes & dreams do not come true & that this can hurt.</p> <p>I know that reflecting on positive & happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan & set new goals even if I have been disappointed.</p> <p>I know how to work out the steps to take to achieve a goal, & can do this successfully as part of a group.</p> <p>I can identify the contributions made by myself & others to the group's achievement.</p>	<p>I know how it feels to have hopes & dreams.</p> <p>I know how disappointment feels & can identify when I have felt that way.</p> <p>I know how to cope with disappointment & how to help others cope with theirs.</p> <p>I know what it means to have a positive attitude.</p> <p>I can enjoy being part of a group challenge.</p> <p>I know how to share in the success of a group & how to store this success experience in my internal treasure chest.</p>	
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early – ie before end of previous HT - as lots to get through</p>	<p>1) My friends and me</p> <p>2) Group Dynamics</p> <p>3) Smoking</p> <p>4) Alcohol</p> <p>5) Healthy friendships</p>	<p>I can recognise how different friendship groups are formed, how I fit into them & the friends I value the most.</p> <p>I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader/follower, & understand the roles I take on in different situations.</p> <p>I understand the facts about smoking & its effects on health, & also some of the reasons some people start to smoke.</p> <p>I understand the facts about alcohol & its effects on</p>	<p>I recognise when other people's actions make me feel embarrassed, hurt or inadequate & I can help myself to manage these emotions.</p> <p>I am aware of how different people & groups impact on me and can recognise the people I most want to be friends with.</p> <p>I can relate to feelings of shame & guilt & know how to act assertively to resist peer/self-pressure.</p>	<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>3. that healthy friendships are positive and welcoming</p>

	6) Celebrating my inner strength and assertiveness	<p>health, particularly the liver, & also some of the reasons some people drink alcohol.</p> <p>I can recognise when people are putting me under pressure & 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 & wrong.</p>	<p>I can relate to feelings of shame & guilt & know how to act assertively to resist peer/self-pressure.</p> <p>I can identify feelings of anxiety & fear associated with peer pressure.</p> <p>I can tap into my inner strength & know how to be assertive.</p>	<p>towards others, and do not make others feel lonely or excluded.</p> <p>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
Safety (must be done at some point this HT)	NB: NOT FROM JIGSAW:- Staying Safe	(NOT from PSHE Ed/National Framework) Discuss: In what ways can we keep ourselves as safe as possible – in the summer, and the future in general? Mention: sun safety, road safety, 'stranger danger'.		<p>Topic 5: Being safe</p> <p>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p>
Summer Term 1: Relationships	<p>1) Relationship Web</p> <p>2) Love and Loss (and touch upon pieces 3 and 4 here)</p> <p>3) Memories</p> <p>4) Are Animals Special?</p> <p>5) Special Pets</p> <p>6) Celebrating my relationships with people & animals</p>	<p>I can identify the web of relationships that I am part of, starting from those closest to me & including those more distant.</p> <p>I can identify someone I love & can express why they are special to me.</p> <p>I can tell you about someone I know whom I no longer see.</p> <p>I can explain different points of view on an animal rights issue.</p> <p>I understand how people feel when they love a special pet.</p> <p>I know how to show love & appreciation to the people & animals that are special to me.</p>	<p>I know how it feels to belong to a range of different relationships & can identify what I contribute to each of them.</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 can express my own opinion & feelings on this.</p> <p>I can understand that losing a special pet brings feelings that can be hard to cope with, but it can be helpful to celebrate special things about the pet.</p> <p>I can love & be loved.</p>	<p>Topic 1: Families</p> <p>1. that families are important for children growing up because they can give love, security and stability.</p> <p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>

