

PSHE medium term planning

The PSHE Curriculum at The Pines:

At the Pines, PSHE education is of the upmost importance in order to develop our pupils, so they are able to have the necessary skills in order to live safely and as independently as possible when they leave The Pines. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy; our children can tackle barriers to learning, raise their aspirations and improve their general quality of life. The teaching of fundamental British values is also weaved into the full curriculum.



Intent - At the Pines we aim to provide a well differentiated curriculum that meets the needs of all our pupils. We also aim to provide them with experiences which will help to develop natural curiosity and a love from learning. In addition, we want to be able to provide a curriculum that allows the children to develop their skills to allow them to grow into adulthood, and be as independent as possible. We also aim to provide a broad, balanced and relevant curriculum which helps to ensure that the children acquire the knowledge and skills to fully prepare themselves for the next stages in their education and life. So, as a school we aim to -

- Ensure the pupils know what constitutes to a healthy lifestyle.
- Make the pupils aware of how to stay safe, including online.
- Ensure pupils can make, sustain and know what a healthy relationship is.
- Help pupils develop their resilience, perseverance and self-esteem.
- Give the pupils the life skills they need in adulthood to live as independently as possible.

Implementation – At The Pines, we recognise planning, teaching and assessing a rich, coherent and inclusive curriculum is essential for quality PSHE learning. The curriculum has been carefully drawn up to ensure all aspects of the National Curriculum are covered at each key stage. Key knowledge and skills are identified for each unit of work to ensure progression across topics and year groups. Prior knowledge is considered to ensure lessons are relevant and take account of the children’s different starting points.

At the Pines we have three different pathways that are differentiated to meet the needs of our pupils (M, M / E and E pathway). In the “M” and “M / E” pathway classes the pupils will follow the Jigsaw scheme of work. With the M pathway following the scheme of work with how Jigsaw have laid it out, with the only exception being the “Changing Me”, where they follow the year group prior planning. This is due to the cognition levels of the children within this pathway. Then in the “M / E” pathway the children will follow the Jigsaw scheme of work 2 years down and then for the “Changing me” section 3 years down, this is due to us taking the needs and level the children are working at closely into consideration.

Children within the E pathway classes the pupils will follow an adapted scheme of work. All classes will follow the same layout, and will all complete the 6 jigsaw pieces at the same time. Within KS4 the E pathway classes will also follow the ASDAN qualification which has been woven into the PSHE curriculum.

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Plans identify the key knowledge which will be covered during the topic which will be differentiated for the varying ability levels, for children following the E pathway, outcomes will be assessed against the engagement model. Total communication enables all children to deepen understanding and a topic related progressive vocabulary list is used within planning to maximise cross curricular learning. This is further supported by symbols reflecting key words on all PSHE plans. Cross curricular work is an integral part of PSHE. PSHE is transferable to all curriculum areas and promotes spiritual, moral, social and cultural development. The local area is fully utilized to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. Assessment of each topic area will allow new teachers to know what prior knowledge and skills may need to be revisited again.

As we know there are other life skills that are vital to developing the whole child that can't be taught in lesson time, such as toileting. The class teams will track these skills through a separate document. This will be passed on to the new teacher when children are transitioning classes.

Impact - Our pupils will gain skills in order to live as independently as possible and be part of the community, work with others appropriately, appreciate diversity and to be proud of their achievements and strengths. They will also learn the necessary life skills in order to cope with the day to day life in school, at home and in the wider community. The curriculum will also allow the children to learn to make choice for themselves, become confident individuals and begin to think about what they will do after they leave school. Our pupils will also begin to understand right and wrong, show respect to all faiths/cultures, genders and other differences within society, and know how to keep themselves safe in the outside world including online.

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M Pathway Overview (Jig SoW)

	Autumn 1 (Being me in my world)	Autumn 2 (Celebrating Differences)	Spring 1 (Dreams and Goals)	Spring 2 (Healthy Me)	Summer 1 (Relationships-RSE)	Summer 2 (Changing me-RSE)
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	(Not from Jigsaw SoW) Body parts Similarities and difference in genders Getting help Memories from the year Transition
Cycle 1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Cycle 2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles –animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Cycle 3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Cycle 4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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Cycle 5	<p>Planning the forthcoming year</p> <p>Being a citizen</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p> <p>How behaviour affects groups</p> <p>Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict</p> <p>Racism</p> <p>Rumours and name-calling</p> <p>Types of bullying</p> <p>Material wealth and happiness</p> <p>Enjoying and respecting other cultures</p>	<p>Future dreams</p> <p>The importance of money</p> <p>Jobs and careers</p> <p>Dream job and how to get there</p> <p>Goals in different cultures</p> <p>Supporting others (charity)</p> <p>Motivation</p>	<p>Smoking, including vaping</p> <p>Alcohol</p> <p>Alcohol and anti-social behaviour</p> <p>Emergency aid</p> <p>Body image</p> <p>Relationships with food</p> <p>Healthy choices</p> <p>Motivation and behaviour</p>	<p>Self-recognition and self-worth</p> <p>Building self-esteem</p> <p>Safer online communities</p> <p>Rights and responsibilities online</p> <p>Online gaming and gambling</p> <p>Reducing screen time</p> <p>Dangers of online grooming</p> <p>SMARRT internet safety rules</p>	<p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>
Cycle 6	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behaviour</p> <p>Role-modelling</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>	<p>Self-and body image</p> <p>Influence of online and media on body image</p> <p>Love and loss</p> <p>Puberty for girls</p> <p>Puberty for boys</p> <p>Conception (including IVF)</p> <p>Growing responsibility Coping with change</p> <p>Preparing for transition</p>
Cycle 7	<p>Big Question How do I fit into the world I live in?</p> <p>Identity –what makes a person?</p> <p>Is fitting in more important than being unique?</p> <p>Influences/ peer pressure</p> <p>That happiness is linked to being connected with others</p> <p>Maintaining positive relationships with people who are different to me</p> <p>Online identity and relationships</p>	<p>Big Question Do we need to feel 'the same as' to belong?</p> <p>Challenging prejudice and discrimination</p> <p>Protected characteristics</p> <p>Assertiveness</p> <p>Role of a bystander Stereotypes</p> <p>Bullying Assertiveness</p> <p>Relationship skills</p>	<p>Big Question: Can my choices affect my dreams and goals?</p> <p>Identifying personal dreams and goals</p> <p>Skills for the 21st century workplace</p> <p>Steps to achievement</p> <p>Managing set-backs</p> <p>Basic first aid in emergency situations</p> <p>Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.</p>	<p>Big Question: To what extent am I responsible for my mental and physical health?</p> <p>Recognising and describing emotions</p> <p>Strategies for positivity</p> <p>Managing stress</p> <p>Link between mental health and activity</p> <p>Taking responsibility for health</p> <p>Substances and their effects</p> <p>Nutrition</p> <p>Vaccinations</p> <p>Sleep</p>	<p>Big Question: What can make a relationship healthy or unhealthy?</p> <p>Identifying my relationships</p> <p>Values and qualities in healthy relationships</p> <p>Relationship change</p> <p>Managing my responses to keep my relationships healthy and safe</p> <p>Discernment</p> <p>Media portrayal of relationships</p> <p>Assertiveness</p> <p>Sexting</p> <p>Rights and responsibilities (including consent)</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>
Cycle 8	<p>Big Question Can I choose how I fit into the world?</p> <p>How have I changed?</p> <p>Planning for the year ahead</p> <p>Family, what does that mean to me?</p> <p>Different types of committed stable relationships</p> <p>Does my family influence me?</p> <p>Active listening</p> <p>Stereotyping (in families)</p>	<p>Big Question How different are we really?</p> <p>Recognising similarities</p> <p>Prejudice and discrimination</p> <p>Protected characteristics</p> <p>Social injustice and inequality</p> <p>Hate crime</p> <p>Making a positive contribution to community</p> <p>Making a difference and links to wellbeing</p>	<p>Big Question: Can the choices I make now influence my future?</p> <p>Short-, medium-and long-term goals</p> <p>Resilience</p> <p>Employability skills</p> <p>Career choices</p> <p>My online 'footprint'</p> <p>Budgeting</p> <p>Debt</p>	<p>Big Question: Can I become more responsible for my health and happiness?</p> <p>Taking personal responsibility for health</p> <p>Stress triggers</p> <p>Managing stress</p> <p>Substances and their effects</p> <p>Drug supply and possession</p> <p>County lines/exploitation/gang culture</p>	<p>Big Question Because I'm worth it...or am I?</p> <p>Relationship with self</p> <p>Negative self-thoughts</p> <p>Body-image including online and in media</p> <p>Competing relationships and how to manage these demands</p> <p>Personal space inc online</p> <p>Media portrayal of relationships</p> <p>Media manipulation</p>	<p>Big Question: What changes are happening to prepare me for adulthood?</p> <p>Puberty and body development (Re-cap from primary)</p> <p>Conception and childbirth (Re-cap from primary)</p> <p>Choices with pregnancy (IVF, surrogacy, contraception)</p> <p>Different types of parenting and families</p>

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	<p>What do I choose to 'hear' about myself? Faith and beliefs Cultural diversity</p>	<p>Blood and organ donation</p>	<p>Gambling inc links to mental health Positive/negative role of money in society inc links to mental health</p>	<p>Role of medicines and vaccines Dental health</p>	<p>Components of positive relationships Personal space Social media and online safety Illegal aspects of social media Recognising negative relationships and skills to manage them</p>	<p>Self and body-image FGM, breast ironing Brain changes in adolescence Emotional changes in adolescence</p>
Cycle 9	<p>Big Question: To what extent does the world I live in affect my identity?</p> <p>Personal identity and intimate relationships Peer approval Social media Self-identity Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</p>	<p>Big Question: Is being different a good thing?</p> <p>Sexism and homophobia Perception of others Positive and negative language, banter and verbal bullying Types of bullying Recognising prejudice Stereotyping</p>	<p>Big Question: Who do I dream of becoming?</p> <p>Personal strengths and weaknesses SMART planning Mental health and body image. a self-esteem; Recognising mental ill-health self-harm & suicide, eating disorders, depression, anxiety pressure (peep, online, media) Maintaining mental health. Accessing mental health support</p>	<p>Big Question How can substances impact on wellbeing?</p> <p>What does the media say about teenagers? Dental health Alcohol and decision making Drugs and decision making Emergency first-aid Substances and mental health</p>	<p>Big Question Is choice important within intimate relationships?</p> <p>Power and control in relationships Consent and assertiveness Contraception Sexually Transmitted Infections Am I normal? Common concerns around adolescence</p>	<p>Big Question: What factors can make an intimate relationship happy and healthy?</p> <p>Boyfriends and girlfriends Different types of committed stable and loving relationships/partnerships Positive aspects of healthy intimate relationships Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs Choosing to 'come out' Pornography Alcohol and relationships Accessing support</p>
Cycle 10	<p>Big Question: Is managing my on-line and off-line world within my control?</p> <p>Freedom and safety Safe relationships Online safety and cultural norms Personal safety with technology Staying safe off line Managing threats to safety in the wider world</p>	<p>Big Question: Does everyone in society have the right to equality?</p> <p>What does equality mean to me? Equality in the workplace Equality in society Equality in relationships Equality and vulnerable groups Power and control</p>	<p>Big Question: Is success only possible when physical and emotional needs are in balance?</p> <p>Dreams for myself and the world; balance and perspective, relationships and community. Jobs -legislation around work for young people Managing setbacks/ resilience building Planning for success</p>	<p>Big Question: When it comes to health to what extent am I in control?</p> <p>Physical health; screening, vaccination, personal hygiene. Health MOT Achieving mental health Threats to health e.g. addiction, substance and alcohol use, lifestyle choices, loneliness, diseases, cancer, heart disease, infection</p>	<p>Big Question: Is love all you need?</p> <p>What makes a happy relationship? Parenting relationships Relationship breakdown Social influences on relationships, e.g. stereotypes, pornography, media, peer perception Friendships and peer support and connectedness</p>	<p>Big Question How can change affect mental health?</p> <p>Changing perceptions and opinions Mental health Common mental health issues Skills for change and 'pressure' Adapting to change Self-reflection and evaluation Transition (to next year group)Sleep</p>

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Cycle 11	<p>Big Question: Are we in the adult world at 16?</p> <p>Entering the adult world Ok at 16, Legislation affecting 16-year olds Managing adult on-line relationships Emergency response, e.g. medical emergency, drugs, alcohol, diabetes, allergies, head injury</p>		<p>Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?</p> <p>Dreams and goals including; financial, jobs, relationships (e.g. marriage, parenting) Resilience Contingency planning</p>	<p>Big Question: Should relationships, sex and sexual health be discussed more openly?</p> <p>Healthy attitudes on sexual relationships including; body image, choices and consequences. (e.g. pregnancy, being a young parent, termination choices, protected sex, delay etc) Communication about relationships, sex and sexual health Exam preparation and concentration, sleep, stress, relaxation</p>	<p>Challenging relationships, e.g. domestic abuse, coercive relationships, exploitation</p> <p>Big Question: Without sufficient knowledge can we avoid misuse of power in our relationships?</p> <p>Sexuality Spectrum Respect and equality in relationships (recognising conflicts and power-based relationships) Individuality in relationships Stages of relationships Sexual relationship checklist Gender/honour based violence FGM</p>	<p>Big Question: Can all change be positive in some way?</p> <p>How does social change affect me? Managing relationship changes e.g. loss, bereavement, break-ups, blended families, divorce Gender identity Spectrum of sexuality Managing the challenges in the year ahead</p>
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M / E Pathway Overview (EYFS and Cycle 1 curriculum not from Jigsaw Sow)

	Autumn 1 (Being me in my world)	Autumn 2 (Celebrating Differences)	Spring 1 (Dreams and Goals)	Spring 2 (Healthy Me)	Summer 1 (Relationships-RSE)	Summer 2 (Changing me-RSE)
EYFS	(Not from Jigsaw SoW) Being special Difference between me and my friends Happy and sad Being kind Rights and responsibilities	(Not from Jigsaw SoW) Identifying my talents Being special Families Who I live with Friends Emotions (Happy , sad and Frightened)	(Not from Jigsaw SoW) Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	(Not from Jigsaw SoW) Body Parts Being Healthy (food) Physical activity Sleep Keeping clean (washing hands) Safety	(Not from Jigsaw SoW) My Family Friendships Emotions (angry) Being a good friend	(Not from Jigsaw SoW) Body parts Similarities and difference Getting help Memories from the year Transition
Cycle 1	(Not from Jigsaw SoW) Classroom jobs Making Choices Feeling special and safe Consequences	(Not from Jigsaw SoW) Similarities and differences Identifying happy and sad Being a good friend	(Not from Jigsaw SoW) Setting a goal for the lesson Working with a partner Goals Feelings of success	(Not from Jigsaw SoW) Healthy and unhealthy foods Being healthy (exercise) Road safety Keeping clean (teeth) Medicine	(Not from Jigsaw SoW) Different types of families Being a good friend Greeting people People who help us (in school)	(Not from Jigsaw SoW) Body parts- part 2 Growth and change Being Calm Transition
Cycle 2	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	(Not from Jigsaw SoW) Body parts Similarities and difference in genders Getting help Transition
Cycle 3	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations Transition
Cycle 4	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles –animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

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Cycle 5	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p>	<p>Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</p>	<p>Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Transition</p>
Cycle 6	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition Transition</p>
Cycle 7	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change Transition</p>
Cycle 8	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition Transition</p>

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Cycle 9	<p>Big Question How do I fit into the world I live in?</p> <p>Identity –what makes a person? Is fitting in more important than being unique? Influences/ peer pressure That happiness is linked to being connected with others Maintaining positive relationships with people who are different to me Online identity and relationships</p>	<p>Big Question Do we need to feel 'the same as' to belong?</p> <p>Challenging prejudice and discrimination Protected characteristics Assertiveness Role of a bystander Stereotypes Bullying Assertiveness Relationship skills</p>	<p>Big Question: Can my choices affect my dreams and goals?</p> <p>Identifying personal dreams and goals Skills for the 21st century workplace Steps to achievement Managing set-backs Basic first aid in emergency situations Responsible choices and keeping safe e.g. gang culture, knife crime, coercion and exploitation, drugs and alcohol.</p>	<p>Big Question: To what extent am I responsible for my mental and physical health?</p> <p>Recognising and describing emotions Strategies for positivity Managing stress Link between mental health and activity Taking responsibility for health Substances and their effects Nutrition Vaccinations Sleep</p>	<p>Big Question: What can make a relationship healthy or unhealthy?</p> <p>Identifying my relationships Values and qualities in healthy relationships Relationship change Managing my responses to keep my relationships healthy and safe Discernment Media portrayal of relationships Assertiveness Sexting Rights and responsibilities (including consent)</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
Cycle 10	<p>Big Question Can I choose how I fit into the world?</p> <p>How have I changed? Planning for the year ahead Family, what does that mean to me? Different types of committed stable relationships Does my family influence me? Active listening Stereotyping (in families) What do I choose to 'hear' about myself? Faith and beliefs Cultural diversity</p>	<p>Big Question How different are we really?</p> <p>Recognising similarities Prejudice and discrimination Protected characteristics Social injustice and inequality Hate crime Making a positive contribution to community Making a difference and links to wellbeing Blood and organ donation</p>	<p>Big Question: Can the choices I make now influence my future?</p> <p>Short-, medium-and long-term goals Resilience Employability skills Career choices My online 'footprint' Budgeting Debt Gambling inc links to mental health Positive/negative role of money in society inc links to mental health</p>	<p>Big Question: Can I become more responsible for my health and happiness?</p> <p>Taking personal responsibility for health Stress triggers Managing stress Substances and their effects Drug supply and possession County lines/exploitation/gang culture Role of medicines and vaccines Dental health</p>	<p>Big Question Because I'm worth it...or am I?</p> <p>Relationship with self Negative self-thoughts Body-image including online and in media Competing relationships and how to manage these demands Personal space inc online Media portrayal of relationships Media manipulation Components of positive relationships Personal space Social media and online safety Illegal aspects of social media Recognising negative relationships and skills to manage them</p>	<p>Big Question: What changes are happening to prepare me for adulthood?</p> <p>Puberty and body development (Re-cap from primary) Conception and childbirth (Re-cap from primary) Choices with pregnancy (IVF, surrogacy, contraception) Different types of parenting and families Self and body-image FGM, breast ironing Brain changes in adolescence Emotional changes in adolescence Transition</p>

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Cycle 11	<p>Big Question: To what extent does the world I live in affect my identity?</p> <p>Personal identity and intimate relationships Peer approval Social media Self-identity Perceptions/misperceptions e.g. sexual exploitation, grooming, risk within sexual relationships, consent, risky experimentation</p>	<p>Big Question: Is being different a good thing?</p> <p>Sexism and homophobia Perception of others Positive and negative language, banter and verbal bullying Types of bullying Recognising prejudice Stereotyping</p>	<p>Big Question: Who do I dream of becoming?</p> <p>Personal strengths and weaknesses SMART planning Mental health and body image. a self-esteem; Recognising mental ill-health self-harm & suicide, eating disorders, depression, anxiety pressure (peep, online, media) Maintaining mental health. Accessing mental health support</p>	<p>Big Question How can substances impact on wellbeing?</p> <p>What does the media say about teenagers? Dental health Alcohol and decision making Drugs and decision making Emergency first-aid Substances and mental health</p>	<p>Big Question Is choice important within intimate relationships?</p> <p>Power and control in relationships Consent and assertiveness Contraception Sexually Transmitted Infections Am I normal? Common concerns around adolescence</p>	<p>Big Question: What factors can make an intimate relationship happy and healthy?</p> <p>Boyfriends and girlfriends Different types of committed stable and loving relationships/partnerships Positive aspects of healthy intimate relationships Negative factors that can make an intimate relationship unhealthy e.g. power and control/STIs Choosing to 'come out' Pornography Alcohol and relationships Accessing support</p>
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PSHE medium term planning