Summer Term
2: Changing Me

<p>From Y3 folder:-</p> <p>3) Outside body changes (changes that happen during puberty – changes that you can control and not control (covers changes such as developing breasts/pubic hair etc/penis growing etc)</p>	<p>I understand that boys' & girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how bodies change on the outside during this growing up process.</p>	<p>I recognise how I feel about these changes happening to me & know how to cope with those feelings.</p>
<p>4) Inside body changes (puberty in more detail: explaining the purpose of testicles and ovaries and other parts of the reproductive system).</p>	<p>I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	<p>I recognise how I feel about these changes happening to me & know how to cope with those feelings.</p>
<p>From Y4 folder:-</p> <p>3) Girls & Puberty (more detail about menstruation)</p>	<p>I can identify how bodies change on the inside during the growing up process & can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>	<p>I recognise how I feel about these changes happening to me & know how to cope with those feelings.</p>
<p>Also: separate session for boys and girls and any questions are answered.**</p>	<p>I can describe how a girl's body changes for her to be able to have babies when an adult, & that menstruation is a natural part of this.</p>	<p>I have strategies to help me cope with the physical & emotional changes I will experience during puberty.</p>
	<p>** this gives the girls an opportunity to discuss menstruation in more detail with a female member of staff. Tampons, towels and pads are passed around.</p>	<p>** this give the boys the opportunity to talk about their bod changes with a male member of staff.</p>

Year 5		PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and Emotional Aspects of Learning)	Statutory Requirements for Relationships Education 2020 The following MUST be included when teaching this topic/piece:-
Autumn Term 1 Families and people who care for me – MUST be covered at some point this HT – ideally after Jigsaw piece 1.	NB: NOT FROM JIGSAW:- Families (1 week)	(NOT from PSHE Ed/National Framework) Discuss: Why are families important? What are the benefits of living in a family unit? Why do people decide to marry? Are all the families the same? (discuss respect for differences) What should we do if we feel unhappy or unsafe in our families? (see LJJ's Sept 2019 NSPCC assembly)		Topic 1: Families and people who care for me 1. Families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people- of the same or different sex- to each other which is intended to be lifelong. Couples can get married in a civil or a religious ceremony; in a large number of places of worship, only a man and a woman can get married (rather than a same-sex couple). For some people, the single life is a positive choice. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Autumn Term 1: Being Me in My World	1) My year ahead 2) Being me in Britain 3) U2/Y5 Responsibilities	I can face new challenges positively and know how to set personal goals. I understand my rights and responsibilities as a British citizen.	I know what I value most about my school and can identify my hopes for the school year. I can empathise with people in this country whose lives are different from my own. I can empathise with people in this country	

	<p>4) Rewards and Consequences</p> <p>5) Our Learning Charter</p> <p>6) Owning Our Learning Charter</p>	<p>I understand my rights and responsibilities as a British citizen and a member of my school.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</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 and how to participate in this.</p>	<p>whose lives are different from 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 function best as a whole.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	
<p>Autumn Term 2: Celebrating Difference</p> <p>**Much of this involves repetition (and overlap with RS), so just do ONE lesson on this unit (touch on bullying, racism and recap of L2 work on this) and then start next unit</p>	<p>BUT SEE **</p> <p>1) Different cultures</p> <p>2) Racism</p> <p>3) Rumours and name calling</p> <p>4) Types of bullying</p> <p>5) Does money matter?</p> <p>6) Celebrating difference across the world</p>	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is.</p> <p>I understand how rumour-spreading and name-calling can be bullying 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>I can enjoy the experience of a culture other than my own.</p>	<p>I am aware of my own culture.</p> <p>I am aware of my attitude towards people from different races.</p> <p>I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>I can appreciate the value of happiness regardless of material wealth.</p> <p>I respect my own and other people's cultures.</p>	<p>Topic 3: Respectful Relationships</p> <p>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
<p>Spring Term 1: Dreams and Goals</p>	<p>1) When I Grow Up (my dream lifestyle)</p>	<p>I understand that I will need money to help me achieve some of my dreams.</p>	<p>I can identify what I would like my life to be like when I am grown up.</p>	

<p>Start this unit early – ie before end of Autumn Term – then start next unit before Half Term as lots to get through:</p>	<p>2) Investigate Jobs and Careers</p> <p>3) My Dream Job (why I want it and the steps to get there)</p> <p>4) Dreams and Goals of Young People in Other Cultures</p> <p>5) How We Can Support Each Other</p> <p>6) Rallying Support</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 grow up and understand what motivates me & what I need to do to achieve it.</p> <p>I can describe the dreams & goals of young people in a culture different from mine.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other & I can identify a range of ways we could support each other.</p> <p>I can encourage my peers to support young people here & abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</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 & 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 & differences in aspirations between myself and young people in a different culture.</p> <p>I understand why I am motivated to make a positive contribution to supporting others.</p>
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early as mentioned above – as lots to get through</p>	<p>1) Smoking</p> <p>2) Alcohol</p> <p>3) Emergency Aid</p> <p>4) Body Image</p>	<p>I know the health risks of smoking & can tell you how tobacco affects the lungs, liver & heart.</p> <p>I know some of the risks from misusing alcohol, including anti-social behaviour, & how it affects the liver & heart.</p> <p>I know & can put into practice basic emergency aid</p>	<p>I can make an informed decision about whether or not I choose to smoke & know how to resist pressure.</p> <p>I can make an informed decision about whether or not I choose to drink alcohol & know how to resist pressure</p> <p>I know how to keep myself calm in emergencies.</p>

	<p>5) My Relationship with Food</p> <p>6) Healthy Me</p>	<p>procedures (including recovery position) & know how to get help in emergency situations.</p> <p>I understand how the media & celebrity culture promotes certain body types.</p> <p>I can describe the different roles food can play in people's lives & can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I know what makes a healthy lifestyle including healthy eating & the choices I need to make to be healthy & happy.</p>	<p>I can reflect on my own body image & know how important it is that this is positive & I accept & respect myself for who I am.</p> <p>I respect & value my body.</p> <p>I am motivated to keep myself healthy & happy</p>	
<p>Summer Term 1: Relationships</p> <p>** As part of the 'staying safe' topic, ask the pupils what they would think if someone (a stranger or someone they knew) were to offer them a 'free' gift – e.g. money/phone etc. What would they do? (Introduce the idea of being groomed or exploited (e.g. 'County Lines' – explore useful strategies to protect themselves from this) – see background info from Children's Society</p>	<p>1) Recognising Me (wk 1)</p> <p>2) Getting On and Falling Out (wks 2 and 3)</p> <p>3) Girlfriends and Boyfriends</p> <p>4) Girlfriends and Boyfriends</p> <p>5) Relationships and Technology ** (wks 4 and 5)</p> <p>6) Relationships and Technology</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 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 understand how it feels to be attracted to someone and what having a boy/girlfriend might mean.</p> <p>I understand how it feels to be attracted to someone and what having a boy/girlfriend might mean.</p> <p>I understand how to stay safe when using technology to</p>	<p>I know how to keep building my own self-esteem.</p> <p>I know how to stand up for myself and how to negotiate and compromise.</p> <p>I understand that relationships are personal and there is no need to feel pressured into having a boy/girlfriend.</p> <p>I can recognise the feeling of jealousy, where it comes from and how to manage it.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others.</p> <p>I can recognise and resist pressures to use</p>	<p>Topic 2: Caring Friendships</p> <p>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>Topic 5: Online Relationships</p> <p>1. that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful</p>

		<p>communicate with my friends.</p> <p>I understand how to stay safe when using technology to communicate with my friends.</p>	<p>technology in ways that may be risky or may cause harm to myself or others.</p>	<p>content and contact, and how to report them</p> <p>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p>
<p>Summer Term 2: Changing Me</p> <p>See separate plans for this (start with L2 work) on LJJ's powerpoint – and see info on next page - although also use DVD to enhance teaching and learning</p>	<p>1) Self and Body Image</p> <p>2) Puberty for Girls</p> <p>3) Puberty for Boys</p> <p>4) Conception</p> <p>5) Looking ahead</p> <p>6) Looking ahead to L3/Y6</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I can identify what I am looking forward to when I am in Lower 3/Year 6.</p>	<p>I know how to develop my own self-esteem.</p> <p>I understand that puberty is a natural process that happens to everybody and that it will be ok for me.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I appreciate how amazing it is that human bodies can reproduce in these ways.</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 know how to go about this.</p>	<p>NB Sex Education is not statutory, but please note the following requirements (as mentioned in the Freeman's RSE Policy 2020) in the boxes below (on next page):-</p>
		<p>From Freeman's RSE Policy 2020:</p>	<p>General topic</p>	<p>Learning outcome: Pupils should know...</p>
	1.	<p>Having a baby</p>		<ul style="list-style-type: none"> that the mature male