E Pathway Overview

	Autumn 1 (Being me in my world)	Autumn 2 (Celebrating Differences)	Spring 1 (Dreams and Goals)	Spring 2 (Healthy Me)	Summer 1 (Relationships-RSE)	Summer 2 (Changing me-RSE)
EYFS	Choices Emotions (happy and sad) Class routines My actions through play	Who I live with My class Being Proud	New activities Turn taking Classroom jobs (tidying) Finishing	Facial features Fruit and vegetables Keeping clean (washing hands)	My immediate Family Watching the adult Emotions- (angry)	Body Parts Similarities and difference People who help us in school Transition
Cycle 1	Classroom jobs Likes and dislikes Planning ahead	Similarities and differences (features) My friends Families	Choices (linked to my preferences) Goals Working alongside a partner	Healthy foods Being healthy (exercise) Road safety Keeping clean (teeth) Doctors	My family (grandparents) Being a good friend Greeting people People who help us (in school)	Body parts- part 2 Growth and change Being Calm Transition
Cycle 2	Being Special Recognising Emotions (Happy and sad) Being Kind Preferences	How I am different Friendships (Sharing) Different families Emotions (Frightened)	Individual goals Making choices Sharing an activity	Foods that give us energy Keeping clean (washing face) Relaxation Road safety	My Extended Family Good friend (Sharing) Emotions (Worried)	Functions of the body (facial features) Private parts (NSPCC- PANTS) Transition
Cycle 3	Classroom rules Jobs around the school Making choices (different environments)	Families- Similarities and differences Being unique Behaviour-good and bad	Class goals Playing Cooperatively Achieving Goals Working with a partner	Different types of exercise Doctors (medicine) Healthy Morning Routine Road safety	Love Being Caring Friendships (Turn taking) Greeting people	Functions of the body- part 2 Growth and change – Part 2 Private parts (NSPCC- PANTS) Transition
Cycle 4	Listening skills Motivators Class Charter (play and work)	Being Unique and different Behaviour (right and wrong) Friendships (Kind behaviour)	Class goals- Part 2 Group Choices Sharing Success	Healthy Snacks Doctors (being safe with medicine) Healthy Night Routine Road safety (Lollipop man/lady)	Family Love and care People we are thankful for Friendships (Being kind)	Life cycles in nature Private parts male and female Private parts are private (NSPCC- PANTS) Transition
Cycle 5	Class Charter (to be listen to) School Values Recognising Emotions (worried and frightened) Listening skills-following instructions	Importance of family Different Families- Part 2 Being kind – words/actions	Class goals – Part 3 Class Choices Hopes and dreams (Jobs) Evaluating my work	Stanger danger (familiar and unfamiliar people) Safety in the Kitchen Keeping clean (before cooking) Road safety (pelican crossing)	Friendships (good listener) Love- part 2 Family member roles Online safety- requesting	Growth and change- sorting Appropriate and inappropriate touch (NSPCC- PANTS) Identifying change Transition
Cycle 6	Voting (decision making) Class Charter (to be kept safe) Roles in school	Celebrate differences Being inclusive Seeking help when sad	Hopes and dreams (Jobs) Setting goals Charities and their goals	Healthy meals Staying safe outside (forest school)	Emotions- Jealousy Memories (past relationships) Online safety- personal info	Body changes Different stages of growth My body (NSPCC- PANTS)

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	Giving instructions	Friendship (helping each other)		Keeping clean (knowing what to do when dirty)		Transition
Cycle 7	Setting Goals Communication within a group Class Rules	Being inclusive Different cultures (Indian) Friendship (Kind words)	Money (Jobs) Jobs (Interest) Communication (different environments) House hold jobs	Emergency's (getting help) Stranger Danger (familiar and unfamiliar people) Keeping Healthy (Exercise) Keeping safe (Allotment)	Screen time Using different technology My Personality	Looking after Babies (love and care) My body changes Private Parts (NSPCC-PANTS) Transition
Cycle 8	Rewards Children's rights (to play, to learn and to be kept safe) Emotions (Worries and Fear)	Community (school) Different Cultures (American) Bullying	Steps to success Community (School allotment) Working together Cleaning Jobs	Keeping healthy (Diet) Keeping safe (Local area) Oral hygiene	Mental health (relaxing) Online safety (accessing apps) Different relationships	Responsibility (jobs) My body changes- part 2 Looking after myself Looking after babies (wants and needs) Transition
Cycle 9	Positive relationships Self- identity Consent	Different cultures (Asian) Equality Stereotypes	Goals Evaluation Skills for work Emergency's (first aid)	Keeping healthy (self-sooth and relax) Keeping healthy (Sleep) Emotions (likes and happiness)	Stable relationship Consent (NSPCC-PANTS) Love (people that love me)	Body changes (Males and females) Looking after myself- part 2 Self-esteem Transition
Cycle 10	Self-identity Beliefs Children rights (freedom to believe what they want to)	Different cultures (Africa) Equality (fair and not fair) Local area Bullying (seeking help)	Earning Money Different Jobs Local transport Long term goals	Keeping healthy (helping stay healthy) Mental health (Things that make me happy) Hospitals/Doctors Dentist	Positive and negative relationships Online safety (searching the web) My relationships and differences	Self-esteem (compliments) Puberty Parents/cares roles Transition
Cycle 11	Children rights (To be listened to) Consent My identity	Local area-part 2 Bullying (seeking help)-part 2 Different families	Employability Planning journeys Dream jobs	Drinks and snacks Emotions (anxiety) Personal safety routines Hospitals/Doctors (getting help)	Loving relationships Maintaining relationships Appropriate and inappropriate touch (NSPCC-PANTS)	My body changes (seeking help) Hygiene ad cleanliness routines Next steps

PSHE medium term planning

EYFS Autumn 1 – Being Me In My World		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that being kind is good • Know that hands can be used kindly and unkindly • Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> • Know something that makes me special • Know how I am different to my friends. • Identify feelings of happiness and sadness • Know what kind behaviour is • To have an early awareness that they have the right to learn and play, safely and happily 	<ul style="list-style-type: none"> • Making choices about things I like • To explore emotions and to begin to have an early understanding of happiness and sadness • (Begin to) To follow simple class routines • To begin to realise that their actions have an effect on the world, so they want to keep repeating them through play and learn activities (e.g. Making marks in sand)
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Who... Me?! - I understand how it feels to belong and that we are similar and different 2. How am I feeling today? - I can start to recognise and manage my feelings 3. Being at School-I enjoy working with others to make school a good place to be 4. Gentle Hands-I understand why it is good to be kind and use gentle hands 5. Our Rights - I am starting to understand children's rights and this means we should all be allowed to learn and play 6. Our responsibilities-I am learning what being responsible means 	<ul style="list-style-type: none"> • Create paper plate faces focussing on hair colour, eye colour, skin colour (physical differences). Compare to each other's. • Decorate picture of themselves and add words that make them special • Fill a balloon with special words about each child (given by their friends) and glitter and pop to reveal. • Use mirrors to pull happy and sad faces • Explore sad and happy faces and sort. • Make a list of activities that make the children happy and do one/two a week for 15 minutes. • Create a kindness rules for class • Do something kind for someone – bake biscuits for a friend, make a card for someone special. 	<ul style="list-style-type: none"> • Making choices- PECs box session • Making choices- Make choices from a selection of foods. • Making choices- Sensory sentences (making choices) • Emotions (happy and sad)- Explore pictures of happy and sad faces • Emotions (happy and sad) Link feelings to emotions and create a sensory tray for each emotion • Emotions (happy and sad) Let children explore facial expressions with mirrors. • Emotions (happy and sad) Enjoy activities the children like together using language – I am happy • Actions have an effect on the world- Cause and effect toy exploration

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		<ul style="list-style-type: none"> • Actions have an effect on the world- Art exploration – making handprint, fingerprints, footprints. • Actions have an effect on the world- Playdough and tools
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turn	Special , friend, different, happy, sad, kind, play, safe	I like, I want, happy, sad, choice

EYFS Autumn 2 – Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry 	<ul style="list-style-type: none"> • To show an early awareness of what being proud means. • Know what I am good at • Know what makes me special • Know who lives in my home • To have an early awareness that families can be different • Know who my friends are • Know how to be a good friend • To have an early awareness that there is time when I can say no to my friends • Know the names of some emotions such as happy, sad, frightened 	<ul style="list-style-type: none"> • To encounter the feeling of being Proud (Done through star of the week assemblies / head teachers awards). • To have an early awareness of the different people in their class. • To have an early awareness of the people in their family
Lesson Ideas	Lesson Ideas	Lesson Ideas
Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.	<ul style="list-style-type: none"> • Create a display for work we are proud of and help the children to pick a piece of work to display each week. 	<ul style="list-style-type: none"> • Being Proud-Celebrate achievements as a class.

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<ol style="list-style-type: none"> What am I good at? -I can identify something I am good at and understand everyone is good at different things I'm Special, I'm Me! -I understand that being different makes us all special Families- I know we are all different but the same in some ways Homes- I can tell you why I think my home is special to me Making Friends- I can tell you how to be a kind friend Standing Up for Yourself- I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> Encourage the children to try new activities to find out what they are good at. Decorate a house and stick photographs of family inside. Create a book of things they like Look at pictures of each other's families Play turn taking games Playdough emotion faces Create emotion sensory bins 	<ul style="list-style-type: none"> Being Proud- Play games together involving interaction with one another - high five each other, hold hands, passing an item Awareness of the different people in their class- Explore sensory play together (all in the same tray) Awareness of the different people in their class- Spin each other on a spinning chair Awareness of the different people in their class- Rolling the ball to each other Early awareness of the people in their family- Create an interactive photo album
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Special, Proud, Friends, Kind, Happy, Sad, Frightened, mum, dad, brother, sister	Proud, friends in class/adults, family, mum. Dad, brother, sister

EYFS Spring 1 – Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal 	<ul style="list-style-type: none"> To have an early awareness of trying new challenges as independently as possible Know that I need to keep trying if I don't do something first time To have an early awareness on how to set goals Know kind words To have an early awareness of different jobs they can do when they are older. With adult support know when they have achieved a goal. 	<ul style="list-style-type: none"> Encounter a range of new activities when supported by a familiar adult (both indoor and outdoor) Share and take turns during play and learn/work activities with peers with support To know when they have completed a task. (Begin to) Complete a range of simple classroom jobs (tidying)
Lesson Ideas	Lesson Ideas	Lesson Ideas

PSHE medium term planning

<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Challenge- I understand that if I persevere I can tackle challenges 2. Never Giving Up- I can tell you about a time I didn't give up until I achieved my goal. 3. Setting a goal- I can set a goal and work towards it. 4. Obstacles and Support- I can use kind words to encourage people 5. Flight to the Future- I understand the link between what I learn now and the job I might like to do when I'm older 6. Footprint Awards- I can say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> • Adult demonstrate an activity then children attempt to complete independently – building a tower, trying a new food, building a train track. • Encourage children to keep going with activities • Encourage the children to do up buttons and zips • Use now, then and next boards to show introduce goals – I have to do this and this before I get this (goal) • Imaginative play with different careers. • Visit local places to look at jobs in the local community. • Create a target board to use in class. 	<ul style="list-style-type: none"> • Visit a new place • Explore different sensory experiences – cold, warm, wet, dry • Encourage sharing by using favourite toys • Cooking activities focussing on turn taking - its ... turn to stir • Use a now and next board to help understanding of when a task has finished. • Finish tasks with a reward. • Create a list of jobs and allocate them.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>goals, kindness, different jobs,</p>	<p>share, finished, job, helping</p>

EYFS Spring 2 – Healthy me

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know how to say No to strangers • Know what to do if they get lost 	<ul style="list-style-type: none"> • To have an early awareness of some parts of their body • To have an early awareness of what being healthy means through exploring healthy foods • To have an early awareness of what they need to do to keep healthy • To have an early awareness of needing to exercise to stay healthy. • To have an early awareness of why sleep is good for them 	<ul style="list-style-type: none"> • To explore different facial features (hair, eyes, nose, mouth, ears) • Explore a range of fruit and vegetables • To be able to make choices about which fruit and vegetables they like. • To explore personal care routines through having an early awareness on how / when to wash their hands.

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	<ul style="list-style-type: none"> To know how/when to wash their hands properly (still needing some support) To have an early awareness of saying NO to strangers 	
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Everybody's Body-I understand that I need to exercise to keep my body healthy. We like to move it, move it! - I understand how moving and resting are good for my body Food Glorious Food- I know which foods are healthy and not so healthy and can make healthy eating choices Sweet Dreams- I know how to help myself go to sleep and understand why sleep is good for me Keeping Clean-I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet Safe Adults- I know who my safe adults are and how to stay safe if they are not close by me. 	<ul style="list-style-type: none"> Play Simon says using body parts Label basic parts of the body. Fruit and vegetable tasting – cooked and raw Cooking with fruit and veg Take part in wake up shake up activities Take a walk in the local area Play sleeping lions Role play bedtime routine Practice washing hands with colourful soap Identify pictures of people they know and those that are strangers 	<p>Mr/ Mrs Potatoe head toy</p> <ul style="list-style-type: none"> Sing body part songs – head, shoulders, knees and toes Create fruit faces Create sensory faces Fruit and vegetable tasting (cooked and raw) Explore hand washing with adult support using water play and soap Role play fruit shop
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Head, Shoulders, Knees, Toes, Sleep, Wash, Stranger	hair, eyes, nose, mouth, ears, fruit, vegetables, wash

EYFS Summer 1 – Relationships- RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship 	<ul style="list-style-type: none"> To know who my family are To have an early awareness of what a good friendship is 	<ul style="list-style-type: none"> To be able to recognise people in my immediate family and celebrate these special relationships (Mum, Dad, Siblings) To know how to sit and watch an adult led activity for a given period of time.

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<ul style="list-style-type: none"> • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • To have an early awareness that unkind words make people sad and kind words make people happy. • To have an early awareness of how to keep calm if I get angry • To have an early awareness of what will make people angry 	<ul style="list-style-type: none"> • To explore emotions and to begin to have an early understanding of angry (<i>revisit- happiness and sadness from autumn term 1</i>)
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Family and Me! - I can identify some of the jobs I do in my family and how I feel like I belong. 2. Make friends, make friends, never ever break friends Part 1- I know how to make friends to stop myself from feeling lonely 3. Make friends, make friends, never ever break friends Part 2- I can think of ways to solve problems and stay friends 4. Falling Out and Bullying Part 1- I am starting to understand the impact of unkind words 5. Falling Out and Bullying Part 2- I can use Calm Me time to manage my feelings 6. Being the best friends we can be- I know how to be a good friend. 	<ul style="list-style-type: none"> • Create a photo family tree • Draw pictures of different family members • Create a class friendship tree • Create a compliment poster for each child each week saying kind words about them – adults to model – children to have a choice of compliments if needed. • Create a calming corner in the classroom together • Create an angry feelings monster (tissue box) and feed him things that make us angry 	<ul style="list-style-type: none"> • Celebrate these special relationships- Make special gifts for immediate family members • Celebrate these special relationships- Create an open flap house with family picture behind the door. • To sit and watch an adult led activity- Attention Autism activities • Explore emotions- <i>revisit previous learning</i>- Use mirrors to make happy and sad faces • Explore emotions (angry) Make fizzy feeling bags – (ziplock bag, red paint, bicarb and vinegar) draw on angry face and watch it fizz saying - angry • Explore emotions (angry)- explore the book- everybody feels angry – by Jane Bingham
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p>Family, friends, unkind, kind, calm, angry</p>	<p>family, happy, sad, angry, sit, watch,</p>

EYFS Summer 2 – Changing me- RSE

<p>M - Pathway</p>	<p>M/E - Pathway</p>	<p>E Pathway</p>
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Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know the names for some parts of their body • Explore the similarities and differences between genders • To know how to get help if they need it appropriately • To look back at different memories they have from this year 	<ul style="list-style-type: none"> • To show an early awareness of some of the names for some parts of their body • To show an early awareness of similarities and differences between genders • To know who in the classroom to go to for support. 	<ul style="list-style-type: none"> • To show an early awareness of different body parts (<i>revisit- hair, eyes, nose, mouth, ears from Spring 2</i>) (new parts- head, arms, legs, body) • To explore being able to recognise different genders. • To explore people who help us in school.
Lesson Ideas	Lesson Ideas	Lesson Ideas
	<ul style="list-style-type: none"> • Draw around a person and label the body together. • Use stickers to show parts of the body - put the sticker on your head. • Draw pictures of boys and girls - decorate with sensory materials • Small world play with male and female figures 	<ul style="list-style-type: none"> • Awareness of different body parts- Revisit previous learning- Create a face collage using different cut outs /Label parts of the face on own picture • Awareness of different body parts- To create a sensory picture and label the different parts of the body. • Recognise different genders- Explore different gender dolls • People who help us in school- Look at pictures of people around school – can they lead you to that person? / Identify people from school they know from strangers. • People who help us in school -Jigsaws of people who help us in school.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	body parts, gender, male, female, help, adult	hair, eyes, nose, mouth, ears, head, arms, legs, body, girl, boy, adults

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Cycle 1 Autumn Term 1– Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> To take part in doing jobs around the classroom (e.g. handing out snack / washing up / handing out books) To be able to make choices during a structured activity. To show an awareness that their choices have consequences. With support create jobs for the classroom. 	<ul style="list-style-type: none"> (Begin to) Complete a range of simple classroom jobs with support Making choices about things I like and dislike To begin to plan and think ahead about how they will explore or play with objects with visual and adult support (e.g choosing a tower to build out of Duplo Lego using a visual card with an adult)
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Special and Safe- I know how to use my Jigsaw Journal. 2. My Class- I understand the rights and responsibilities as a member of my class. 3. Rights and Responsibilities- I understand the rights and responsibilities for being a member of my class. 4. Rewards and Feeling Proud- I know my views are valued and can contribute to the Learning Charter. 5. Consequences- I can recognise the choices I make and understand the consequences. 6. Owning our Learning Charter- I understand my rights and responsibilities within our Learning Charter. 	<ul style="list-style-type: none"> Create a list of jobs together, what do we need to do to look after our classroom? Creating a picture together – offer a choice of what to use next. Going for a walk around school – offer a choice of which way to go. Create a class reward chart appropriate to the class to show what happens if we make bad choices. 	<ul style="list-style-type: none"> Food tasting – sort into like and dislike PECs trolley Make choices about their work – which colour etc Imaginative play Song choices on whiteboard Story choices
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	jobs, choice, choose, good choices, bad choices	job, choice, like, dislike

PSHE medium term planning

Cycle 1 Autumn Term 2– Celebrating Differences		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> • To identify how I am similar and how I am different to other people. • Can identify when someone is unhappy and happy • To explore how to be a good friend 	<ul style="list-style-type: none"> • To explore their features and the features of others • To explore different relationships (friendships) • To explore families and have an early awareness how my family is the same to someone else's (e.g. both have dads)
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. The same as... -I can identify similarities between people in my class. 2. Different from... - I can identify differences between people in my class 3. What is 'bullying'? - I can tell you what bullying is. 4. What do I do about bullying? - I know some people who I could talk to if I was feeling unhappy or being bullied. 5. Making new friends- I know how to make new friends 6. Celebrating difference; celebrating me - I can tell you some ways I am different from my friends. 	<ul style="list-style-type: none"> • To identify how I am similar to other people- Edit powerpoint to include children in your class and highlight how they are the same as someone else in their class (Basic powerpoint can be found- staff drive- PSHE-Books and resources). 1-1 worksheet children to use symbol word bank to identify how they are the same as a given friend. • To identify how I am different to other people- Edit powerpoint to include children in your class and highlight how they are the different as someone else in their class (Basic powerpoint can be found- staff drive- PSHE-Books and resources). 1-1 worksheet children to use symbol word bank to identify how they are the different to a given friend picture. • Identify someone that is happy- AA session on emotions. Stage 2 making happy face using colour sand and other sensory resources- stage 3 find the happy photos around the classroom of people that 	<ul style="list-style-type: none"> • Their features- Aa session- What I like about me book- Stage 2 -Balloon pop – Fill the balloons with glitter and one balloon holding the title of the story. Place the title of the story on the messy matt THEN tell the story- using a box tell the story pulling out references from the story. “What I like about me”. (Book is on- staff drive- PSHE – Books/resources). 1-1 work- Have a picture of a person put paint across the top of the head and blow paint up using a straw to blow the paint up the page. You may want to use colourful semantics then to create a simple sentence or symbols. E.g. The boy / girl has red hair.” or simply use symbols to label. • Features of others - Work way through PowerPoint- using pictures of the children in the class to looking at the features of each other - make a picture of a face using cut out strips of pictures of all the children.

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	<p>are happy. 1-1 work making happy faces jigsaws matching symbol to the jigsaw.</p> <ul style="list-style-type: none"> • Identify someone that is unhappy and happy- AA session on emotions. Stage 2 happy and sad faces from sensory resources. Stage 3 find hidden photos around the classroom of people and sort into happy and sad. Stage 4 matching symbols to pictures happy and unhappy. • To explore how to be a good friend – AA session on being a good friend- give the children chance to explore sharing, using kind words, etc 	<ul style="list-style-type: none"> • Different relationships (friendships)- Read through book making friends (Staff drive-PSHE-Books/resources) use objects of references and sensory experiences throughout the story. Give the children the opportunity to play and share different activities together. • families and how my family is the same to someone else's- AA session on family-Look at a picture of your family and label the different people in it. • families and how my family is the same to someone else's- Look at pictures of different families and match ones that are the same.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Similar, different, same, happy, unhappy, friend, friendship, happy, unhappy	Same, different, friend, friendship, family, I like, body parts.

Cycle 1 Spring Term 1 - Dreams and Goals

M - Pathway	ME - Pathway	E - Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved 	<ul style="list-style-type: none"> • To set goals (something they can achieve in a lesson) • To know what I need to do to achieve the goal • To complete a task with a partner with limited adult support • With support know when an activity has been achieved. 	<ul style="list-style-type: none"> • To be able to make choices linked to my preferences • To complete an activity with adult support • With supported participation work with alongside a partner

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Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Treasure Chest of Success- I can set simple goals 2. Steps to Goals -I can set a goal and work out how to achieve it. 3. Achieving Together-I understand how to work well with a partner. 4. Stretchy Learning-I can tackle a new challenge and understand this might stretch my learning. 5. Overcoming Obstacles- I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. 6. Celebrating My Success- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. 	<ul style="list-style-type: none"> • To set goals- play games e.g. completing jigsaws, lego, building towers. Set a goal to build the tower to a certain high / collecting token- this could result in a reward at the end of the lesson. • To complete a task with a partner with limited adult support- Lego therapy session • Know when an activity has been achieved- complete jigsaws, lego etc. 	<ul style="list-style-type: none"> • Make choices linked to my preferences- PECS session(working at the level they are at within PECS) • Make choices linked to my preferences- PECS session (working at the level they are at within PECS) • To complete an activity with adult support- jigsaws, fine motor activities, Lego building etc • With supported participation work alongside a partner - colour in a picture together, complete a jigsaw together, Lego therapy session etc.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, working together, Teamwork, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Finished, achieved, goal, target	I want.. , share, together

Cycle 1 Spring Term 2 – Healthy Me

M - Pathway	ME - Pathway	E - Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness 	<ul style="list-style-type: none"> • To be able to sort healthy and unhealthy foods • To explore different way of keeping healthy (exercise) • With support experience crossing roads safely • To know how to keep themselves clean (washing hands / cleaning teeth) 	<ul style="list-style-type: none"> • To explore making a range of simple healthy foods (smoothies / fruit salads) • To explore exercise and that it is good for us. • To encounter experiences on how to cross a road safely

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<ul style="list-style-type: none"> • Know that medicines can help them if they feel poorly • Know that all household products, including medicines, can be harmful if not used properly • Know how to keep safe when crossing the road • Know about people who can keep them safe 	<ul style="list-style-type: none"> • To know who to go to when you are poorly, and that medicine is good for us. 	<ul style="list-style-type: none"> • To explore personal care routines through participating in simple hygiene routines (cleaning teeth) (<i>Revisit- washing hands</i>) • To explore the doctors and begin to have an early awareness that they help us stay healthy.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Being Healthy-I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. 2. Healthy Choices- I know how to make healthy lifestyle choices. 3. Clean and Healthy- I know how to keep myself clean and healthy, and understand how germs cause disease or illness /I know that all household products including medicines can be harmful if not used properly 4. Medicine Safety- I understand that medicines can help me if I feel poorly, and I know how to use them safely. 5. Road Safety- I know how to keep safe when crossing the road, and about people who can help me to stay safe. 6. Happy, Healthy Me - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. 	<ul style="list-style-type: none"> • Sort healthy and unhealthy foods- (focus on healthy foods)Make a plate that contain healthy food. Cut out pictures of different foods and stick them on a paper plate. • Sort healthy and unhealthy foods- (focus on unhealthy foods) - Make a plate that contain unhealthy food. Cut out pictures of different foods and stick them on a paper plate. End of the lesson plenary- Sort foods into healthy and unhealthy. • To explore different way of keeping healthy (exercise) - Starter- children to pick a symbol from a range on the board and do the exercise – children to make their own exercise routine by selecting 5 different exercises to be in their own exercise routine. (Powerpoint can be found- staff drive-PSHE-books/resources) • Crossing roads safely- Wal around the local community. Visit shops or Schools Allotment. (this doesn't have to be done as a discrete PSHE lesson) • To know how to keep themselves clean (washing hands / cleaning teeth). Work through powerpoint on keeping self-clean use objects of reference and sensory experiences when appropriate. Clean big teeth using toothpaste, brushing dolls hair, cleaning hair and bathing in water play area. • To know who to go to when you are poorly, and that medicine is good for us. - role play, dressing 	<ul style="list-style-type: none"> • Making a range of simple healthy foods (smoothies / fruit salads)- Read the story the "Oliver Fruit Salad" (Staff drive- PSHE- Books/resources). Make a fruit salad together. Use Pec's to request fruit. • Making a range of simple healthy foods (smoothies / fruit salads)- Read the story the "Oliver Milkshake" (Staff drive- PSHE- Books/resources). Make a healthy fruit milkshake. • Exercise and that it is good for us- Take part in a simple exercise circuit or sensory circuit. • How to cross a road safely- Go on a walk to the allotment or to the local shop. (this doesn't have to be done as a discrete PSHE lesson) • Personal care routines through participating in simple hygiene routines (cleaning teeth) (<i>Revisit- washing hands</i>) - AA session on cleaning your teeth. Children to explore teeth cleaning using the big teeth to clean. • To explore the doctors and begin to have an early awareness that they help us stay healthy. - role play, dressing up, play with soft toys/dolls putting plasters on etc,

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	up, play with soft toys/dolls putting plasters on etc,	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, keeping clean, Toiletry items (e.g., toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Clean, dirty, wash, shower, bath, clean teeth, safe, doctors, medicine, poorly, healthy, stop, look and listen, exercise, Shampoo, body parts, toiletry items, wait	Healthy, look, stop and listen, teeth, clean, dentist, doctor, help, poorly, better, medicine , wait

Cycle 1 Summer Term - Relationships - RSE

M - Pathway	M/E - Pathway	E- Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community 	<ul style="list-style-type: none"> To explore that everyone's family is different. To be able to identify difference in two contrasting families. To know how to be a good friend To know how to greet people appropriately. Know who helps us within school 	<ul style="list-style-type: none"> To begin to show an early awareness of the different people in my family (<i>mum, dad, siblings</i>) (new- grandparents) To show an early awareness of what makes a good friend Have an early awareness of how to greet people (high fives, shaking hand, saying hello) Have an early awareness of knowing which people help us in the school (class staff / Lunchtime supervisor)
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Families- I can identify the members of my family and understand that there are lots of different types of families.</p>	<ul style="list-style-type: none"> Look and compare photos of different families Make a friendship drink- bottles labelled with different characteristics of a good friend e.g., good at sharing, good listener, ect. Children to pour the different aspects into their bottle- write out their recipe to being a good friend. 	<ul style="list-style-type: none"> Different people in my family – Revisit previous learning- Pupils to build a house using lollipop sticks and design who is in their family on a piece of paper to stick inside. Pupils can make marks or use pictures or symbols. /

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<p>2. Making Friends- I can identify what being a good friend means to me.</p> <p>3. Greetings- I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>4. People Who Help Us- I know who can help me in my school community.</p> <p>5. Being My Own Best Friend- I can recognise my qualities as a person and a friend.</p> <p>6. Celebrating My Special Relationships-I can tell you why I appreciate someone who is special to me.</p>	<ul style="list-style-type: none"> • Good friend scavenger hunt- Find out friends' favourite colour, tv show, favourite food, drink, pets ect. • Role play • To match pictures to symbols- head teacher, teachers, lunchtime supervisors. <p>Educational Visits- Soft Play or Park (focusing on being a good friend.</p>	<p>Pupils to use sponges to print houses, pupils to then select their picture from a choice and place it inside their house.</p> <ul style="list-style-type: none"> • Different people in my family- Sensory trays- finding the family member then matching them to the correct symbol.l. • Awareness of what makes a good friend- Different toys out that the children can go around and explore and learn to share with. • Awareness of what makes a good friend- Play different games together focusing on things like turn taking • Greeting people- This does not need to be taught discretely- Throughout school day encourage children to greet people appropriately saying hello, hi fives and shaking hands <p>Explore and learn – matching symbols to pictures, photograph puzzles, pictures of family members hidden in sensory materials</p> <p>Educational Visits- Soft Play (focusing on being a good friend.</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Family, different, same, mum, dad, brother, sister, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Help, Helpful, teacher, adult</p>	<p>Family, mum, dad, brother, sister, Friend, good, Greeting, Touch, shake hands, hi five, hello, Help, teacher, sit</p>

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Cycle 1 Summer Term 2 - Changing Me - RSE		
M - Pathway	M/E - Pathway	E- Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> • To know the functions of some parts of the body (eyes, nose, mouth and ears) • To explore how we grow from a baby to an adult. • To know how to get help if they need it appropriately • To explore emotions and to begin to have an early understanding of worry. 	<ul style="list-style-type: none"> • To show an early awareness of different body parts (<i>Revisit parts of the body from EYFS</i>) (new parts- hands, feet) • To explore pictures of us as babies and how we have changed. • To explore different ways in order to calm themselves.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Body- I can name parts of the body 2. Respecting My Body- I can tell you some things I can do and foods I can eat to be healthy. 3. Growing Up- I understand that we all grow from babies to adults. 4. Fun and Fears Part 1- I can express how I feel about moving to Year 1. 5. Fun and Fears Part 2- I can talk about my worries and/or the things I am looking forward to about being in Year 2. 6. Celebration- I can share my memories of the best bits of this year. 	<ul style="list-style-type: none"> • Sensory carousel, children can use arrows to move around the room to experience sensory activities. • Sensory trail around school • Sensory food trays • I can see game- objects on a tray and adult covers them up and removes one. The children then have to guess what's missing. • Children to bring in photos of them through the years. • Sequence the different stages from baby to adult. • To read the book "The huge bag of worries" and different activities around this. 	<ul style="list-style-type: none"> • Awareness of different body parts - Songs (head, shoulder, knees and toes)- • Awareness of different body parts Hand / feet printing activities. • How we have changed- Sensory trays finding pictures of themselves as both babies and now- match to symbols baby or child. • Staying Calm- Listen to calming music / Make a calming corner for the children to relax in • Staying Calm- Visit the sensory rooms /Pop up tents for the children to sit in and explore calming sensory toys.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Eyes, Nose, Mouth, Ears, See, Hear, Taste, Smell, Baby, Grow, Bigger, Older, Younger, Smaller, Help, Helpful, Happy, Sad, Worry, Scared, Nervous	Eyes, Nose, Mouth, Ears, Hands, Feet, Babies, Grow, Older, Younger, Now, Bigger, Smaller, Calm

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Cycle 2 Autumn Term 1 - Being Me In My World		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members • Know that it is important to listen to other people • Understand that their own views are valuable • Know about rewards and consequences and that these stem from choices • Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that being kind is good • Know that hands can be used kindly and unkindly • Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> • To explore how they are special. • To explore emotions and to begin to be able to recognise when people are happy and sad. • To have an early awareness on how to be kind. • To show preference
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Hopes and Fears for the Year- I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal. 2. Rights and Responsibilities- I understand the rights and responsibilities for being a member of my class and school. 3. Rewards and Consequences- I listen to other people and contribute my own ideas about rewards and consequences. 4. Rewards and Consequences- I can listen to other people and contribute my own ideas about rewards and consequences. 5. Our Learning Charter- I understand how following the Learning Charter will help me and others learn. 	<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Who... Me?! - I understand how it feels to belong and that we are similar and different 2. How am I feeling today? - I can start to recognise and manage my feelings 3. Being at School-I enjoy working with others to make school a good place to be 4. Gentle Hands-I understand why it is good to be kind and use gentle hands 5. Our Rights - I am starting to understand children's rights and this means we should all be allowed to learn and play 6. Our responsibilities-I am learning what being responsible means 	<ul style="list-style-type: none"> • How they are special- AA session- Place a large mirror in a tuff tray and sprinkle different sensory material on top of it e.g., pasta, rice, lentils, cotton wool and get the children to listen to the different sounds made by each material. Stage 3- Repeat the above getting the children to sprinkle the materials over the mirror. Use pecs if needed to get the children to request materials.1-1 work Get the children to go away and make their own decorative mirror. Labelling “..... special mirror”. Reinforce that we are all special using symbol and Makaton signing. • How they are special- AA session Rainbow fish- Using a stencil of a fish. Pour different colour sands over the different scales and parts of the fish to make a picture. Next, place the title of the story “Rainbow Fish” on the messy matt. THEN tell the story- using a box tell the story pulling out

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<p>6. Owning our Learning Charter- I recognise the choices I make and understand the consequences.</p>		<p>references from the story. Stage 3- Have a card stencil a group of fish (1 per child). Choose something to decorate the fish with. Take it in turns to come up and decorate the fish. Use symbol to reinforce that they are all different and special. 1-1 work- Children go away and make their own unique and special fish.</p> <ul style="list-style-type: none"> • Being kind- AA session on kind behaviour, • To show preference- AA session- balloon pop- Have a picture of each child in the tray and you. Blow up balloon that contains glitter and something they like. E.g. Playing on a scooter. Have a balloon for you and 1 for each child. You do your balloon. Blow the balloon up bigger and bigger and then pop the balloon. Find the picture inside the balloon. Put the picture of the thing that make you happy next to you in the tray. 1-1 work Using a range of real food/toy items get the children to select an item and place it on a picture of themselves. You can do this with real objects and food or using pictures depending on the children's ability and understanding. If not doing worksheet and sorting real foods and toys into things that make them happy and things that they don't like. • Recognise when people are happy or sad -AA session on happy- Kitchen roll emotions - draw emotion on Kitchen roll (cut roll in half), add appropriate food colouring inside along with Bicarbonate of soda and vinegar. (Happy, sad)1-1 work- Hide pictures of happy and sad people in sand and they have to find them and then match them to happy or sad symbol. • Identify someone that is happy or Sad- Read the story "Jar of hippiness" (Staff Drive- PSHE- Books/resources) use objects of reference and
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		sensory experiences where appropriate- complete work then linked to the book.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Happy, sad, kind, nice, special, I want..

Cycle 2 Autumn Term 2 - Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know that sometimes people get bullied because of difference • Know the difference between right and wrong and the role that choice has to play in this • Know that friends can be different and still be friends • Know where to get help if being bullied • Know the difference between a one-off incident and bullying 	<ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry 	<ul style="list-style-type: none"> • (To begin) To recognise how their features are different to someone else's (e.g., noticing I have brown hair and their friend has blonde hair) • To explore different ways of making friends, through exploring sharing. • To explore families and have an early awareness how families can be different. • To explore emotions and to begin to have an early understanding of being frightened (<i>revisit-happiness, sadness and angry from autumn 1</i>)
Lesson Ideas	Lesson Ideas	Lesson Ideas
Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.	Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.	<ul style="list-style-type: none"> • Recognise how their features are different to someone else's- stage 2- Get two different types of eggs (brown egg and white egg) crack both on the plate reinforce that the eggs are different on the outside but similar on the inside. Stage 3 -

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<ol style="list-style-type: none"> 1. Boys and girls- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). 2. Boys and girls- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). 3. Why does bullying happen? - I understand that bullying is sometimes about difference. 4. Standing up for myself and others- I can recognise what is right and wrong and know how to look after myself. 5. Gender Diversity- I understand that it is OK to be different from other people and to be friends with them. 6. Celebrating difference and still being friends- I can tell you some ways I am different from my friends. 	<ol style="list-style-type: none"> 1. What am I good at? -I can identify something I am good at and understand everyone is good at different things 2. I'm Special, I'm Me! -I understand that being different makes us all special 3. Families- I know we are all different but the same in some ways 4. Homes- I can tell you why I think my home is special to me 5. Making Friends- I can tell you how to be a kind friend 6. Standing Up for Yourself- I know which words to use to stand up for myself when someone says or does something unkind 	<p>Have pictures of pupils eyes on a piece of paper. Have pictures of all the pupils within a sensory material tray. Get the pupils to select a photo an attempt to match it to the correct eyes. 1-1 work Using mirrors to explore face, encouraging pupils to name or find specific facial features using symbol support to aid understanding. Following this provide the pupils with the opportunity to make self-portraits using cutting outs of facial parts.</p> <ul style="list-style-type: none"> • Sharing- Read the book "Let's Share" (Staff drive- PSHE-books/resources) Give the children opportunity to share toys and resources. • Families can be different-Look at pictures of different families and label them with symbols. ?? • Being frightened (revisit- happiness, sadness and angry from autumn 1) Read the book Happy or sad" (Staff drive- PSHE- Books/ resources) - work-children to look at pictures and identify how the person is feeling • Being frightened-
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Same, different, family, mum, dad, brother, sister, facial features, sharing, friends, frighten, scared</p>

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Cycle 2 Spring Term 1- Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. <ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people 	Key Knowledge. <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal 	Key Knowledge. <ul style="list-style-type: none"> • Explore setting individual goals (Something they can achieve within lesson) • To be able to make choices from a given selection • To complete an activity with limited adult support • To share an activity with a partner with adult support.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Goals to Success- I can choose a realistic goal and think about how to achieve it. 2. My Learning Strengths- I carry on trying (persevering) even when I find tasks difficult. 3. Learning with Others- I can recognise who I work well with and who it is more difficult for me to work with. 4. A Group Challenge- I can work well in a group to create an end product. 5. Continuing Our Group Challenge- I can explain some of the ways I worked well in my group to create the end product. 6. Celebrating Our Achievement- I know how to share success with other people. 	<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Challenge- I understand that if I persevere, I can tackle challenges 2. Never Giving Up- I can tell you about a time I didn't give up until I achieved my goal. 3. Setting a goal- I can set a goal and work towards it. 4. Obstacles and Support- I can use kind words to encourage people 5. Flight to the Future- I understand the link between what I learn now and the job I might like to do when I'm older 6. Footprint Awards- I can say how I feel when I achieve a goal and know what it means to feel proud 	<ul style="list-style-type: none"> • Individual goals (Something they can achieve within lesson)- play games e.g. completing jigsaws, Lego, building towers. Set a goal to build the tower to a certain height / collecting tokens- this could result in a reward at the end of the lesson. • To be able to make choices from a given selection- PECS session • To complete an activity with limited adult support- piece of art, play games e.g. completing jigsaws, Lego, building towers (this can be all linked to your topic). • To share an activity with a partner with adult support. Play games, play with toys, share sensory tray activity, share a book (all can be linked to topic area)

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Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Goal, achieve, I want ..., share, together, friend, partner,

Cycle 2 Spring Term 2- Healthy me		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy 	<ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know how to say No to strangers • Know what to do if they get lost 	<ul style="list-style-type: none"> • To explore healthy foods that give us energy • To explore personal care routines through having an early awareness on how to wash my face <i>(revisit washing hands and teeth)</i> • To explore what makes them feel relaxed by participating in relaxation activities • To explore road safety and have an early awareness on how to cross the road safely with adult support
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Being Healthy- I know what I need to keep my body healthy. 2. Being Relaxed- 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. 3. Medicine Safety- I understand how medicines work in my body and how important it is to use them safely. 4. Healthy Eating- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. 	<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Everybody's Body- I understand that I need to exercise to keep my body healthy. 2. We like to move it, move it! - I understand how moving and resting are good for my body 3. Food Glorious Food- I know which foods are healthy and not so healthy and can make healthy eating choices 4. Sweet Dreams- I know how to help myself go to sleep and understand why sleep is good for me 	<ul style="list-style-type: none"> • Healthy foods that give us energy- Making different food dishes e.g. pasta. highlighting that food gives us energy. • Personal care routines through having an early awareness on how to wash their face- Revisit washing hands and teeth when doing this lesson. AA session on cleaning your face. Play and learn activities linked to cleaning face (laminated faces draw on them, children to clean them, big teeth with toothpaste cleaning them, water play activity with soaps and sponges, explore washing hands and faces. Could you dolls to clean their hands and faces.

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<p>5. Healthy Eating- I can make some healthy snacks and explain why they are good for my body.</p> <p>6. Happy, Healthy Me!- I understand which foods to eat to give my body energy.</p>	<p>5. Keeping Clean-I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p> <p>6. Safe Adults- I know who my safe adults are and how to stay safe if they are not close by me</p>	<ul style="list-style-type: none"> • To explore what makes them feel relaxed by participating in relaxation activities- Try a range of activities, so the children can explore what relaxes them. • TACPAC • Listening to music • Scrunching paper • Colouring/painting • Rolling/shaping playdough • Going for a walk • Sensory play • Making/Using sensory bottles • Blowing Bubbles • Popping bubble wrap • Yoga (Cosmic Kids) • Mindfulness/Relaxation videos (YouTube) i.e. 'Mindfulness for Children' 'Hey Bear Sensory' 'Sesame Street Monster Meditation' • Breathing exercises
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Relax, calm, clean, hands, facial features, face, food, energy</p>

Cycle 2 Summer Term 1 - Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation 	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) 	<ul style="list-style-type: none"> • To begin to show an early awareness of the different people in my extended family (<i>revisit- mum, dad, siblings, grandparents</i>) (new- uncle and cousins)

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<ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is 	<ul style="list-style-type: none"> • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back, and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • To explore characteristics of being a good friend through having an early awareness of sharing. • To explore emotions and to begin to have an early understanding of being worried (<i>revisit- happiness, sadness and angry</i>)
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Families- 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. Keeping Safe - exploring physical contact- 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. Friends and Conflict- I can identify some of the things that cause conflict with my friends. Secrets- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Trust and Appreciation- I recognise and appreciate people who can help me in my family, my school and my community. Celebrating My Special Relationships- I can express my appreciation for the people in my special relationships. 	<p>Please see Jigsaw planning ages 4-5 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> My Family and Me! - I can identify some of the jobs I do in my family and how I feel like I belong. Make friends, make friends, never ever break friends Part 1- I know how to make friends to stop myself from feeling lonely Make friends, make friends, never ever break friends Part 2- I can think of ways to solve problems and stay friends Falling Out and Bullying Part 1- I am starting to understand the impact of unkind words Falling Out and Bullying Part 2- I can use Calm Me time to manage my feelings Being the best friends, we can be- I know how to be a good friend 	<ul style="list-style-type: none"> • My extended family- Look at family photos / Sensory trays- finding the family member then matching them to the correct symbol (eg uncle / dad / brother) . • My extended family -Photos of family members under simple inset puzzles • Sharing- Sharing games and toy • Sharing- Sharing party- sharing foods ect • Emotions- revisit previous emotions – Draw different faces into sensory materials – gloop, paint, flour, glitter • Emotions (Worry) - Explore the book- The worry saurus and do actives based around this.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

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Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, calm me, Breathing	Family, Mum, Dad, Bother, Sister, Grandad, Grandma, Uncle, Auntie, Good, Friend, Sharing, Happy, Sad, Angry, Worry
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Cycle 2 Summer Term 2 - Changing Me - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up <li style="color: green;">Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change 	<ul style="list-style-type: none"> To know the functions of some parts of the body (<i>eyes, nose, mouth and ears</i>). To have an early awareness of what parts of the body are private (Done through the PANTS rule, NSPCC). To know the correct names for private body parts Explore the similarities and differences between genders 	<ul style="list-style-type: none"> To have an early awareness for the functions of some parts of the body (eyes, nose, mouth and ears). To explore the PANTS rule (NSPCC) to develop an early awareness of the name of their private parts (e.g., boys knowing it's called a penis and girls vagina)
Lesson Ideas	Lesson Ideas	Lesson Ideas
Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions. 1. Life cycles - I am starting to understand the life cycles of animals and humans.	<ul style="list-style-type: none"> Functions of some parts of the body (<i>eyes, nose, mouth and ears</i>)- play games around using these parts of the body - Using your eyes to do good looking- I spy game finding things related to topic around the classroom. 	<ul style="list-style-type: none"> Functions of some parts of the body- Sensory trail around school Functions of some parts of the body –Sensory food trays Functions of some parts of the body Sensory bottle filled with different smells

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<p>2. Changing Me- I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>3. My Changing Body- I can tell you how my body has changed since I was a baby.</p> <p>4. Boys' and Girls' Bodies- 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,</p> <p>5. Learning and Growing - I understand that every time I learn something new I change a little bit.</p> <p>6. Coping with Changes- I can tell you about changes that have happened in my life.</p>	<p>- Ears to do good listening – I hear game guessing what the different sounds are (again this could be related to your topic area).</p> <p>-Smelling game - guessing the different smells while blind folded.</p> <p>-mouth- doing good talking - giving each other instructions (Lego therapy)</p> <ul style="list-style-type: none"> • Parts of the body are private (Done through the PANTS rule, NSPCC). • To know the correct names for private body parts • Similarities and differences between genders 	<ul style="list-style-type: none"> • Functions of some parts of the body Guess the noise game / I can see game- objects on a tray and adult covers them up and removes one. The children then have to guess what's missing. • Awareness of the name of their private parts- Listen to the NSPCC pantosaurus - Decorate their own Pants • Awareness of the name of their private parts To make simple jigsaws up of the body and label the penis on a boy and vagina on a girl- They only need to do their gender.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>		<p>Penis, Vagina, Eyes, Ears, Nose, Mouth, See, Hear, Taste, Smell</p>

Cycle 3 Autumn Term 1 - Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> • (Begin to) Have an awareness of their classroom rules • With supported participation complete a range of jobs around school (e.g., tidy library area, tidy sensory room, help with delivering letters) • Make a range of choices beyond their classroom in environment familiar to them (e.g., choices in the playground / sensory room / forest school)
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p>	<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class) Below are the 6 lessons and their lesson intentions.</p>	<ul style="list-style-type: none"> • (Begin to) Have an awareness of their classroom rules- Make a class charter as a class- Use one of the display boards to display this work.