			<p>reproductive organs produce sperm and the female ones eggs</p> <ul style="list-style-type: none"> • that a baby begins to grow in the womb when a sperm fertilises an egg • that fertilisation happens when a man and a woman are “happy to share a specially close and loving embrace which allows the sperm to be released from the penis into the vagina”
	2.	Puberty and physical attraction	<ul style="list-style-type: none"> • in detail the changes, both physical and emotional, that happen at puberty [first covered in L2 but not in the context of sex education] • strategies for coping successfully with these changes (both emotionally and practically) • that changes at puberty are linked to being able to have a baby • that it is natural, as they approach and go through puberty, to begin to “fancy” other people, but also that there is not and should not be any pressure in this respect • that some people “fancy” people of the same sex

L3/ Year 6	Topic/Piece	PSHE Education (from National Framework)	Emotional Literacy/Social Skills (from SEAL – Social and	Statutory Requirements for Relationships Education 2020
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			Emotional Aspects of Learning)	The following MUST be included when teaching this topic/piece:-
Autumn Term 1: Being Me in My World	<p>1) My year ahead</p> <p>2) Being a Global Citizen 1</p> <p>3) Being a Global Citizen 2</p> <p>4) The Learning Charter</p> <p>5) Consequences</p> <p>6) Owning Our Learning Charter</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 not met.</p> <p>I understand that my actions affect other people locally and globally.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</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>	<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 understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand that my actions affect myself and others: I care about others' feelings and try to empathise with them.</p> <p>I can contribute to the group and understand how we function best as a whole.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it by modelling it myself.</p>	
Autumn Term 2 Personal Safety – MUST be covered at some point this HT	NB: NOT FROM JIGSAW:- Personal Safety (1 week)	<p>(NOT from PSHE Ed/National Framework)</p> <p>Discuss:</p> <p>Privacy – and when is it ok not to keep a secret?</p> <p>Appropriate/inappropriate and unsafe physical contact - and what to do if feel unsafe about an adult.</p> <p>Whom to go to for help or advice – and how to report concerns or abuse. (see LJJ's Sept 2020 NSPCC assembly)</p>		<p>Topic 5: Being Safe</p> <p>2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>

				8. where to get advice, for example family, school or other sources.
Autumn Term 2: continued: Celebrating Difference	<p>1) Am I normal?</p> <p>2) Understanding disability</p> <p>3) Power Struggles</p> <p>4) Why bully?</p> <p>5) Celebrating difference</p> <p>6) Celebrating difference</p>	<p>I understand that there are different perceptions about what normal means.</p> <p>I understand how having a disability could affect someone's life.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be a source of conflict and a cause of celebration.</p>	<p>I can empathise with people who are living with disabilities.</p> <p>I am aware of my attitude towards people with disabilities.</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 in managing my feelings in bullying situations & for problem solving when I am part of one.</p> <p>I appreciate people for who they are.</p> <p>I can show empathy with people in either situation.</p>	<p>Topic 3: Respectful Relationships</p> <p>1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Topic 3: Respectful Relationships</p> <p>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>
Spring Term 1: Dreams and Goals Finish this unit early – ie before end of HT – then start next unit before Half Term as lots to get through	<p>1) Personal Learning Goals</p> <p>2) Steps to Success</p> <p>3) My Dream for the World</p> <p>4) Helping to Make a Difference (combine with piece 5)</p> <p>5) Helping to Make a Difference</p> <p>6) Recognising Our Achievements</p>	<p>I know my learning strengths & can set challenging but realistic goals for myself (e.g. one school goal and one out of school goal).</p> <p>I can work out the learning steps I need to take to reach my goal & understand how to motivate myself to work on these.</p> <p>I can identify problems in the world that concern me & 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>	<p>I understand why it is important to stretch the boundaries of my current learning.</p> <p>I can set success criteria so that I will know whether I have reached my goal.</p> <p>I recognise the emotions 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 living in difficult situations.</p>	

		I know what some people in my class like or admire about me & can accept their praise.	I can identify why I am motivated to do this. I can give praise & compliments to others when I recognise their contributions and achievements.	
<p>Spring Term 2: Healthy Me</p> <p>Start this unit early – ie before end of previous HT - as lots to get through</p>	<p>1) Food</p> <p>2) Drugs</p> <p>3) Alcohol</p> <p>4) Emergency Aid</p> <p>5) Emotional and Mental Health</p> <p>6) Managing Stress</p>	<p>I know the impact of food on the body e.g. creating energy, giving comfort and altering mood.</p> <p>I know about different types of drugs, their uses & their effects on the body (particularly the liver and the heart).</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially – or being misused.</p> <p>I know & can put into practice basic emergency aid procedures (e.g. the recovery position) & know how to get help in emergency situations.</p> <p>I understand what it means to be emotionally well & can explore people's attitudes towards mental health/illness.</p> <p>I can recognise when I feel stressed & the triggers that cause this. I understand how stress can cause alcohol misuse.</p>	<p>I am motivated to give my body the best combination of food for my physical and emotional health.</p> <p>I am motivated to find ways to be happy & cope with life's situations without using drugs.</p> <p>I can tell you how I feel about using alcohol when I am older & my reasons for this.</p> <p>I know how to keep myself safe to avoid emergencies and also how to deal with them if they happen.</p> <p>I know how to help myself feel emotionally healthy & can recognise when I need help with this.</p> <p>I can use different strategies to manage stress and pressure.</p>	<p>Topic 3: Respectful Relationships 4. the importance of self-respect and how this links to their own happiness.</p>
<p>Summer Term 1: Relationships</p> <p>** As part of this topic, ask the pupils what they would think if someone (a stranger or someone they knew) were to offer them a 'free' gift – e.g. money/phone etc. What would they do? Introduce the idea of being groomed or exploited (e.g. 'County Lines'): explore</p>	<p>1) My Relationship Web</p> <p>2) Love and Loss 1 (combine pieces 2 and 3 here – and link to RS)</p> <p>3) Love and Loss 2</p> <p>4) Power and Control **</p>	<p>I can identify the most significant people in my life so far.</p> <p>I know some of the feelings we can have someone dies or leaves.</p> <p>I understand that there are different stages of grief & that there are different types of loss that cause people to grieve.</p>	<p>I understand how it feels to have people in my life that are special.</p> <p>I can use some strategies to manage feelings associated with loss & can help other people to do so.</p> <p>I can recognise when I am feeling those emotions,</p>	<p>Topic 2: Caring Friendships 1. how important friendships are in making us feel happy and secure.</p> <p>Pieces 5 and 6:</p>

<p>useful strategies to protect themselves from this. See separate info sheet.</p>	<p>5) Being Safe with Technology 1</p> <p>6) Being Safe with Technology 2</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I understand how technology can be used to try to gain power or control, and I can use strategies to prevent this from happening.</p> <p>I can use technology positively and safely to communicate with my friends and family.</p>	<p>and have strategies to manage them.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I can take responsibility for my own safety and well-being.</p> <p>I can take responsibility for my own safety and well-being.</p>	<p>Topic 3: Respectful Relationships</p> <p>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Topic 4: Online Relationships (recap 1 – 4 from U2)</p> <p>1. that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>5. how information and data is shared and used online</p> <p>Topic 5: Being Safe</p> <p>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p>
<p>Summer Term 2: Changing Me</p> <p>NB Jigsaw only used for weeks 1 and 2 (Pieces 2 and 3) as Sex Ed taught in U2.</p>	<p>1) (Jigsaw piece 2): Puberty</p> <p>2) (Jigsaw piece 3) Girl Talk/Boy Talk</p>	<p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can ask the questions I need answered about changes during puberty.</p>	<p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can reflect on how I feel about asking the questions and about the answers I receive.</p>	
<p>Friendships and Relationships</p>	<p>NB: NOT FROM JIGSAW:- 3 and 4) Safe and respectful relationships</p>	<p>(NOT from PSHE Ed/National Framework)</p> <p>Discuss:</p> <p>How do friendships make us feel?</p> <p>How do we choose and make friends?</p> <p>What are the characteristics (and benefits) of friendships?</p> <p>What are the signs of a healthy friendship/relationship?</p> <p>How can we keep these relationships healthy</p>		<p>Topic 2: Caring Friendships</p> <p>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>

		(explore permission-seeking and boundaries)?	<p>Topic 3: Respectful Relationships 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Topic 5: Being safe 1. what sorts of boundaries are appropriate in friendships with peers and others?</p>
Safety	NB: NOT FROM JIGSAW:- 5) Staying Safe	(NOT from PSHE Ed/National Framework) Discuss: In what ways can we keep ourselves as safe as possible – in the summer, and the future in general? Mention: sun safety, road safety, 'stranger danger'.	<p>Topic 5: Being safe 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 5. how to recognise and report feelings of being unsafe or feeling bad about any adult</p>

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Jan 2021