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<ol style="list-style-type: none"> Getting to Know Each Other- I recognise my worth and can identify positive things about myself and my achievements /I can set personal goals/I know how to use my Jigsaw Journal. Our Nightmare School- I can face new challenges positively, make responsible choices and ask for help when I need it. Our Dream School I understand why rules are needed and how they relate to rights and responsibilities. Rewards and Consequences- I understand that my actions affect myself and others and I care about other people’s feelings. 5. Our Learning Charter- I can make responsible choices and take action. Owning our Learning Charter- I understand my actions affect others and try to see things from their points of view. 	<ol style="list-style-type: none"> Special and Safe- I know how to use my Jigsaw Journal. My Class- I understand the rights and responsibilities as a member of my class. Rights and Responsibilities- I understand the rights and responsibilities for being a member of my class. Rewards and Feeling Proud- I know my views are valued and can contribute to the Learning Charter. Consequences- I can recognise the choices I make and understand the consequences. Owning our Learning Charter- I understand my rights and responsibilities within our Learning Charter. 	<ul style="list-style-type: none"> With supported participation complete a range of jobs around school - tidy library area, tidy sensory room, help with delivering letters etc. Make a range of choices beyond their classroom in environment familiar to them – Make choices within the playground area requesting different toys through PECS or other forms of communication. / Sensory room request different sensory based toys / Explore the forest school area and make choices within this area.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Teamwork, Viewpoint, Ideal School, Belong	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	I want.. , help, tidy, areas around school, rules

Cycle 3 Autumn Term 2 - Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know why families are important Know that everybody’s family is different Know that sometimes family members don’t get along and some reasons for this Know that conflict is a normal part of relationships 	<ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy 	<ul style="list-style-type: none"> To explore families and have an early awareness of similarities and differences between their family and other families To explore how I am unique.

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<ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> • Know skills to make friendships • Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> • (To begin) To explore sorting good and bad behaviours
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Families- I understand that everybody’s family is different and important to them. 2. Family conflict- I understand that differences and conflicts sometimes happen among family members. 3. Witness and feelings- I know what it means to be a witness to bullying. 4. Witness and Solutions-I know that witnesses can make the situation better or worse by what they do. 5. Words that harm- I recognise that some words are used in hurtful ways. 6. Celebrating difference: Compliments-I can tell you about a time when my words affected someone’s feelings and what the consequences were. 	<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. The same as... -I can identify similarities between people in my class. 2. Different from... - I can identify differences between people in my class 3. What is ‘bullying’? - I can tell you what bullying is. 4. What do I do about bullying? - I know some people who I could talk to if I was feeling unhappy or being bullied. 5. Making new friends- I know how to make new friends 6. Celebrating difference; celebrating me - I can tell you some ways I am different from my friends. 	<ul style="list-style-type: none"> • Similarities and differences between their family and other families- AA session on families- stage 2 make a sensory picture of a family and label them with symbols. 1-1 work - stick the people in a house that are in their family and label this “..... house”. • Similarities and differences between their family and other families- AA session- stage 2 balloon pop- include pictures of different families in the balloon with glitter. Pop the two balloons and compare 2 different families. 1-1 work label the people in pictures of different families. • To explore how I am unique. - Use the book “We are all different” (this can be found on the staff drive- PSHE- Books/resources) • (To begin) sorting good and bad behaviours- AA session- then sort behaviours into good and bad.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, on purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Unique, different, same, family, family members, special, behaviour, good, bad</p>

Cycle 3 Spring Term 1 - Dreams and Goals

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M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. <ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time 	Key Knowledge. <ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved 	Key Knowledge. <ul style="list-style-type: none"> • Explore setting class goals (Something they can achieve within the lesson) • To explore working and playing cooperatively as part of a group with limited adult support. • To complete an activity with a partner • Know when a goal has been achieved
Lesson Ideas <p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Dreams and Goals-I can tell you about a person who has faced difficult challenges and achieved success. 2. My Dreams and Ambitions- I can identify a dream/ambition that is important to me. 3. A New Challenge- I enjoy facing new learning challenges and working out the best ways for me to achieve them. 4. Our New Challenge- I can be motivated and enthusiastic about achieving our new challenge. 5. 5. Our New Challenge - Overcoming Obstacles- I can recognise obstacles which might hinder my achievement and take steps to overcome them. 	Lesson Ideas <p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Treasure Chest of Success- I can set simple goals 2. Steps to Goals -I can set a goal and work out how to achieve it. 3. Achieving Together-I understand how to work well with a partner. 4. Stretchy Learning-I can tackle a new challenge and understand this might stretch my learning. 5. Overcoming Obstacles- I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them. 6. Celebrating My Success- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. 	Lesson Ideas <ul style="list-style-type: none"> • Setting class goals (Something they can achieve within the lesson) - AA session- Stage 2- Balloon pop- stage 3 make tower together after setting a target height. Teaching ideas 1-1 work- class to complete a carousel of activities earning tokens which could result in choice time at the end of the lesson. • Working and playing cooperatively as part of a group- AA session- Stage 2- Paint the Train – Adult to use different shaped sponges and colours to paint a train. Naming colours and shapes. Stage 3 – The Little Engine That Could – Adult to build a simple train track, with a bridge. Model pushing the train up one side of the bridge. Pretend the train is struggling and repeat ‘puff puff, chuff chuff, I think I can, I think I can.’ Encourage pupils to join in, where possible. When the train gets to the top, let it go and watch it roll down the other side of

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<p>6. Celebrating My Learning- I can evaluate my own learning process and identify how it can be better next time.</p>		<p>the bridge. Celebrate the train's success. Then, pupils to take turns, pushing the train to the top of the bridge and letting it roll down the other side.</p> <p>Teaching ideas – build a train track – Pupils to build their own simple train track, with some adult support.</p> <ul style="list-style-type: none"> • Working and playing cooperatively as part of a group- AA Session- Stage two – Powder Paint Puzzle Pieces – Prior to activity, use the 'Jigsaw Puzzle Piece Templates' from Twinkl. Cut different puzzle pieces out of black card. An adult to place the Jigsaw Piece Cut outs onto black paper. Sprinkle over different colour powder paint, then remove cut outs to reveal puzzle piece silhouettes. Name colours. Use appropriate language ('sprinkle' 'more' 'again' etc) Stage 3 – Puzzle Piece Mix Up – An adult to pick up two, or more, puzzles, and pretend to drop them, spilling the pieces into a tuff tray. Pupils to help the adults to sort the pieces and complete the puzzles. Teaching ideas – Activities on tables/in workstations - Pupils to complete puzzles, threading, stacking and building activities, with lessening adult support together with other pupils • To complete an activity with a partner- Teaching ideas – <ul style="list-style-type: none"> - Sitting on the floor, rolling a ball to one another - Throwing/kicking a ball to one another - Tapping a balloon to one another, keeping it in the air for a given amount of time - Building a tower – taking it in turns to place the next brick on top - Parachute game – Holding the sides of a parachute and shaking it, to keep the ball/balloon on top
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		<ul style="list-style-type: none"> - Completing a puzzle, as a group - Completing a treasure hunt, as a group - Completing a painting/colouring activity, as a group - Taking Turns/Playing a game together i.e., Pop Up Pirate, Ker Plunk, Snap, Buckaroo, hungry hippos etc - Shared sensory play/small world play
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, working together, Teamwork, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Achieve, complete, finished, Finish, share, turn taking, teamwork, success, working together, celebrate,

Cycle 3 Spring Term 2 - Healthy Me		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that medicines can help them if they feel poorly • Know that all household products, including medicines, can be harmful if not used properly • Know how to keep safe when crossing the road • Know about people who can keep them safe 	<ul style="list-style-type: none"> • To explore how to keep healthy through having an early awareness of different types of exercise. • To explore the doctors and begin to have an early awareness that medicine makes us feel better. • With supported participation know how to cross the road safely • To explore personal care routines through having an early awareness on what a healthy morning routine is.
Lesson Ideas	Lesson Ideas	Lesson Ideas

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<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Being Fit and Healthy- I understand how exercise affects my body and know why my heart and lungs are such important organs. 2. Being Fit and Healthy- I know that the amount of calories, fat and sugar I put into my body will affect my health. 3. What Do I Know About Drugs? - I can tell you my knowledge and attitude towards drugs. 4. Being Safe- I can identify things, people and places that I need to keep safe from / I know some strategies for keeping myself safe, who to go to for help and how to call emergency services 5. Safe or Unsafe- I can identify when something feels safe or unsafe 6. My Amazing Body- I understand how complex my body is and how important it is to take care of it. 	<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Being Healthy-I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. 2. Healthy Choices- I know how to make healthy lifestyle choices. 3. Clean and Healthy- I know how to keep myself clean and healthy, and understand how germs cause disease or illness /I know that all household products including medicines can be harmful if not used properly 4. Medicine Safety- I understand that medicines can help me if I feel poorly, and I know how to use them safely. 5. Road Safety- I know how to keep safe when crossing the road, and about people who can help me to stay safe. 6. Happy, Healthy Me - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. 	<ul style="list-style-type: none"> • Keeping healthy through having an early awareness of different types of exercise- take part in yoga session • Doctors and begin to have an early awareness that medicine makes us feel better- AA session on medicine- children to explore toys related to doctors, dressing up role play, Sensory play- using syringes to squirt liquids. 1-1 work- sorting medicine and none medicine. • Cross the road safely - AA session-Stage 2 – On black paper mark out a road scene using masking tape highlighting crossing areas. Role play using cars and ‘people’ characters how and when to cross a road reinforcing language. Stage 3 – making traffic lights using coloured paper to make out each colour – use symbols and reinforce we crossroads when lights are on green and stop on red. Teaching ideas – make traffic light biscuits • Crossing the road safely - AA. Session on crossing the road- Children cross the road on a walk around the local community, go to allotment, shops, park. • Healthy morning routine is- Read through PowerPoint “My Morning routine”- use objects of references and sensory objects pulled out from box. After story children to explore toothbrush, cleaning station cleaning dolls (different soaps etc), getting changed are (dressing up) again this can be getting dolls changed, breakfast area (snacks- requesting through pecs), brushing hair (own or dolls) 1-1 work- children to sequences symbols for morning routine.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

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Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, keeping clean, Toiletry items (e.g., toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy, Morning, brush hair, clean teeth, wash, dirty, germs, safely, traffic lights, doctor, medicine, exercise
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Cycle 3 Summer Term 1- Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g., Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g., taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community 	<ul style="list-style-type: none"> To explore the concept of love. To explore being caring To explore friendship, through having an early awareness of taking turns. To know how to greet people appropriately with support
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Family Roles and Responsibilities- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p>	<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Families- I can identify the members of my family and understand that there are lots of different types of families.</p> <p>2. Making Friends- I can identify what being a good friend means to me.</p>	<ul style="list-style-type: none"> Love- Sensory activities around love Caring - Carousel of activities around different ways you can care for others- good listening (listening activity) - sharing - activity where they share a toy or resources, ect. Friends (turn taking)- Explore playing different games together and taking turns

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<p>2. Friendship- I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>3. Keeping Myself Safe Online- I know and can use some strategies for keeping myself safe online.</p> <p>4. Being a Global Citizen 1- I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>5. Being a Global Citizen 2- 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>6. Celebrating My Web of Relationships- I know how to express my appreciation to my friends and family.</p>	<p>3. Greetings- I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>4. People Who Help Us- I know who can help me in my school community.</p> <p>5. Being My Own Best Friend- I can recognise my qualities as a person and a friend.</p> <p>6. Celebrating My Special Relationships-I can tell you why I appreciate someone who is special to me.</p>	<p>having ago / Go outside to the playground and get out the toys and take it in turns</p> <ul style="list-style-type: none"> • Greeting people – This can be done throughout the day and doesn't need to be done in a discrete lesson. <p>Educational visits ideas</p> <ul style="list-style-type: none"> - Park- Go to the park and explore turn taking on the different pieces of equipment. - Allotment- Go to the allotment and take it in turns to do different activities like watering the plants and cutting the grass.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Love, Caring, Friends, Sharing, Taking Turns, Hello, Hi</p>

Cycle 3 Summer Term 2 - Changing Me - RSE

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old age 	<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried 	<ul style="list-style-type: none"> • To have an early awareness for the functions of some parts of the body (legs, and hands) (<i>revisit - eyes, nose, mouth and ears</i>).

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<ul style="list-style-type: none"> • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable, and some are unacceptable 	<ul style="list-style-type: none"> • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> • To explore pictures of us as babies and have an early awareness of how we have changed. • To explore the PANTS (NSPCC) and be able to identify their private parts.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Life Cycles in Nature- I can recognise cycles of life in nature. 2. Growing from Young to Old- I can tell you about the natural process of growing from young to old and understand that this is not in my control. 3. The Changing Me- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. 4. Boys' and Girls' Bodies- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. 5. Assertiveness- I understand there are different types of touch and can tell you which ones I like and don't like. 6. Looking Ahead- I can identify what I am looking forward to when I move to my next class. 	<p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Body- I can name parts of the body 2. Respecting My Body- I can tell you some things I can do and foods I can eat to be healthy. 3. Growing Up- I understand that we all grow from babies to adults. 4. Fun and Fears Part 1- I can express how I feel about moving to Year 1. 5. Fun and Fears Part 2- I can talk about my worries and/or the things I am looking forward to about being in Year 2. 6. Celebration- I can share my memories of the best bits of this year. 	<ul style="list-style-type: none"> • Body part functions- Recap previous learning – Taste, smell, hearing, seeing- Sensory activities around this. • Body part functions of legs and hands - gross motor circuit and fine motor activities. • How we have changed- sensory trays with pictures of them as babies they have to find and match them to a picture of now. • How we have changed- Same as previous lesson but provide different sensory opportunities. • Private parts- role play dressing and undressing dolls. Children to identify the private parts on the doll.

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Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Change, Grow, Control, fully grown, growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Hands, Legs, Grab, Walk, Step, Private Parts, Penis, Vagina, Bottom, Baby, Me

Cycle 4 Autumn Term 1 - Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that having a voice and democracy benefits the school community • Know that their own actions affect themselves and others • Know how groups work together to reach a consensus 	<ul style="list-style-type: none"> • Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members • Know that it is important to listen to other people • Understand that their own views are valuable • Know about rewards and consequences and that these stem from choices • Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> • To begin to develop listening skills by taking part in a range of listening activities. • (To begin) To have an early awareness of the different rewards that motivate us • To explore the class charter and develop an early awareness of their right to an education and the right to play.
Lesson Ideas	Lesson Ideas	Lesson Ideas
Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions. 1. Becoming a Class 'Team' - I know my attitudes and actions make a difference to the class team /I know how to use my Jigsaw Journal/	Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions. 1. Hopes and Fears for the Year - I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal.	<ul style="list-style-type: none"> • Listening skills- Play listening games- <ul style="list-style-type: none"> - guess the noise - find the noise in the classroom - barrier games - Listening colouring activities. - SaLT targets

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<p>2. Being a School Citizen- I understand who is in my school community, the roles they play and how I fit in.</p> <p>3. Rights, Responsibilities and Democracy-I understand how democracy works through the School Council.</p> <p>4. Rewards and Consequences- I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them.</p> <p>5. Our Learning Charter- I understand how groups come together to make decisions.</p> <p>6. Owning our Learning Charter- I understand how democracy and having a voice benefits the school community.</p>	<p>2. Rights and Responsibilities- I understand the rights and responsibilities for being a member of my class and school.</p> <p>3. Rewards and Consequences- I listen to other people and contribute my own ideas about rewards and consequences.</p> <p>4. Rewards and Consequences- I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>5. Our Learning Charter- I understand how following the Learning Charter will help me and others learn.</p> <p>6. Owning our Learning Charter- I recognise the choices I make and understand the consequences.</p>	<ul style="list-style-type: none"> • (To begin) To have an early awareness of the different rewards that motivate us- Read the book “What I like”- (staff drive- PSHE-Books/resources) read through book and use resources and senroy experinces where appropriate. Explore things that motivate the children getting them to use their communication methods to request differetn motivators. • Class charter- the right to play- Make a class charter display focusing on the right to play. • Class charter- right to an education- Carry on making class charter focusing on the right to an education.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	<p>Listening, I can hear.. , I like.., Choice, choose, education, play, reward</p>

Cycle 4 Autumn Term 2 - Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g., tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place 	<ul style="list-style-type: none"> • Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know that sometimes people get bullied because of difference • Know the difference between right and wrong and the role that choice has to play in this • Know that friends can be different and still be friends 	<ul style="list-style-type: none"> • To explore how we are all unique and that it is OK to be different • (To begin) To be able to identify right and wrong behaviours • To explore friendship and to begin to be able to recognise kind behavior (<i>revisit- sharing and turn taking</i>)

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<ul style="list-style-type: none"> • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change 	<ul style="list-style-type: none"> • Know where to get help if being bullied • Know the difference between a one-off incident and bullying 	
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Judging by Appearances- I understand that, sometimes, we make assumptions based on what people look like. 2. Understanding influences- I understand what influences me to make assumptions based on how people look. 3. Understanding Bullying- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. 4. Problem-solving- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. 5. Special Me- I can identify what is special about me and value the ways in which I am unique. 6. Celebrating Difference: how we look- I can tell you a time when my first impression of someone changed when I got to know them. 	<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Boys and girls- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). 2. Boys and girls- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). 3. Why does bullying happen? - I understand that bullying is sometimes about difference. 4. Standing up for myself and others- I can recognise what is right and wrong and know how to look after myself. 5. Gender Diversity- I understand that it is OK to be different from other people and to be friends with them. 6. Celebrating difference and still being friends- I can tell you some ways I am different from my friends. 	<ul style="list-style-type: none"> • Unique and that it is OK to be different- Read the book "Let's celebrate you and me". (Staff drive- PSHE-Books and resources) use objects of reference and sensory experiences where appropriate- 1-1 or small group work- Pupils to take turns, using the materials provided, to make a portrait of themselves or of a friend. Explore toys figures of a range of different types of people. • Unique and that it is OK to be different-AA session- Stage 1 – motivating toys making connections where possible. Stage 2 – Different Skin Tones - Adult to squirt paint into a paint tray/plate/shallow container. Mix the different colour paints to make different skin tones. Use appropriate language 'squirt' 'mix' 'again' 'more.' Use the skin tone paints to paint faces. Stage 3 – Skin Tone Handprints Pupils to take turns, dipping their hands in the skin tone paint and putting their hand on the paper, to leave different skin tone handprints. • Identify right and wrong behaviours- AA session- Stage 1 – motivating toys making connections where possible. Stage 2 – adult to fill a red balloon with symbols of unkind behaviour and a green balloon with kind behaviour symbols (other materials can be added e.g., glitter). Adult to pop each balloon over two trays reading the words in each balloon. Adult to reinforce which are kind and which are unkind and how unkind behaviour makes people feel. Stage 3 – pupils to sort large images into two hoops (kind/unkind). 1-1 or small group- Teaching ideas – pupils to complete a kind

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		<p>and unkind sorting activity sorting pictures into the correct columns (twinkl)</p> <ul style="list-style-type: none"> • Friendship (<i>revisit- sharing and turn taking</i>)- <ul style="list-style-type: none"> - Sharing and turn taking games and activities - Attention autism stage 3 - Facilitated sharing and turn taking during play and learn (link to topic area) - Taking turns and sharing with another adult - Taking turns and sharing with another child
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, on purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Sharing, kind behaviour, unkind behaviour, turn taking, right, wrong, different, unique, ok

Cycle 4 Spring Term 1 - Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group 	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people 	<ul style="list-style-type: none"> • Explore setting class goals to achieve by the end of the day. • To explore making choices as part of a group. • Explore sharing success with other people
Lesson Ideas	Lesson Ideas	Lesson Ideas

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<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Hopes and Dreams- I can tell you about some of my hopes and dreams. Broken Dreams- I understand that sometimes hopes and dreams do not come true and that this can hurt. Overcoming Disappointment- I know that reflecting on positive and happy experiences can help me to counteract disappointment. Creating New Dreams- I know how to make a new plan and set new goals even if I have been disappointed. Achieving Goals- I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. We Did It! - I can identify the contributions made by myself and others to the group's achievement. 	<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Goals to Success- I can choose a realistic goal and think about how to achieve it. My Learning Strengths- I carry on trying (persevering) even when I find tasks difficult. Learning with Others- I can recognise who I work well with and who it is more difficult for me to work with. A Group Challenge- I can work well in a group to create an end product. Continuing Our Group Challenge- I can explain some of the ways I worked well in my group to create the end product. Celebrating Our Achievement- I know how to share success with other people. 	<ul style="list-style-type: none"> • Setting class goals to achieve by the end of the day. <ul style="list-style-type: none"> - Make a class reward chart together. This could be designed and linked to class topic this half term. • To explore making choices as part of a group- <ul style="list-style-type: none"> - Sensory sentences - Make a sensory picture together (colour in and request resources to make a picture). - Request movement songs on the board. • Explore sharing success with other people <ul style="list-style-type: none"> - Explore playing team games - Complete a class challenge- finding out the different parts of the picture and come together to make picture.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p>	<p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>	<p>Goal, achieved, choices, group, sharing, success</p>

Cycle 4 Spring Term 2 - Healthy me

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups 	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely 	<ul style="list-style-type: none"> • To explore what their body need to stay healthy by exploring healthy snacks (Done through cooking) • To explore the doctors and begin to have an early awareness of medicines and the importance to use them safely.

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<ul style="list-style-type: none"> • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on the • Know what they think is right and wrong 	<ul style="list-style-type: none"> • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy 	<ul style="list-style-type: none"> • To explore personal care routines through having an early awareness on what a healthy night routine is. • To explore crossing the road safely and begin to show an early awareness of lollipop ladies/men
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Friends and Me- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. 2. Group Dynamics- I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. 3. Smoking- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. 4. Alcohol- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. 5. Healthy Friendships- I can recognise when people are putting me under pressure and can explain ways to resist this when I want. 6. Celebrating My Inner Strength and Assertiveness- I know myself well enough to have a clear picture of what I believe is right and wrong. 	<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Being Healthy- I know what I need to keep my body healthy. 2. Being Relaxed- 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. 3. Medicine Safety- I understand how medicines work in my body and how important it is to use them safely. 4. Healthy Eating- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. 5. Healthy Eating- I can make some healthy snacks and explain why they are good for my body. 6. Happy, Healthy Me! - I understand which foods to eat to give my body energy. 	<ul style="list-style-type: none"> • Healthy snacks- make a simple healthy snacks together. • Doctors and medicines and the importance to use them safely- Stage 1 – Different emergency vehicles and people who help us (characters and dressing up outfits). Stage 2 - Ouch -You will need: teddy – with a paper would loosely stuck on, bandage, stethoscope. What to do: put stethoscope on to pretend to be a doctor, see your patient, wrap bandage around wound, announce when you have finished, unwrap bandage secretly removing the stuck-on wound, exclaim all better. Stage 3 - Nurse’s spotty uniform. You will need: drawing of a nurse on a big piece of paper (outline), paint, blown up balloons. What to do: select a child one at a time, get them to dip the balloon in paint and dot it all over the outline. 1.1 or small group teaching ideas - Using bandages, and other doctor’s equipment using role play. Making ‘x-ray’ handprints.

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		<ul style="list-style-type: none"> • Night routine- AA session- stage 1- try and use things linked to nighttime- Stage 2- Nighttime sensory picture- Stage 3- Children to choose a teddy to put in the bed and sing nighttime song to them. 1-1 work or small group- Children to identify what the person is doing in the picture matching symbols to them- this could be made sensory by children finding picture in a sensory tray. Explore and learn- children to explore cleaning teeth, washing dolls, and getting them changed. • Crossing the road safely and lollipop ladies/men- AA session- stage 1- motivating toys linked- Stage 2- make a Lolli pop ladies/men stick, sprinkling sand or using paint. 1-1 work and small group- get adult to dress up and practice crossing over and area safely/ crossroads in local area if a lolli pop man or women is nearby use them.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Road crossing, lolli pop man, lolli pop lady, stop, look, listen, road safety, walk, nighttime, sleep, clean teeth, pj's, doctors, medicine, safely, poorly, ill, healthy, food, snacks, vegetables, fruit.

Cycle 4 Summer Term 1 – Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships 	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family 	<ul style="list-style-type: none"> • To explore families through having an early awareness of love and caring for each other. • To explore people, they are thankful for (mum, dad, teachers)

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<ul style="list-style-type: none"> • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is 	<ul style="list-style-type: none"> • To explore friendship, through having an early awareness of how to be kind to each other. <i>(Revisit – recognising kind behaviour, sharing and turn taking)</i>
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Jealousy-I can recognise situations which can cause jealousy in relationships. 2. Love and Loss- I can identify someone I love and can express why they are special to me. 3. Memories- I can tell you about someone I know that I no longer see. 4. Getting on and Falling Out-I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. 5. Girlfriends and Boyfriends- I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. 6. Celebrating My Relationships with People and Animals- I know how to show love and appreciation to the people and animals who are special to me. 	<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Families- 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. 2. Keeping Safe - exploring physical contact- 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. 3. Friends and Conflict- I can identify some of the things that cause conflict with my friends. 4. Secrets- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. 5. Trust and Appreciation- I recognise and appreciate people who can help me in my family, my school and my community. 6. Celebrating My Special Relationships- I can express my appreciation for the people in my special relationships. 	<ul style="list-style-type: none"> • Family- explore and looking at different pictures of their families. Can they identify people in their family. • Family- Make a sensory picture of their family in a heart shape. • People thankful for- Make thank you cards • Being kind- Explore playing games together and being kind by turn taking and sharing the toys. • Being Kind – Making a sensory kindness tree, use different colour handprints for different aspects of being kind (sharing, helpful, ect)
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

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Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Family, Love. Care, Mum, Dad, Brother, Sister, Teacher, Friend, Kind, sharing, turn taking, Kind Words,
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Cycle 4 Summer Term 2 – Changing Me - RSE

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <ul style="list-style-type: none"> Know that in animals and human's lots of changes happen between conception and growing up Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that in nature it is usually the female that carries the baby Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> To explore different life cycles in nature (Butterflies, frog) To explore being able to identify private parts on both males and females. To explore the PANTS (NSPCC) and have an early awareness which parts of the body are private.
<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. How Babies Grow- I understand that in animals and humans lots of changes happen from birth to</p>	<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 5-6 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Life cycles- I am starting to understand the life cycles of animals and humans.</p>	<p>Lesson Ideas</p> <ul style="list-style-type: none"> Life cycles- explore the book and do sensory activities linked around this book - How does a tad pole grow by Eric Carle

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<p>fully grown, and that usually it is the female who has the baby.</p> <ol style="list-style-type: none"> 2. Babies- I understand how babies grow and develop in the mother's uterus/ I understand what a baby needs to live and grow 3. Outside Body Changes- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies / I can identify how boys' and girls' bodies change on the outside during this growing up process 4. Inside Body Changes- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. 5. Family Stereotypes- I can start to recognise stereotypical ideas I might have about parenting and family roles. 6. Looking Ahead- identify what I am looking forward to when I move to my next class. 	<ol style="list-style-type: none"> 2. Changing Me- I can tell you some things about me that have changed and some things about me that have stayed the same. 3. My Changing Body- I can tell you how my body has changed since I was a baby. 4. Boys' and Girls' Bodies- 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, 5. Learning and Growing - I understand that every time I learn something new, I change a little bit. 6. Coping with Changes- I can tell you about changes that have happened in my life. 	<ul style="list-style-type: none"> • Life cycles- explore the book and do sensory activities linked around this book - How does a tad pole grow by Eric Carle • Private parts (Males)- Children to complete a simple jigsaw of the male body and label penis. • Private part (Females)- Children to complete a simple jigsaw of the female body and label vagina and breast. • Awareness which parts of the body are private – Listen to the NSPCC Pantosaurus song and decorate pictures of pants. • Awareness which parts of the body are private – To identify on a picture the where a male and female private parts are.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p>Life Cycle, Change, Penis, Vagina, Bottom, Breasts, Male, Female, Private Parts</p>

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Cycle 5 Autumn Term 1- Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values 	<ul style="list-style-type: none"> • To explore the class charter and develop an early awareness of their right to be listened to (<i>revisit-right to an education and the right to play</i>) • To explore the school values (P-protect, I- inspire, N- nurture, E- embrace and S-succeed) • To explore emotions and to begin to be able to recognise a range of different emotions (happy, sad, angry, worried, frighten) • To begin to develop listening skills by following simple instructions.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Year Ahead- I can face new challenges positively and know how to set personal goals / I know how to use my Jigsaw Journal 2. Being a Citizen of My Country- I understand my rights and responsibilities as a citizen of my country. 3. Year 5 Responsibilities- I understand my rights and responsibilities as a citizen of my country and as a member of my school. 4. Rewards and Consequences- I can make choices about my own behaviour because I understand how rewards and consequences feel. 5. Our Learning Charter- I understand how an individual's behaviour can impact on a group. 	<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Getting to Know Each Other- I recognise my worth and can identify positive things about myself and my achievements /I can set personal goals/I know how to use my Jigsaw Journal. 2. Our Nightmare School- I can face new challenges positively, make responsible choices and ask for help when I need it. 3. Our Dream School I understand why rules are needed and how they relate to rights and responsibilities. 4. Rewards and Consequences- I understand that my actions affect myself and others and I care about other people's feelings. 5. 5. Our Learning Charter- I can make responsible choices and take action. 	<ul style="list-style-type: none"> • Class charter <i>revisit-right to an education and the right to play</i>- Make a class charter (Explore and learn activities based around the right to play and education) 1-1 or small group work- making something for class charter display. • Class charter- their right to be listened to – Continuing making class charter display- Play listening games to show a focus on the article the right to be listen to. • To explore the school values (P-protect, I- inspire, N- nurture, E- embrace and S-succeed) - AA session- • Recognise a range of different emotions (happy, sad, angry, worried, frighten)- Stage 1 – Attentions grabbing toys (make connections where possible). Stage 2- Kitchen roll emotions - draw emotion on Kitchen roll (cut roll in half), add appropriate food colouring inside along with Bicarbonate of soda and vinegar. Stage 3 – repeat similar to above getting the children to mix the

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<p>6. Owning our Learning Charter- I understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>6. Owning our Learning Charter- I understand my actions affect others and try to see things from their points of view.</p>	<p>ingredients to make the ‘fizz’ adult to reinforce language of emotions 1-1 Work or small group – Children to match symbols of emotions to pictures.</p> <ul style="list-style-type: none"> • Recognise a range of different emotions (worried) Read the book “The huge bag of worries”- (Staff drive- PSHE- Books/resources) then complete activities linked to the book. • Following simple instructions- Children to make sensory sentences for each other using symbols to give each other instructions (e.g. John sprinkle red rice / John then needs to get up and perform this instruction)
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>	<p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Teamwork, Viewpoint, Ideal School, Belong</p>	<p>Instructions, Protect, nurture, inspire, embrace and succeed, listen, play, education, learn</p>

Cycle 5 Autumn Term 2- Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Child line • Know that bullying can be direct and indirect 	<ul style="list-style-type: none"> • Know why families are important • Know that everybody’s family is different • Know that sometimes family members don’t get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> • To explore families and begin to have an early awareness of the importance of your family. • To explore families and explore how everybody’s family is different. • To explore kindness through using kind words and actions.

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<ul style="list-style-type: none"> • Know how their life is different from the lives of children in the developing world 		
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Different cultures- I understand that cultural differences sometimes cause conflict. 2. Racism- I understand what racism is 3. Rumours and Name-calling- I understand how rumour-spreading and name-calling can be bullying behaviours. 4. Types of Bullying- I can explain the difference between direct and indirect types of bullying. 5. Does Money Matter? - I can compare my life with people in the developing world 6. Celebrating Difference across the world- I can understand a different culture from my own. 	<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Families- I understand that everybody's family is different and important to them. 2. Family conflict- I understand that differences and conflicts sometimes happen among family members. 3. Witness and feelings- I know what it means to be a witness to bullying. 4. Witness and Solutions- I know that witnesses can make the situation better or worse by what they do. 5. Words that harm- I recognise that some words are used in hurtful ways. 6. Celebrating difference: Compliments- I can tell you about a time when my words affected someone's feelings and what the consequences were. 	<ul style="list-style-type: none"> • Importance of your family- AA session- Stage 1 – Attention grabbing toys making connections where possible -Stage 2 – draw a house outline using glue and sprinkle over glitter, shake off excess glitter to reveal the house. Using symbols – glue symbols inside the house to model who lives in my house. Stage 3 – pupils to use sponges to print houses, pupils to then select their picture from a choice and place it inside their house. 1-1 work or small group- pupils to build a house using lollipop sticks and stick inside things that are important in their family e.g. love, caring etc. • Importance of your family- Stage one – Attention grabbing toys making connections where possible. Stage two – adult to adult to draw stick people using glue saying my family, sprinkle over glitter using a sieve, shake of the excess and label each family member. Stage three –balloon pop- blow up balloon and write on it family. Inside have symbols of things like love, care, helping each other, taking care of one another, include glitter and sprinkle. Pop balloon and put symbols around stage 2 picture. 1-1 work or small group work – sponge painting family – pupils to use sponges and cookie cutters to create their family members placing the corresponding symbol/photo under the family member they have created, remember to include pets. • Everybody's family is different- Stage 1- motivating toys making connections where possible. Stage 2 – Who's family? Adult to hold up photographs of pupil's families, and place them in a tuff tray. Ask 'who?' Encourage pupils to 'look'

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		<p>and respond, where appropriate. Adult to spray shaving foam to cover up the photographs. Use appropriate language 'squirt' 'more' 'again.' Stage 3 – Family Reveal Pupils to take turns, using a spray bottle, to spray water, to wash away the shaving foam, and reveal the photographs. Encourage pupils to try to find their own family. work - Role play (family), Small world play, Looking at/labelling photographs of my family/other families</p> <ul style="list-style-type: none">• Everybody's family is different- Stage 1 - motivating toys making connections where possible. Stage 2 – pompom cup pop - Adult to hold up photographs of pupil's families and place them on a board. Ask 'who?' Encourage pupils to 'look' and respond, where appropriate. Adult to tie the end of a balloon and cut the top off the balloon, then stretch the end of the balloon over the bottom of a cup (bottom cut off), to make a 'pompom cup pop.' Adult to demonstrate, putting a pompom in the top of the cup pop, aiming at the board, pulling the end of the balloon and releasing it, to shoot the pompom at the board. Stage 3 – Ready, aim, fire! -Pupils to take turns, using the cup pop, to shoot pompoms at the board. Encourage pupils to try to aim for their own family. work - Role play (family), Small world play, Looking at/labelling photographs of my family/other families• Explore kind words- AA session- Stage 1 – Attention grabbing toys (make connections where possible). Stage 2- Balloon Pop- Different colour balloons filled with glitter and compliments. Pop the balloons and layout the different compliments on a mat. Go through the compliment social story with the children. Stage 3 – Have ball pit balls with
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		<p>compliments stuck to them in a bag. Take it in turns coming up and taking a ball out the bag. Once they have chosen a ball, child or adult reads out the compliment and they have to go and give it to another child. 1-1 work or small group- Make compliment suns- Each child is given a different child in class (middle part of the sun includes their photo on the sun). Children then choose compliments and stick onto the middle part of the sun.</p> <ul style="list-style-type: none"> • Explore kindness- AA session- Stage 1 – Attention grabbing toys (make connections where possible). Stage 2- Shaving foam heart- sprinkle red glitter and sand over it. Add the symbol kind to the heart. Stage 3- children to go around the classroom 1 or 2 at a time to find kind words / actions to put on the heart. 1-1 work small group- make their own kindness sensory heart doing the same sort thing and choose different symbols from a word bank.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Family, Family members, important, love, care, safe, together, different, kind, kindness, compliment

Cycle 5 Spring Term 1 - Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know 	<ul style="list-style-type: none"> • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them 	<ul style="list-style-type: none"> • Explore setting class goals to achieve by the end of the week. • To explore making choices as part of a class.

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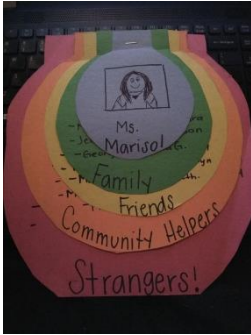
<ul style="list-style-type: none"> • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> • To explore their own hopes and dreams by role playing different jobs within the emergency services (doctors, policeman, fireman ect) • (To begin) To show an early awareness on evaluating their work (hard or easy)
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. When I Grow Up (My Dream Lifestyle)- I understand that I will need money to help me achieve some of my dreams. 2. Investigate Jobs and Careers- I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs 3. My Dream Job. Why I want it and the steps to get there -I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. 4. Dreams and Goals of Young People in Other Cultures- I can describe the dreams and goals of young people in a culture different to mine. 5. How Can We Support Each Other? - 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 that we could support each other. 	<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Dreams and Goals-I can tell you about a person who has faced difficult challenges and achieved success. 2. My Dreams and Ambitions- I can identify a dream/ambition that is important to me. 3. A New Challenge- I enjoy facing new learning challenges and working out the best ways for me to achieve them. 4. Our New Challenge- I can be motivated and enthusiastic about achieving our new challenge. 5. 5. Our New Challenge - Overcoming Obstacles- I can recognise obstacles which might hinder my achievement and take steps to overcome them. 6. Celebrating My Learning- I can evaluate my own learning process and identify how it can be better next time. 	<ul style="list-style-type: none"> • Setting class goals to achieve by the end of the week- make or create a class reward chart and give the children to the target of reaching the goal by the end of the week- this could gain them golden time. • To explore making choices as part of a class – children to vote between two choices using pictures of themselves to make their choice e.g. movement song / mediation videos / choice activities. • Hopes and dreams by role playing different jobs within the emergency services- Read the book “Emergency!” (Staff drive- PSHE- Books/resources) use objects of reference where and when appropriate. Have different areas around the classroom for the children to explore the different emergency services. • Hopes and dreams by role playing different jobs within the emergency services- (Focus on different areas than week before) Read the book “Emergency!” (Staff drive- PSHE- Books/resources) use objects of reference where and when appropriate. Have different areas around the

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<p>6. Rallying Support- I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g., through sponsorship.</p>		<p>classroom for the children to explore the different emergency services.</p> <ul style="list-style-type: none"> • Evaluating their work (hard or easy)- Have tasks out around the room for the children to do that are either really difficult or easy- children then to evaluate work after each one saying if its easy or hard.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
<p>Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Teamwork, Co-operation, Difference</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p>	<p>Easy, hard, jobs, emergency, doctor, paramedic, ambulance, fireman/woman, fire engine, police, policeman/woman, 999, choices, together</p>

Cycle 5 Spring Term 2 - Healthy me		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure • Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> • To explore stranger danger through having an early awareness of familiar and unfamiliar people. • To explore keeping safe by showing an early awareness on how to stay safe in a kitchen environment. • To explore personal care routines through having an early awareness on what I need to do before I do any cooking. • To explore crossing the road safely and begin to show an early awareness how to use a pelican crossing

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Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Smoking- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Alcohol- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and hear. Emergency Aid- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Body Image- I understand how the media, social media and celebrity culture promotes certain body types. My Relationship with Food- 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 pressures. Healthy Me- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. 	<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Being Fit and Healthy- I understand how exercise affects my body and know why my heart and lungs are such important organs. Being Fit and Healthy- I know that the amount of calories, fat and sugar I put into my body will affect my health. What Do I Know About Drugs? - I can tell you my knowledge and attitude towards drugs. Being Safe- I can identify things, people and places that I need to keep safe from / I know some strategies for keeping myself safe, who to go to for help and how to call emergency services Safe or Unsafe- I can identify when something feels safe or unsafe My Amazing Body- I understand how complex my body is and how important it is to take care of it. 	<ul style="list-style-type: none"> Stranger danger-AA session- Stage 1 – Attention grabbing toys (make connections where possible) stage 2- make diagram below using symbols- Circles Program <div style="text-align: center;">  <p style="font-size: small;">Image courtesy of E-Learning</p> </div> <ul style="list-style-type: none"> Stage 3- Balloon pop- have a coloured balloon for each area- children to choose and pop one of the balloons- place pictures on card. 1-1 work or small group work- make their own. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> Staying safe in a kitchen environment- Go through powerpoint (staff drive-PSHE- books/resources) make something using the oven (simple biscuits) highlight ovens are hot and they can burn themselves on them. Staying safe in a kitchen environment- make a fruit smoothie chopping fruit up. Make sure children are shown how to hold and use knife safely.

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		<ul style="list-style-type: none"> • Personal care routines- what I need to do before I do any cooking- Go through simple social story on washing hands before cooking and putting on apron- make a simple recipe (this could be something linked to your half termly topic) • Crossing the road safely- Pelican crossing- AA session- Stage 1 – Attention grabbing toys (make connections where possible) stage 2- Make a big sensory traffic light use symbols to highlight walk and stop. Stage 3- Play a game of red light stop and green light go walking across the classroom. 1-1-1 work or small group- go on a walk and use the pelican crossing in the local are / make traffic light biscuits / craft- shoe box traffic light
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, social media, Celebrity, Altered, Self-respect, Comparison, eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Traffic light, pelican crossing, red, amber, green, stop, go, walk, wait, strangers, family, me, friends, community workers, kitchen, safe, dangerous, hot, sharp

Cycle 5 Summer Term 1- Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g., Mum is always the carer, Dad always goes to work etc 	<ul style="list-style-type: none"> • To explore some of the skills of friendship, through having an early awareness of being a good listener (<i>Revisit – sharing and turn taking</i>) • To explore different people, they love and who love them. • To explore families and the different roles within a family (e.g., mum and dad to look after children)

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<ul style="list-style-type: none"> • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> • Know some of the skills of friendship, e.g., taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> • To begin to explore online safety by having an early awareness by requesting to use a computer or ipad
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Recognising Me- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. 2. Safety with Online Communities- I understand that belonging to an online community can have positive and negative consequences. 3. Being in an Online Community- I understand there are rights and responsibilities in an online community or social network. 4. Online Gaming- I know there are rights and responsibilities when playing a game online 5. My Relationship with Technology: screen time- I can recognise when I am spending too much time using devices (screen time) 6. Relationships and Technology- I can explain how to stay safe when using technology to communicate with my friends 	<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Family Roles and Responsibilities- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. 2. Friendship- I can identify and put into practice some of the skills of friendship e.g., taking turns, being a good listener. 3. Keeping Myself Safe Online- I know and can use some strategies for keeping myself safe online. 4. Being a Global Citizen 1- I can explain how some of the actions and work of people around the world help and influence my life. 5. Being a Global Citizen 2- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. 6. Celebrating My Web of Relationships- I know how to express my appreciation to my friends and family. 	<ul style="list-style-type: none"> • Friendship- Read the book Making friends (On staff drive- PSHE folder – Books) Do activities around being a good listener (e.g., giving each other instructions through sensory sentences – children sequence symbols to make sentence e.g., John sprinkle blue rice) • Friendship- Do activities around being a good listener (e.g., giving each other instructions through sensory sentences – children sequence symbols to make sentence e.g., John sprinkle blue rice) • People we love- Using sensory trays find different pictures of people (family and none family pics) in them and match the people that love them to love me symbol • Families- Explore the different people in our family • Roles within our family- Role playing families e.g., mummy and daddies looking after babies. • Online safety- Children to have ipads out and to request to use them and to access different games and apps on them.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

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<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	<p>Friendship, Friend, Good listening, Love, Family, Mum, Dad, Bother, Sister, Grandma, Grandad, ipad, I want..., finished.</p>
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Cycle 5 Summer Term 2- Changing Me - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know that in animals and human's lots of changes happen between conception and growing up • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that in nature it is usually the female that carries the baby • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable, and some are unacceptable 	<ul style="list-style-type: none"> • To begin to show an early awareness of being able to sort the different stages of growth (e.g., sorting baby and adult pictures) • To explore the PANTS (NSPCC) and have an early awareness of appropriate and inappropriate touch <i>(revisit previous learning from cycle 4)</i> • To explore being able to identify changes. <p>Female Students</p> <ul style="list-style-type: none"> • Understand female menstruation and the changes that occur within the body- Females only • Actively participate in their personal care around menstruation- Females only
Lesson Ideas	Lesson Ideas	Lesson Ideas

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<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Unique Me- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. 2. Having a Baby- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. 3. Puberty and Menstruation- 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. 4. Circles of Change- I know how the circle of change works and can apply it to changes I want to make in my life. 5. Accepting Change- I can identify changes that have been and may continue to be outside of my control that I learnt to accept. 6. Looking Ahead- I can identify what I am looking forward to when I move to a new class. 	<p>Please see Jigsaw planning ages 6-7 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Life Cycles in Nature- I can recognise cycles of life in nature. 2. Growing from Young to Old- I can tell you about the natural process of growing from young to old and understand that this is not in my control. 3. The Changing Me- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. 4. Boys' and Girls' Bodies- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. 5. Assertiveness- I understand there are different types of touch and can tell you which ones I like and don't like. 6. Looking Ahead- I can identify what I am looking forward to when I move to my next class. 	<ul style="list-style-type: none"> • Stages of growth- To explore the different stages of growth by using sensory trays and finding different pictures and matching them to either baby, toddler, teenager, adult, old • Stages of growth- To sequence the different stages of growth from baby to adult. • Identifying Change- Sensory activities around things changing. E.g., water colour changing ect • Identifying Change- Provide different sensory experience from week before • Identifying Private parts- Revisiting previous learning- Explore the pants rule, designing own pants. • Awareness of appropriate and inappropriate touch – Sort appropriate and inappropriate touching (e.g., kissing mum, kissing friend, hugging dad, hugging a stranger, touching someone else private parts ect)
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Personal, Unique, Characteristics, Parents, making love, having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Change, Grow, Control, fully grown, growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<p>Baby, Toddler, Teenager, Adult, Old, Change, Different, Good touching, Bad touching, Pants, Private, Hugging, Kissing, Touching</p>

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Cycle 6 Autumn Term 1- Being Me In My World

Cycle 6 Autumn Term 1- Being Me In My World		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know how to set goals for the year ahead Understand what fears and worries are Know about children’s universal rights (United Nations Convention on the Rights of the Child) <li style="color: green;">Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community <li style="color: green;">Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community <li style="color: green;">Know their place in the school community Know what democracy is (applied to pupil voice in school) <li style="color: green;">Know that having a voice and democracy benefits the school community Know that their own actions affect themselves and others Know how groups work together to reach a consensus 	<ul style="list-style-type: none"> To begin to explore decision making as a group through voting To explore the class charter and develop an early awareness of their right to be heard and kept safe <i>(revisit right to an education and the right to play and right to be listened to)</i> To explore the different roles within our school. To begin to develop communication skills by giving an adult or peer a simple instruction.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Year Ahead- I can identify my goals for this year, understand my fears and worries about the future and know how to express them / I know how to use my Jigsaw Journal. 2. Being a Global Citizen 1- I know that there are universal rights for all children but for many children these rights are not met. 3. Being a Global Citizen 2- I understand that my actions affect other people locally and globally. 	<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Becoming a Class ‘Team’- I know my attitudes and actions make a difference to the class team /I know how to use my Jigsaw Journal/ 2. Being a School Citizen- I understand who is in my school community, the roles they play and how I fit in. 3. Rights, Responsibilities and Democracy-I understand how democracy works through the School Council. 	<ul style="list-style-type: none"> Decision making as a group through voting- vote for different things within class such as yoga video, movement songs, choice activities, video to watch. Class charter- <i>revisit right to an education and the right to play and right to be listened to-</i> Make a class charter- explore and learn activities to focus on right to play, listen to and education Class charter and develop an early awareness of their right to be heard and kept safe- Continue making class charter- explore and learn to focus on being heard and kept safe. Different roles within our school- AA session- stage 1- Attention grabbing toys (make

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<p>4. The Learning Charter- I can make choices about my own behaviour because I understand how rewards and consequences feel / I understand how these relate to my rights and responsibilities.</p> <p>5. Our Learning Charter-I understand how an individual's behaviour can impact on a group.</p> <p>6. Owning our Learning Charter- I understand how democracy and having a voice benefits the school community.</p>	<p>4. Rewards and Consequences- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>5. Our Learning Charter- I understand how groups come together to make decisions.</p> <p>6. Owning our Learning Charter- I understand how democracy and having a voice benefits the school community.</p>	<p>connections where possible). Stage 2- splat- Spread out a large sheet of white paper and put dots of different coloured paint all over. Cover each one up with cotton rounds and pictures of people around the school (Headteacher / deputy head / class teacher). 1-1 work or small group-</p> <ul style="list-style-type: none"> • Giving an adult or peer a simple instruction- sensory sentences using symbols and photos of children to make sentences for each other / Lego therapy
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>	<p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p>Voting, more, less, safe, protection, listen, play, school, teachers</p>

Cycle 6 Autumn Term 2- Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g., tactical ignoring, cyber-bullying 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • Demonstrate an early awareness of differences and how these are celebrated • To explore inclusivity by developing an early awareness of how to be a kind friend • To have an early awareness who to seek help from if they feel sad.

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<ul style="list-style-type: none"> • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict 	<ul style="list-style-type: none"> • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change 	<ul style="list-style-type: none"> • To explore friendship and being to have an early awareness on the importance of helping each other.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Am I Normal? - I understand there are different perceptions about what normal means. 2. Understanding Difference-I understand that everyone has a right to be who they are. 3. Power Struggles- I can explain some of the ways in which one person or a group can have power over another. 4. Why Bully- I know some of the reasons why people use bullying behaviours. 5. Celebrating Difference- I can give examples of people with disabilities who lead amazing lives. 6. Celebrating Difference- I can explain ways in which difference can be a source of conflict and a cause for celebration. 	<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Judging by Appearances- I understand that, sometimes, we make assumptions based on what people look like. 2. Understanding influences- I understand what influences me to make assumptions based on how people look. 3. Understanding Bullying- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure. 4. Problem-solving- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. 5. Special Me- I can identify what is special about me and value the ways in which I am unique. 6. Celebrating Difference: how we look- I can tell you a time when my first impression of someone changed when I got to know them. 	<ul style="list-style-type: none"> • Differences and how these are celebrated- Read the book "Not like the others". Use objects of references and sensory experiences where appropriate. • Inclusivity- Read the story "The crayon box that talked" (Staff drive-PSHE-Books/resources). Complete activities related to the book- play games including everyone. • Seeking help from if they feel sad- Read the book "Everyone feels sad" (Staff drive-PSHE-Books/resources). Complete activities related to the book • Friendship- helping each other- Read the book "Little red hen" (Staff drive- PSHE-Books/resources) Use objects of references and sensory experiences where appropriate. Get children to complete activities together such a jigsaws, building with Lego, threading etc.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration</p>	<p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, on purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	<p>Inclusive, share, everyone, help, different, celebrate, together, accept</p>

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Cycle 6 Spring Term 1- Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. <ul style="list-style-type: none"> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them 	Key Knowledge. <ul style="list-style-type: none"> • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group 	Key Knowledge. <ul style="list-style-type: none"> • To explore their own hopes and dreams- by role playing different jobs (teachers, shop keepers, transport related) (<i>Revisit- doctors, policeman, fireman ect</i>) • Explore setting class goals to achieve over a period of time. • To explore a range of different charities and their goals.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Personal Learning Goals- 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). 2. Steps to Success- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. 3. My Dream for the World- I can identify problems in the world that concern me and talk to other people about them. 4. Helping to Make a Difference- I can work with other people to help make the world a better place. 	<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Hopes and Dreams- I can tell you about some of my hopes and dreams. 2. Broken Dreams- I understand that sometimes hopes and dreams do not come true and that this can hurt. 3. Overcoming Disappointment- I know that reflecting on positive and happy experiences can help me to counteract disappointment. 4. Creating New Dreams- I know how to make a new plan and set new goals even if I have been disappointed. 5. Achieving Goals- I know how to work out the steps to take to achieve a goal and can do this successfully as part of a group. 6. We Did It! - I can identify the contributions made by myself and others to the group's achievement. 	<ul style="list-style-type: none"> • Hopes and dreams- role playing different jobs (<i>Revisit- doctors, policeman, fireman ect</i>) • Hopes and dreams- role playing different jobs (teachers, shop keepers, transport related) • Class goals- Make a class reward chart to earn a reward for the end of the half term. • Charities and their goals- Pick a charity of your choosing to explore. • Charities and their goals- Pick a different charity of your choosing to explore.

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<p>5. Helping to Make a Difference- I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>6. Recognising Our Achievements- I know what some people in my class like or admire about me and can accept their praise.</p>		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Charity, help, goal, target, reward, hope, dream, job, teacher, shopkeeper, taxi driver, emergency services, police, fire engine, ambulance

Cycle 6 Spring Term 2- Healthy me

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law 	<ul style="list-style-type: none"> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health 	<ul style="list-style-type: none"> • To participate in making healthy meals (pasta dishes, health milkshakes, ect) • To explore 'keeping safe' by showing an early awareness on how to stay safe outside (forest school area) • To explore personal care routines through having an early awareness on what I need to do when I am dirty.

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<ul style="list-style-type: none"> • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse 	<ul style="list-style-type: none"> • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong 	
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Taking responsibility for my health and well-being- I can take responsibility for my health and make choices that benefit my health and well-being. 2. Drugs- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. 3. Exploitation- I understand that some people can be exploited and made to do things that are against the law. 4. Gangs- I know why some people join gangs and the risks this involves. 5. Emotional and Mental Health- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. 6. Managing Stress and Pressure- I can recognise stress and the triggers that cause this, and I understand how stress can cause drug and alcohol misuse. 	<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Friends and Me- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. 2. Group Dynamics- I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. 3. Smoking- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. 4. Alcohol- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. 5. Healthy Friendships- I can recognise when people are putting me under pressure and can explain ways to resist this when I want. 6. Celebrating My Inner Strength and Assertiveness- I know myself well enough to have a clear picture of what I believe is right and wrong. 	<ul style="list-style-type: none"> • Making healthy meals (pasta dishes)- Make a simple pasta dish together. • Making healthy meals (healthy milkshakes, ect)- make a fruity milkshake- children to request the fruit by using their pecc folders. • 'Keeping safe' by showing an early awareness on how to stay safe outside (forest school area) - explore the forest school area and the rules for being out there. • Personal care routines- what I need to do when I am dirty- AA session on personal hygiene- stage 1 use motivating toys and links where possible. Stage 2- Big shaving hands on A3 laminate paper- sprinkle sand etc on them and label as dirty. Stage 3- children to use a water spray and wipes to clean. Children to explore messy play and then clean their hands as independently as possible. • Personal care routines- what I need to do when I am dirty (all about bath and showers)- Children to bath and clean dolls hair and bodies use soaps, shampoos and songs for the children to explore.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

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Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over the counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Dirty, clean, hygiene, shower, bath, shampoo, soap, wash, wash hair, conditioner, pasta, milkshake, fruit, vegetables, safety, listening
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Cycle 6 Summer Term 1 – Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> To explore emotions and to begin to have an early understanding of Jealousy (<i>revisit core emotion- happy, sad, and angry</i>) To explore looking back at previous experiences/memories and being able to comment on past relationships. To begin to explore online safety by exploring what their personal information is (name, address and age)
Lesson Ideas	Lesson Ideas	Lesson Ideas
Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions. <ol style="list-style-type: none"> What is Mental Health? - I know that it is important to take care of my mental health. My Mental Health- I know how to take care of my mental health. 	Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions. <ol style="list-style-type: none"> Jealousy-I can recognise situations which can cause jealousy in relationships. Love and Loss- I can identify someone I love and can express why they are special to me. Memories- I can tell you about someone I know that I no longer see. 	<ul style="list-style-type: none"> Jealousy- Read book- Way past jealousy by Hallee Adleman- Do activities based around the book. Jealousy- Read book- Way past jealousy by Hallee Adleman- Do different activities based around the book than week before. Memories- Look back through record of achievement to pick out pictures from

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<p>3. Love and Loss- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>4. Power and Control- I can recognise when people are trying to gain power or control.</p> <p>5. Being Online: Real or Fake? Safe or Unsafe? - I can judge whether something online is safe and helpful for me.</p> <p>6. Using Technology Responsibly- I can use technology positively and safely to communicate with my friends and family.</p>	<p>4. Getting on and Falling Out-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>5. Girlfriends and Boyfriends- I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.</p> <p>6. Celebrating My Relationships with People and Animals- I know how to show love and appreciation to the people and animals who are special to me.</p>	<p>previous years. Create a timeline of photos from the time they joined the Pines to now.</p> <ul style="list-style-type: none"> • Memories- Continue with this- Look back through record of achievement to pick out pictures from previous years. Create a timeline of photos from the time they joined the Pines to now. • Personal info- Google earth to explore where they live / get them to write their full name / to write their age (more able date of birth) • Personal Info- Make their own information card all about them.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p>Name, Surname, Address, Date of Birth, Memories, Past, Now, Present, Jealousy, Sad, Upset, Angry</p>

Cycle 6 Summer Term 2 – Changing ME - RSE

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception 	<ul style="list-style-type: none"> • Know that in animals and human's lots of changes happen between conception and growing up • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that in nature it is usually the female that carries the baby • Know that babies need love and care from their parents/carers 	<ul style="list-style-type: none"> • To explore how their body will change as they grow up • (To begin) To know the different stages of growth (e.g., baby, toddler, child, teenager, adult) • To explore the PANTS (NSPCC) and have an early awareness of that my body belongs to me (no rule)

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<ul style="list-style-type: none"> • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class (this target is taken from the Year 6 changing me SoW) 	<ul style="list-style-type: none"> • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty 	<p>Recap for Female Students</p> <ul style="list-style-type: none"> • Understand female menstruation and the changes that occur within the body- Females only • Actively participate in their personal care around menstruation- Females only
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Self and Body Image- I am aware of my own self-image and how my body image fits into that. 2. Puberty for Girls- I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. 3. Puberty for boys- I can describe how boys' and girls' bodies change during puberty. 4. Conception- 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 5. Looking Ahead 1- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). 6. The Year Ahead- 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 (year 6 changing me planning) 	<p>Please see Jigsaw planning ages 7-8 (This may need to be adapted slightly to the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. How Babies Grow- I understand that in animals and human's lots of changes happen from birth to fully grown, and that usually it is the female who has the baby. 2. Babies- I understand how babies grow and develop in the mother's uterus/ I understand what a baby needs to live and grow 3. Outside Body Changes- I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies / I can identify how boys' and girls' bodies change on the outside during this growing up process 4. Inside Body Changes- I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. 5. Family Stereotypes- I can start to recognise stereotypical ideas I might have about parenting and family roles. 6. Looking Ahead- identify what I am looking forward to when I move to my next class. 	<ul style="list-style-type: none"> • Puberty changes- Focus male body changes Sensory activities based around puberty-e.g. sprinkling hair on body cut out on the different areas on the body. • Puberty changes- Focus on changes on a female body. • Stages of Growth- Sequence pictures of growth • Awareness of that my body belongs to me – Listen to the NSPCC Pantosaurus- Children to experience different sensory experience and they say yes or no to them (e.g., being sprayed with water) • Awareness of that my body belongs to me – Read the book- No means no – by Jayneen sanders – do activities based around the book. • Transition- transition for next year doing social stories ect.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

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<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>	<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>	<p>Puberty, Hair, Pubic Hair, Grow, Penis, Vagina, Breast, Bottom, Body, Arms, Legs, Face, Voice, Bigger, Baby, Toddler, Child, Teenager, Adult, OAP, Change, Private parts</p>
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Cycle 7 Autumn Term 1 - Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: How do I fit into the world I live in?</u></p> <ul style="list-style-type: none"> • Know that identity is affected by a range of factors • Understand that identity is affected by a range of factors • Understand how peer pressure operates within groups • Understand how I present myself online • Understand what can influence my behaviour online • Know how to maintain positive on and offline relationships 	<ul style="list-style-type: none"> • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> • To explore setting personal goals • To begin to develop communication skills by having an early awareness of working within a group and make choices within this. • To explore class rules by developing an awareness of how they benefit the class.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p>	<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p>	<ol style="list-style-type: none"> 1. Setting personal goals- Carousel of activities where children have to set goals for themselves to try and achieve. E.g., Building a tower 10 blocks high (symbols showing - I can build the tower... blocks high and the child chooses a

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<ol style="list-style-type: none"> 1. Who am I?- I can recognise that identity is affected by a range of factors. 2. My influences-I can understand that identity is affected by a range of factors 3. Peer pressure and belonging- I understand how peer pressure operates within groups. 4. My online identity- I can recognise how I present myself online. 5. What are the consequences of what I say and do online?- I understand what can influence my behaviour online. 6. Assessment- I can maintain positive on and offline relationships. 	<ol style="list-style-type: none"> 1. My Year Ahead- I can face new challenges positively and know how to set personal goals / I know how to use my Jigsaw Journal 2. Being a Citizen of My Country- I understand my rights and responsibilities as a citizen of my country. 3. Year 5 Responsibilities- I understand my rights and responsibilities as a citizen of my country and as a member of my school. 4. Rewards and Consequences- I can make choices about my own behaviour because I understand how rewards and consequences feel. 5. Our Learning Charter- I understand how an individual's behaviour can impact on a group. 6. Owning our Learning Charter- I understand how democracy and having a voice benefits the school community and know how to participate in this. 	<p>number) / finding balls in a sensory tray (symbols showing-I can find.... balls and again the child must find a number before completing the activity) /</p> <ol style="list-style-type: none"> 2. Setting personal goals – link to fine motor tasks. Setting themselves targets e.g., to put be 20 pegs on a paper plate / to threading beads / to use tweezers to pick up 20 pom pom balls. Use symbols to support this 3. Making choices in a group- Children to work in small groups of 3 to create a sensory picture by using their form of communication to request colours, recourses, where ect) 4. Making choices in a group - Children to make request in a small group about what movement song they will do. 5. Class rules- To create a class charter. Revisit previous children rights they have covered before.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	Goals, my goal, choices, group, together, rules, rights,

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Cycle 7 Autumn Term 2 - Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p>Big Question: How do I fit into the world I live in?</p> <ul style="list-style-type: none"> • I understand what prejudice and discrimination are • I can challenge prejudice and discrimination assertively • I understand that positive and negative discrimination can take different forms and how it can affect people's lives • I can challenge my own and others' attitudes and values, and accept difference in others • I understand what stereotyping means and its potential impact • I can define stereotyping and explain why it is unhelpful • I know what the Equality Act is and can give some examples of protected characteristics • I know some ways the Equality Act protects against prejudice and discrimination • I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours • I know what bystanders are and their impact on bullying • I understand how respect has an impact on relationships 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g., Child line • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • To develop an early awareness of why we should be inclusive • To explore and develop an awareness of different cultures (focusing on the Indian culture) • To explore some of the skills of friendship, through having an early awareness of kind words.
<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Prejudice and Discrimination- I can describe what prejudice and discrimination are / I know what 	<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Different cultures- I understand that cultural differences sometimes cause conflict. 	<p>Lesson Ideas</p> <ol style="list-style-type: none"> 1. Inclusive- Sharing games and toys, have out things that motivate the children and enables them to play together. / Play interactive games together 2. Inclusive – Create a sensory picture together as a class including everyone.

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<p>bystanders are and their impact on bullying / I can explain some ways the Equality Act protects against prejudice and discrimination.</p> <p>2. True or false? - I can challenge my own and others' attitudes and values, and accept difference in others.</p> <p>3. Challenging stereotypes- I can understand the wide range of roles in society and the variety of individuals that operate within them / I understand what stereotyping means and its potential impact / I can define stereotyping and explain why it is unhelpful.</p> <p>4. Discrimination in school- I can challenge prejudice and discrimination assertively / I understand that positive and negative discrimination can take different forms and how it can affect people's lives / I know what the Equality Act is and can give some examples of protected characteristics</p> <p>5. Bullying- I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours.</p> <p>6. Assessment- I understand how respect impacts on relationships.</p>	<p>2. Racism- I understand what racism is</p> <p>3. Rumours and Name-calling- I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>4. Types of Bullying- I can explain the difference between direct and indirect types of bullying.</p> <p>5. Does Money Matter? - I can compare my life with people in the developing world</p> <p>6. Celebrating Difference across the world- I can understand a different culture from my own.</p>	<p>3. 3 / 4. India- Children then experience different sensory aspects linked to India (smells, music, pictures on the interactive white board or video, people speaking Indian ect).</p> <ul style="list-style-type: none"> - Create the Indian flag form mixed resources - Create Rangoli art - Explore Indian food (See Learning activity 3 Indian delights from Magic carpet rides SoW) <p>https://cea.org.uk/learning-resources/pml-d-sensory-thematic-units/magic-carpet-rides .</p> <ul style="list-style-type: none"> - Create Henna patterns - Indian clothing- dressing up - Indian music /instruments <p>5. Friendship- Revisit past learning about friends. Do activities around sharing and being kind to each other</p> <p>6. Kind words- make a sensory kind heart . picture. (418) Pinterest</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p>Kind, please, thank you, India, culture, together, Inclusive, sharing</p>

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Cycle 7 Spring Term 1 - Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p><u>Big Question: Do we need to feel ‘the same as’ to belong?</u></p> <ul style="list-style-type: none"> • I know what my dreams and goals are and can recognise that these may change over time • I can identify some of the skills that may benefit my future, including employment • I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour • I can explain how responsible choices enable me to move towards my dreams and goals • I can give an example of when an irresponsible or unsafe choice could affect a person’s dreams and goals • I can demonstrate how to respond to a situation requiring first aid • I understand that the choices I make affect my relationships, health and future 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • To explore money and develop an early understanding that some jobs earn more money. • To explore a range of different jobs developing an awareness of things that interest them. • To develop communication skills by being able to clearly make wants and needs understood in a range of environments within school. • Encounter completing a range of simple household tasks (e.g., folding clothes, hoovering)
<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. What are my dreams and goals? - I can identify my dreams and goals and recognise that these may change over time. 2. Achieving my dreams and goals- I can identify some of the skills that may benefit my future, including employment. 3. Coping strategies- I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. 	<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. When I Grow Up (My Dream Lifestyle)- I understand that I will need money to help me achieve some of my dreams. 2. Investigate Jobs and Careers- I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs 3. My Dream Job. Why I want it and the steps to get there -I can identify a job I would like to do when I 	<p>Lesson Ideas</p> <ol style="list-style-type: none"> 1. Money- Explore money and different kind of coins through sensory activities- e.g., Money jigsaws, finding the coins in sensory trays and matching, coin rubbings, sensory money bags (418) Pinterest 2. Money – Role play different jobs. Children complete a task and get given some money for completing the job/task. This can then be spent at the end of the of the lesson at a class tuck shop. Showing some children got more money for their jobs so could get more. 3. Different jobs- Role play dressing up and exploring different types of jobs.

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<p>4. How responsible and irresponsible choices affect my dreams and goals- I can explain how responsible choices enable me to move towards my dreams and goals / I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals</p> <p>5. How making an irresponsible choice could affect a person's dreams and goals- I can demonstrate how to respond to a situation requiring first aid / I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals</p> <p>6. Assessment- I understand that the choices I make affect my relationships, health and future</p>	<p>grow up and understand what motivates me and what I need to do to achieve it.</p> <p>4. Dreams and Goals of Young People in Other Cultures- I can describe the dreams and goals of young people in a culture different to mine.</p> <p>5. How Can We Support Each Other? - 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 that we could support each other.</p> <p>6. Rallying Support- I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p>	<p>4. Communication skills- To explore different parts of the school such as forest school / playground / OT room – children then to request wants and needs using their form of communication.</p> <p>5. Household jobs- Carousel of activities- Children to pair socks, fold clothes, Hoover up a mess in the classroom (sprinkle something on the floor for them) ect.</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>	<p>Money, pounds, pence, coin, note, more, less, job, I want ..., folding, pair, together, clean, house</p>

Cycle 7 Spring Term 2 - Healthy me

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<p>Big Question: To what extent am I responsible for my mental and physical health?</p> <ul style="list-style-type: none"> I can explain ways to help myself when I feel stressed I understand how physical activity can help combat stress I recognise when I feel stressed and the triggers associated with this 	<ul style="list-style-type: none"> Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types 	<ul style="list-style-type: none"> (To begin) To show an early awareness in knowing how to get help in an emergency (role play) To explore stranger danger through being able to identify familiar and unfamiliar people. Having an early awareness that unfamiliar people could be dangerous. To develop an awareness of a healthy lifestyle by exploring the importance of exercise

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- I understand how health can be affected by emotions and know a range of ways to keep myself well and happy
- I know about different substances and the effects they have on the body and why some people use them
- I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind
- I understand the role of vaccinations and can explain differing views on this

- Know the different roles food can play in people’s lives and know that people can develop eating problems / disorders related to body image pressure
- Know what makes a healthy lifestyle

- To explore keeping safe by showing an early awareness on how to stay safe outside (schools' allotment)

Lesson Ideas

Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **How to recognise and deal with anxiety and stress-** I can explain ways to help myself when I feel stressed.
2. **Healthy choices on... managing stress-** I understand how health can be affected by emotions and know a range of ways to keep myself well and happy / I recognise when I feel stressed, and the triggers associated with this / I understand how physical activity can help combat stress
3. **Healthy choices on... substances-** I know about different substances and the effects they have on the body and why some people use them.
4. **Healthy lifestyle choices: good nutrition, exercise and sleep-** I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind.
5. **Healthy choices on... medicines and immunisation-** I understand the role of

Lesson Ideas

Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Smoking-** I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
2. **Alcohol-** I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and hear.
3. **Emergency Aid-** I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
4. **Body Image-** I understand how the media, social media and celebrity culture promotes certain body types.
5. **My Relationship with Food-** 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 pressures.

Lesson Ideas

1. **Emergency-** Explore getting help through role play. This could be done for different types of emergencies (fire, injury, police)
2. **Emergency-** Trays set up for the different emergency service and what they help with (symbols to be used in tuff trays).
3. **Stranger Danger-** To sort pictures of people they know and don’t know. This can be made into a sensory activity by hiding the pictures in sensory trays for the children to find and then match to either familiar or not familiar symbol / pictures of people cut up into simple jigsaws child then to match either familiar or unfamiliar symbol to the completed jigsaw.
4. **Exercise-** Children to take part in a range of exercises with symbol support. Children then to make a simple exercise programme using symbols putting them in a sequence they choose. Class / children then to complete the exercise programme.
5. **Keeping safe outside-** educational visits to the allotment focusing on staying safe.

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vaccinations and can explain differing views on this. 6. Assessment- I can summarise some key things I can do to sustain my wellbeing.	6. Healthy Me- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Stranger, familiar, unfamiliar, exercise, healthy, safe, emergency, help, 999, police, ambulance, fire service

Cycle 7 Summer Term 1 - Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: What can make a relationship healthy or unhealthy?</u></p> <ul style="list-style-type: none"> I can identify characteristics and benefits of positive, strong, supportive, relationships I understand what expectations might be of having a romantic/attraction relationship I understand what is meant by consent I can identify the supportive relationships in my life I know that relationships change and suggest how to manage this I can identify why people sometimes fall out I can suggest ways to manage conflict within my friendship group I can recognise when to use assertiveness in some of my relationships 	<ul style="list-style-type: none"> Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> To explore knowing too much screen time isn't healthy by developing an understanding of knowing when my time is finished on a computer or ipad. To explore using a range of different technology in everyday life. To develop understanding of my personality by exploring the different things that I enjoy.

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<ul style="list-style-type: none"> I can understand the personal and legal consequences of sexting I can understand what it meant by consent 		
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Positive qualities of healthy relationships- I can identify characteristics and benefits of positive, strong, supportive, relationships / I understand what expectations might be of having a romantic/ attraction relationship/ I understand what is meant by consent. My changing supportive relationships- I can identify the supportive relationships in my life / I know that relationships change and suggest how to manage this Getting on and falling out- I can identify why people sometimes fall out / I can suggest ways to manage conflict within my friendship group Discerning external factors in relationships- I can understand that discernment is an important skill when being a consumer of media. Assertiveness in relationships- I can recognise when to use assertiveness in some of my relationships / I can understand the personal and legal consequences of sexting / I can understand what it meant by consent Assessment- I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is. 	<p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Recognising Me- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. Safety with Online Communities- I understand that belonging to an online community can have positive and negative consequences. Being in an Online Community- I understand there are rights and responsibilities in an online community or social network. Online Gaming- I know there are rights and responsibilities when playing a game online My Relationship with Technology: screen time- I can recognise when I am spending too much time using devices (screen time) Relationships and Technology- I can explain how to stay safe when using technology to communicate with my friends 	<ul style="list-style-type: none"> Screen time- Explore rules around screen time and earning this – children to have some screen time and understand when this has finished. Technology in Everyday life- a lesson in the ICT room exploring the computers Technology in Everyday life- walk around local area spotting different types of technology e.g., traffic lights Personality (things I enjoy)- To read the book- What I like by Catherine and Lawrence Anholt (This can be found on the staff drive- PSHE – books resources) Children can request different items / toys / sensory objects. Personality (things I enjoy)- To read the book- What I like by Catherine and Lawrence Anholt (This can be found on the staff drive- PSHE – books resources) To explore things they enjoy outside in the playground. Children can request different items / toys they want to play with. Personality (things I enjoy)- To read the book- What I like by Catherine and Lawrence Anholt (This can be found on the staff drive- PSHE – books resources) To explore things the children like by going to places like the OT room or sensory room.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, social	I like..., I want ..., Computer, finished,

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	media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	
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Cycle 7 Summer Term 2 - Changing Me - RSE

M - Pathway	M/E - Pathway	E Pathway
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Key Knowledge.	Key Knowledge.	Key Knowledge.
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<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it 	<ul style="list-style-type: none"> Know that in animals and human's lots of changes happen between conception and growing up Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops <li style="color: green;">Know that in nature it is usually the female that carries the baby Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> To explore looking after babies and show an early awareness that a baby needs love and care. To develop an understanding of puberty, through an early understanding of the (outside) changes that happen to both male and female bodies. To explore the PANTS (NSPCC) and a developing awareness on their private parts and the importance of keeping them private. <p style="color: red; margin-top: 10px;">Recap for Female Students</p> <ul style="list-style-type: none"> Understand female menstruation and the changes that occur within the body- Females only To know their personal care around menstruation
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Lesson Ideas	Lesson Ideas	Lesson Ideas
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<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class).</p> <p>1. My Self Image- I am aware of my own self-image and how my body image fits into that.</p>	<p>Please see Jigsaw planning ages 8-9 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Unique Me- I understand that some of my personal characteristics have come from my birth</p>	<ul style="list-style-type: none"> Babies- To role play playing with dolls and looking after them. Puberty-Read the book- What's happening to Tom by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) activities based around the story.
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<ol style="list-style-type: none"> 2. Puberty- I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. 3. Babies: Conception to Birth- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. 4. Boyfriends and Girlfriends- I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. 5. Real self and ideal self- I am aware of the importance of a positive self-esteem and what I can do to develop it. 6. The Year Ahead- I can identify what I am looking forward to and what worries me about the transition to moving to my next class. 	<p>parents and that this happens because I am made from the joining of their egg and sperm.</p> <ol style="list-style-type: none"> 2. Having a Baby- I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. 3. Puberty and Menstruation- 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. 4. Circles of Change- I know how the circle of change works and can apply it to changes I want to make in my life. 5. Accepting Change- I can identify changes that have been and may continue to be outside of my control that I learnt to accept. 6. Looking Ahead- I can identify what I am looking forward to when I move to a new class. 	<ul style="list-style-type: none"> • Puberty- Read the book- What's happening to Ellie by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) activities based around the story. • Private Parts- NSPCC - PANTS rules- looking at different scenarios when it is and isnt appropriate to keep their private parts private. • Transition- transition for next year doing social stories ect.
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	Baby, love, care, look after, male, puberty, penis, hair, grow, bigger, female, breast, vagina, PANTS, private parts.

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Cycle 8 Autumn Term 1 - Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: Can I choose how I fit into the world?</u></p> <ul style="list-style-type: none"> • I know that identities are complex and can change over time • I can appreciate the similarities, differences and diversity of people's identities • I can understand about collective and individual identities and cultural diversity • I understand the influence family has on self-identity • I can define what stereotypes are • I understand that first impressions can lead to judgements that may be misinformed • I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me • I can appreciate that people's faiths and beliefs can affect their personal identity • I understand how to identify influences and differences and use these positively in my relationships 	<ul style="list-style-type: none"> • Know how to set goals for the year ahead • Understand what fears and worries are • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> • To develop and understanding of rewards and consequences by exploring different rewards that motivate them. • To explore the children's universal rights and have an early awareness of their rights (to play, to learn and to be kept safe) • To explore emotions showing a developing understanding of worries and fear.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Who am I? - I can appreciate that identities are complex and can change over time / I can appreciate the similarities, differences and diversity of people's identities 2. My 'family'- I can understand about collective and individual identities and cultural diversity / I 	<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My Year Ahead- I can identify my goals for this year, understand my fears and worries about the future and know how to express them / I know how to use my Jigsaw Journal. 2. Being a Global Citizen 1- I know that there are universal rights for all children but for many children these rights are not met. 	<ol style="list-style-type: none"> 1. Rewards and consequences- To explore different things that motivate the children. Creating choices boards from those things for those that need one. 2. Childrens rights – To create a class charter. 3. Children rights – To focus on the right to play- letting the children play with a range of different toys. 4. Children Rights – To focus on the right to be kept safe- sensory activities based around this.

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<p>understand the influence family has on self-identity</p> <p>3. 'Family Factors'- I can define what stereotypes are.</p> <p>4. The power of first impressions- I understand that first impressions can lead to judgements that may be misinformed.</p> <p>5. Faith and beliefs- I understand that there are a range of beliefs within any community and I can recognise the beliefs I hold as important to me / I can appreciate that people's faiths and beliefs can affect their personal identity</p> <p>6. Assessment- I understand how to identify influences and differences and use these positively in my relationships</p>	<p>3. Being a Global Citizen 2- I understand that my actions affect other people locally and globally.</p> <p>4. The Learning Charter- I can make choices about my own behaviour because I understand how rewards and consequences feel / I understand how these relate to my rights and responsibilities.</p> <p>5. Our Learning Charter-I understand how an individual's behaviour can impact on a group.</p> <p>6. Owning our Learning Charter- I understand how democracy and having a voice benefits the school community.</p>	<p>5. Worry- To explore this through the story the huge bag of worries (this can be found on the staff drive- PSHE – books resources)- sensory activities based around the story.</p> <p>6. Anger- To explore this through the story When I'm feeling angry by Trace Moroney (this can be found on the staff drive- PSHE – books resources) sensory activities based around the story.</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>	<p>Worry/ Anger/ safe / play / choice /</p>

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Cycle 8 Autumn Term 2 - Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Big Question: How different are we really? <ul style="list-style-type: none"> • I can recognise the challenges faced by individuals when trying to make positive change • I can give examples of individuals who have made a positive contribution despite prejudice and discrimination. • I can describe what inequality means in the UK • I can give examples of social injustice • I can define what is and what is not bullying • I can give examples of LGBT bullying • I can describe the steps that can be taken to challenge LGBT bullying • I can make a positive contribution to my community • I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity • I understand how respect and equality, or the lack of these, affects relationships. 	Key Knowledge. <ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict 	Key Knowledge. <ul style="list-style-type: none"> • Have developing understanding on how to make a positive contribution to the community (whole school). • To explore and develop an awareness of different cultures (focusing on the American culture) • To show and developing awareness of bullying, through being able to sort good and bad behaviours
Lesson Ideas	Lesson Ideas	Lesson Ideas

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<p>Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Prejudice and Discrimination- I can recognise the challenges faced by individuals when trying to make positive change / I can give examples of individuals who have made a positive contribution despite prejudice and discrimination. Inequality- I can give examples of social injustice in the UK / I can describe what inequality means in the UK When things go right- I can give examples of social injustice. Bullying- I can define what is and what is not bullying / I can give examples of LGBT bullying / I can describe the steps that can be taken to challenge LGBT bullying How I can make a difference- I can make a positive contribution to my community / I recognise that the choices I make will impact on my ability to develop my self-confidence and integrity Assessment- I understand how respect and equality, or the lack of these, affects relationships / I know I can make a difference (self-efficacy) 	<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Am I Normal? - I understand there are different perceptions about what normal means. Understanding Difference-I understand that everyone has a right to be who they are. Power Struggles- I can explain some of the ways in which one person or a group can have power over another. Why Bully- I know some of the reasons why people use bullying behaviours. Celebrating Difference- I can give examples of people with disabilities who lead amazing lives. Celebrating Difference- I can explain ways in which difference can be a source of conflict and a cause for celebration. 	<ol style="list-style-type: none"> Positive contribution to the community – Complete a range of jobs around the school e.g., recycling, litter picking, tidying library, cleaning ipads, delivering letter ect. Positive contribution to the community – Complete a range of jobs around the school e.g., recycling, litter picking, tidying library, cleaning ipads, delivering letter ect. American Culture (base 2 lessons on this)-You could base this around sitting on a magic carpet and flying off and landing in the different parts of the country. Offering the children different sensory experiences linked to that state in America (smells, music, pictures on the interactive white board or video, people speaking the language etc.). Coloured rice – red, blue and white (American flag) - on top of a map of America they could explore the finding different states, dress up clothing linked to the country (e.g., cowboy for Texas), Tuff tray of a small world – objects of reference to that country. Bullying- Carousel of activities focusing on previous learning- good sharing, being kind, good listening ect. Bullying- Sorting good and behaviours.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration</p>	<p>Good behaviour, bad behaviour, America, culture, different, helping, community, school</p>

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Cycle 8 Spring Term 1 - Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. <u>Big Question: Can the choices I make now influence my future?</u> <ul style="list-style-type: none"> • I know what some of my long-term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that. • I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. • I understand some of the positive and negative roles that money can play in society • I can describe how my activity online can be both positive and negative • I can explain why it is important to keep track of spending • I can explain why it is important to keep track of spending • I understand the variations in income across the world • I understand that choices I make now can affect my future • I know that gambling can become addictive and tell you some of the warning signs 	Key Knowledge. <ul style="list-style-type: none"> • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them 	Key Knowledge. <ul style="list-style-type: none"> • To develop an awareness of completing several steps in order to achieve a task/goal. • To explore making positive changes, through looking after the school environment (school allotment) • To explore making a positive changes, through working with other people to look after the school environment (allotment) • Encounter completing a range of simple cleaning job, showing an early awareness that household products can be harmful.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Your goals - long-term- I know what some of my long- term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that / I can identify the careers that interest</p>	<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Personal Learning Goals- 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>	<ol style="list-style-type: none"> 1. Achieving a task /goal- Build a Lego / connect model following the instructions to complete a simple model. 2. Achieving a task /goal- Carousel of games where children are given goals to achieve. These could be made sensory such as finding all 10 coins in a sensory tray. 3. Looking after school environment – educational visit to the school's allotment.

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<p>me and the skills I need to develop and how these can be linked to short-term and long-term goals.</p> <p>2. What money can't buy- I understand some of the positive and negative roles that money can play in society.</p> <p>3. Online Safety- I can describe how my activity online can be both positive and negative.</p> <p>4. Money and Earnings- I can explain why it is important to keep track of spending.</p> <p>5. The price of life- I can explain why it is important to keep track of spending / I understand the variations in income across the world</p> <p>6. Assessment- I understand that choices I make now can affect my future / I know that gambling can become addictive and tell you some of the warning signs</p>	<p>2. Steps to Success- I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>3. My Dream for the World- I can identify problems in the world that concern me and talk to other people about them.</p> <p>4. Helping to Make a Difference- I can work with other people to help make the world a better place.</p> <p>5. Helping to Make a Difference- I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>6. Recognising Our Achievements- I know what some people in my class like or admire about me and can accept their praise.</p>	<p>Complete job to look after the area. e.g., cut grass, water plants.</p> <p>4. Looking after school environment - educational visit to the school's allotment. Complete job to look after the area. e.g., cut grass, water plants.</p> <p>5. Household products- Look at different cleaning solutions and symbols that show they are dangerous, and we need to be careful when using.</p> <p>6. Household products- - Look at different pieces of equipment used to clean up. Explore using them to clean up different messes. e/g mop, feather duster, Hoover, sprays.</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p>	<p>Task, Goal, Achieved, Allotment, Care, Clean, Spray, Solution, Dangerous, Careful</p>

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Cycle 8 Spring Term 2- Healthy me

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. <u>Big Question: Can I become more responsible for my health and happiness?</u> <ul style="list-style-type: none"> • I can describe the actions that can be taken to support good physical health • I can list some factors that help ensure good health in the longer term • I can list the factors that can impact negatively on dental health • I can describe the steps that can be taken to keep teeth and gums healthy. • I understand how health can be affected by emotions and know a range of ways to keep myself well and happy • I can recognise when I feel stressed and the triggers associated with this • I know about different substances and the effects they have on the <ul style="list-style-type: none"> • body and why some people use them • I understand what the law says about substance use and possession • I can describe some of the links between substances and exploitation of young people • I understand the role of medicines and can explain differing views on this. 	Key Knowledge. <ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse 	Key Knowledge. <ul style="list-style-type: none"> • To develop an awareness of a healthy lifestyle by exploring the importance of a healthy diet • To explore keeping safe by showing an early awareness on how to stay safe outside (Accessing the local shops/park) • To develop an understanding of the importance of good oral hygiene by exploring the dentist and cleaning teeth.
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Me and My Health- I can describe the actions that can be taken to support good physical health / I can list some factors that help ensure good health</p>	<p>Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <p>1. Taking responsibility for my health and well-being- I can take responsibility for my health and</p>	<ol style="list-style-type: none"> 1. Healthy diet- Healthy food bingo / choose healthy foods to go in your picnic/ explore tasting different healthy food 2. Healthy diet – make a healthy picnic and visit the local park or schools' allotment 3. Safe outside of school- Walk to local shop to fetch food for healthy picnic.

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<p>in the longer term / I can list the factors that can impact negatively on dental health / I can describe the steps that can be taken to keep teeth and gums healthy</p> <p>2. Healthy choices on... managing stress- I understand how health can be affected by emotions and know a range of ways to keep myself well and happy / I can recognise when I feel stressed and the triggers associated with this</p> <p>3. Healthy choices on... substances- I know about different substances and the effects they have on the body and why some people use them.</p> <p>4. Substance misuse and exploitation- I understand what the law says about substance use and possession / I can describe some of the links between substances and exploitation of young people</p> <p>5. Healthy choices on... medicines and immunisation- I understand the role of medicines and can explain differing views on this.</p> <p>6. Assessment- I can summarise some key things I can do to sustain my health and happiness in the face of stress / I can show I understand how and when the influence of others could be harmful to my health and happiness</p>	<p>make choices that benefit my health and well-being.</p> <p>2. Drugs- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.</p> <p>3. Exploitation- I understand that some people can be exploited and made to do things that are against the law.</p> <p>4. Gangs- I know why some people join gangs and the risks this involves.</p> <p>5. Emotional and Mental Health- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.</p> <p>6. Managing Stress and Pressure- I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.</p>	<p>4. Safe outside of school- Walk around local area. Go to local shops to collect food for cooking lessons.</p> <p>5. Oral Hygiene- stick pictures of food on the teeth that are good for your teeth and food that is bad for your teeth</p> <p>6. Oral Hygiene- Carousel of activities on cleaning teeth- clean laminated teeth with a tooth brush (432) Pinterest / fine motor using tweezers to to pick up white pom pom to put teeth in cut out mouth (432) Pinterest / make a flappy toothbrush that says the different ways to look after their teet - (432) Pinterest</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>	<p>Healthy, Unhealthy, Diet, Safe, Clean, Hygiene,</p>

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Cycle 8 Summer Term 1 – Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. Big Question: Because I'm worth it... or am I? <ul style="list-style-type: none"> • I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised • I understand that social media can both positively and negatively affect how I feel about myself • I understand that relationships can cause strong feelings and emotions • I understand the features of positive and stable relationships • I understand that all relationships have positive and less positive aspects • I can define what is meant by personal space and how this varies across my relationships both online and offline • I can discuss how personal space differs across different cultures • I understand what is meant by control, power balance and coercion in a relationship • I understand how to use social media appropriately, safely and legally • I can give examples of how personal safety can be compromised online 	Key Knowledge. <ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family 	Key Knowledge. <ul style="list-style-type: none"> • To explore mental health by showing an early awareness on how I can relax when I am worried or stressed. • To explore Online safety, by being able to access games and apps I am interested in safely. • To explore the different positive relationships that they have in their lives and being able to identify who these people are.
Lesson Ideas Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions. 1. Being in control of... myself- I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised / I understand that social media can	Lesson Ideas Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions. 1. What is Mental Health? - I know that it is important to take care of my mental health. 2. My Mental Health- I know how to take care of my mental health.	Lesson Ideas <ul style="list-style-type: none"> • Mental health (relaxing) (2 lessons)- listen to some relaxing music and follow some simple mediation videos. / Explore the sensory room / TAC PAC (Login and resources are available) - must get parents' permission first. • Online safety (2 lessons) - Allow and show the children to access a range of different

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<p>both positively and negatively affect how I feel about myself.</p> <p>2. Being in control of... my relationships- I understand that relationships can cause strong feelings and emotions / I understand the features of positive and stable relationships / I understand that all relationships have positive and less positive aspects</p> <p>3. Being control of... personal space- I can define what is meant by personal space and how this varies across my relationships both online and offline / I can discuss how personal space differs across different cultures</p> <p>4. Managing Control and Coercion in Relationships- I understand what is meant by control, power balance and coercion in a relationship.</p> <p>5. Being in control of... social media- I understand how to use social media appropriately, safely and legally / I can give examples of how personal safety can be compromised online</p> <p>6. Assessment- I can summarise the differences between a healthy, positive relationship and a coercive one.</p>	<p>3. Love and Loss- I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>4. Power and Control- I can recognise when people are trying to gain power or control.</p> <p>5. Being Online: Real or Fake? Safe or Unsafe? - I can judge whether something online is safe and helpful for me.</p> <p>6. Using Technology Responsibly- I can use technology positively and safely to communicate with my friends and family.</p>	<p>apps/games and websites they like and show them how to navigate them safely.</p> <ul style="list-style-type: none"> • Different positive relationships – Children to be able to identify different people in their lives- To look through sensory trays and match people to a symbol e.g. teacher, mum, dad, brother, sister, friends ect. / Children to complete simple jigsaw of people they know and match symbol to them. • Different positive relationships –Children to make a sensory picture of people they know in school and people at home.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>	<p>Relax, worried, Mum, Dad, Parents, Teacher, Brother, Sister, Grandparent, Uncle, Cousin, friends</p>

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Cycle 8 Summer Term 2- Changing Me - RSE		
M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p><u>Big Question: How do I feel about becoming an adult?</u></p> <ul style="list-style-type: none"> • I can understand the changes that happen during puberty • I understand that practices such as female genital mutilation and breast ironing are forms of abuse • I know where to access help if I am worried or concerned about puberty or abuse • I know how a baby is conceived naturally • I know that there are other ways a baby can be conceived, e.g. IVFI understand how a baby develops inside the uterus and is born • I know there are different types of committed stable relationships and that some people may choose to have children or not • I can make links between positive, healthy family relationships and effective parenting • I can identify some of the roles and responsibilities of being a parent • I know that the media can have a positive or negative impact on a person's self-esteem or body image • I know where to go for help if I am worried about my body image or self-esteem • I know some ways to support myself and others during times of change 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • To explore responsibility through, doing jobs around the school (e.g., cleaning ipads) • To develop an understanding of puberty, through an early understanding of the (outside) changes that happen to our bodies • To explore different ways to look after themselves during puberty. • To develop an understanding on babies, through having an early awareness of the things required to look after a baby <p><u>Recap for Female Students</u></p> <ul style="list-style-type: none"> • Understand female menstruation and the changes that occur within the body- Females only • To know their personal care around menstruation
<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your</p>	<p>Lesson Ideas</p> <p>Please see Jigsaw planning ages 9-10 (This may need to be adapted slightly to meet the needs of your</p>	<p>Lesson Ideas</p> <ul style="list-style-type: none"> • Responsibility- Give the children different jobs to do around school.

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class). Below are the 6 lessons and their lesson intentions.

1. **My changing body-** I can understand the changes that happen during puberty / I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse / I know where to access help if I am worried or concerned about puberty or abuse
2. **Having a baby-** I know how a baby is conceived naturally / I know that there are other ways a baby can be conceived e.g. IVF / I understand how a baby develops inside the uterus and is born
3. **Types of relationships and their impact-** I know there are different types of committed stable relationships and that some people may choose to have children or not / I can make links between positive, healthy family relationships and effective parenting / I can identify some of the roles and responsibilities of being a parent
4. **Image and self-esteem-** I know that the media can have a positive or negative impact on a person's self-esteem or body image / I know where to go for help if I am worried about my body image or self-esteem.
5. **My changing feelings-** I know some of the changes in my brain during puberty / I understand some of the emotional changes during puberty / I know where to access support if I am worried about adolescence
6. **Assessment-** I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.

class). Below are the 6 lessons and their lesson intentions.

1. **Self and Body Image-** I am aware of my own self-image and how my body image fits into that.
2. **Puberty for Girls-** I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
3. **Puberty for boys-** I can describe how boys' and girls' bodies change during puberty.
4. **Conception-** 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
5. **Looking Ahead 1-** I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
6. **The Year Ahead-** I can identify what I am looking forward to and what worries me about the transition to my next class (year 6 changing me planning)

- **Puberty-**Read the book to boys- What's happening to Tom by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) activities based around the story.
- **Puberty-** Read the book to the girls- What's happening to Ellie by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) activities based around the story.
- **Looking after themselves during puberty** - To complete activities around keeping themselves clean. Activities linked to this- laminated sheet of a body make it dirty and children have to clean and dry the picture clean. /Water play with different types of sponges and different smelling soaps. / Washing dolls hair properly
- **Babies-** Role play using babies focusing on things you need to do to look after a baby.
- **Transition-** transition for next year doing social stories ect.

Key Vocab / symbols/ Sign

Key Vocab / symbols/ Sign

Key Vocab / symbols/ Sign

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	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>	<p>Babies / Puberty / Look after / clean /dry/ wash /shower / bath / soap / care /penis /vagina / breasts / responsibility / job</p>
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Cycle 9 Autumn term 1 - Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<p><u>Big Question: To what extent does the world I live in affect my identity?</u></p> <ul style="list-style-type: none"> • I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue • I can explain peer approval and how it can cause problems • I can describe what grooming is and give examples • I know that I can accept or reject influences • I can suggest links between risky behaviour choices and the influence of social groups • I can identify differences between myself and others in my social groups • I can explain how differences can be a source of conflict or a reason to celebrate 	<p><u>Big Question: How do I fit into the world I live in?</u></p> <ul style="list-style-type: none"> • Know that identity is affected by a range of factors • Understand that identity is affected by a range of factors • Understand how peer pressure operates within groups • Understand how I present myself online • Understand what can influence my behaviour online • Know how to maintain positive on and offline relationships 	<ul style="list-style-type: none"> • To explore positive relationship between the different people in the class and how to maintain this through implementing a range of previously taught strategies (e.g., sharing, turn taking, kind words) • To explore their self-identity, through being able to identify different things about themselves. • To explore consent, through taking part in a range of sensory activities and communicating yes or no to them.

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- I can explain the links between having a positive self-identity and healthy intimate relationships
- I understand what consent means for me within my peer and intimate social groups
- I know how to report abusive or coercive behaviour

Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Expectations and perceptions of relationships- I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue. 2. Peer Approval- I can explain peer approval and how it can cause problems / I can describe what grooming is and give examples 3. 'Risks'- I can suggest links between risky behaviour choices and the influence of social groups / I know that I can accept or reject influences 4. Being 'me' in a group- I can Identify differences between myself and others in my social groups / I can explain how differences can be a source of conflict or a reason to celebrate 5. Consent- I can explain the links between having a positive self-identity and healthy intimate relationships / I understand what consent means for me within my peer and intimate social groups / I know how to report abusive or coercive behaviour 6. Assessment- I understand how the choices I make can be linked to my self-identity and self-esteem, 	<p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Who am I?- I can recognise that identity is affected by a range of factors. 2. My Influences- I can understand that identity is affected by a range of factors 3. Peer pressure and belonging- I understand how peer pressure operates within groups. 4. My online identity- I can recognise how I present myself online. 5. What are the consequences of what I say and do online? - I understand what can influence my behaviour online. 6. Assessment- I can maintain positive on and offline relationships. 	<ol style="list-style-type: none"> 1. Positive relationships- Sorting pictures good and bad 2. Positive relationships- Identifying behaviours of a positive relationship- this can be made sensory using sensory trays for the children to find the pictures. 3. Self-identity- AA session all about me, pulling things from the box about things you like. Then make a sensory picture of you. Children then to go away and make a picture of themselves. 4. Self-identity- Adult to read a sensory story all about their likes and dislikes. Children then have to make a book all about themselves- including their likes and dislikes 5. Consent- provide a range of sensory and give the children the chance to say yes or no to the different experiences. 6. Consent – repeat lesson but provide different sensory opportunities. provide a range of sensory and give the children the chance to say yes or no to the different experiences.

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and how this can affect my health and relationships.		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
		Yes, no, consent, me, I like, I don't like, good, bad, relationship, behaviour,

Cycle 9 Autumn term 2 - Celebrating Difference		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: Is being different a good thing?</u></p> <ul style="list-style-type: none"> • I can give examples of different types of prejudice and discrimination • I can explain how the Equality Act has protected characteristics and why these are important • I can distinguish between 'banter' and sexist, LGBT-phobic and racist language • I know where to report bullying I understand the legal consequences of bullying and hate crime. • I can explain why some people can display sexist and ageist behaviour • I understand the complexities associated with gender identity • I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity. • I can identify positive and negative language and can recognise my own language style. • I understand that there are different types of bullying (verbal, physical, online) • I know what to do if I encounter bullying • I can give examples of workplace bullying • I understand about protected characteristics and how everyone has the responsibility to challenge discrimination 	<p><u>Big Question: How do I fit into the world I live in?</u></p> <ul style="list-style-type: none"> • I understand what prejudice and discrimination are • I can challenge prejudice and discrimination assertively • I understand that positive and negative discrimination can take different forms and how it can affect people's lives • I can challenge my own and others' attitudes and values, and accept difference in others • I understand what stereotyping means and its potential impact • I can define stereotyping and explain why it is unhelpful • I know what the Equality Act is and can give some examples of protected characteristics • I know some ways the Equality Act protects against prejudice and discrimination • I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours • I know what bystanders are and their impact on bullying 	<ul style="list-style-type: none"> • To explore and develop an awareness of different cultures (focusing on the Asian culture) • To explore equality, through having an early understanding that we are all equal. • (To begin) to develop an early understanding on stereotypes through exploring gender equality.

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- I understand that there are some inequalities in the world

- I understand how respect has an impact on relationships

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

- Equality-** I can give examples of different types of prejudice and discrimination / I can explain how the Equality Act has protected characteristics and why these are important / I can distinguish between ‘banter’ and sexist, LGBT-phobic and racist language / I know where to report bullying / I understand the legal consequences of bullying and hate crime
- Understanding difference-** I can explain why some people can display sexist and ageist behaviour / I understand the complexities associated with gender identity / I can challenge my own and others’ attitudes towards difference in relation to sexism, ageism and gender identity
- The power of positive language-** I can identify positive and negative language and can recognise my own language style.
- Bullying-** I understand that there are different types of bullying (verbal, physical, online) / I know what to do if I encounter bullying / I can give examples of workplace bullying
- Discrimination-** I understand about protected characteristics and how everyone has the responsibility to challenge discrimination / I understand that there are some inequalities in the world

Lesson Ideas

Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

- Prejudice and Discrimination-** I can describe what prejudice and discrimination are / I know what bystanders are and their impact on bullying / I can explain some ways the Equality Act protects against prejudice and discrimination.
- True or false?** - I can challenge my own and others’ attitudes and values, and accept difference in others.
- Challenging stereotypes-** I can understand the wide range of roles in society and the variety of individuals that operate within them / I understand what stereotyping means and its potential impact / I can define stereotyping and explain why it is unhelpful.
- Discrimination in school-** I can challenge prejudice and discrimination assertively / I understand that positive and negative discrimination can take different forms and how it can affect people’s lives / I know what the Equality Act is and can give some examples of protected characteristics
- Bullying-** I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours.
- Assessment-** I understand how respect impacts on relationships.

Lesson Ideas

- Asian culture-** explore the Asian culture through foods, smells, dressing up in traditional clothing, artefacts from the country, making sensory pictures of flags, exploring colours (coloured rice/ pasta/chip peas of the flags)
- Asian culture-** Same idea as lesson before but provide different experiences.
- Being Equal-**Read the story- “The Day the crayon quit by Oliver Jeffers”. (Staff drive- PSHE- Books) Explore book and provide learning opportunities around this.
- Being Equal-** Read the story- “The Day the crayon quit by Oliver Jeffers”. (Staff drive- PSHE- Books) Explore book again and providing different learning opportunities around this.
- Stereotypes-** Make your own sensory book- “What’s a boy thing? What’s a girl thing?” (Basic book can be found- staff drive- PSHE- Book) Say things you like and say but girls/boys like doing this too (at each thing give them a sensory experience- e.g., I like swimming but so do girls/boys (squirt them with water and have water noises playing in the background). Children then go away and play with a range of different toys- take pictures of them all playing with everything (this can make next week’s book all about the class)

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<p>6. Assessment- I understand how prejudice, discrimination and bullying can arise and how these can affect mental health</p>		<p>6. Stereotypes- Use pictures from last week lesson to make a class book- “What's a boy thing? What's a girl thing?” showing pictures of both boys and girls in the class playing with the same toy (again give sensory opportunity at each one). After story go and play with a different range of toys.</p>
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
		Gender, boys, girls, male, female, stereotype, equal, same, Asia, Asian, Culture, different,

Cycle 9 Spring term 1 - Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Big Question: Who do I dream of becoming?</p> <ul style="list-style-type: none"> • I can identify my personal strengths • I can identify some health goals I would like to achieve • I can produce a SMART plan and know how to apply it to support my life and learning • I am able to accept helpful feedback and reject unhelpful criticism • I know the difference between mental health and mental ill-health • I can consider factors that can contribute to a person’s mental ill health • I know how to access support if I am worried about a mental health issue • I can understand how media manipulation can be involved in a person’s mental ill-health • I can understand how and why some media is manipulated 	<p>Big Question: Do we need to feel ‘the same as’ to belong</p> <ul style="list-style-type: none"> • I know what my dreams and goals are and can recognise that these may change over time • I can identify some of the skills that may benefit my future, including employment • I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour • I can explain how responsible choices enable me to move towards my dreams and goals • I can give an example of when an irresponsible or unsafe choice could affect a person’s dreams and goals • I can demonstrate how to respond to a situation requiring first aid • I understand that the choices I make affect my relationships, health and future 	<ul style="list-style-type: none"> • To have an early awareness of the goals I have been set by an adult that I need to achieve (Pupil profile targets – linked to EHCP). • To have an early awareness of whether I have achieved my goals / task. • To begin to develop an awareness of being able to identify when I have done well in a task / piece of work. • To explore different skills that may benefit them with future jobs. E.g. if exploring working in a shop- explore money activities, sorting activities ect. • To explore how to get help in an emergency and perform basic first aid.

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- I can consider how self-esteem can be affected by the media positively and negatively
- I know where to access help if worried about a mental health concern

Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. My personal strengths- I can identify my personal strengths / I can identify some health goals I would like to achieve 2. The power of planning- I can produce a SMART plan and know how to apply it to support my life and learning. 3. My dreams for my life- I am able to accept helpful feedback and reject unhelpful criticism. 4. Mental health and illness- I know the difference between mental health and mental ill-health / I can consider factors that can contribute to a person's mental ill health / I know how to access support if I am worried about a mental health issue 5. Media manipulation and mental health- I can understand how media manipulation can be involved in a person's mental ill-health / I can understand how and why some media is manipulated / I can consider how self-esteem can be affected by the media positively and negatively / I know where to access help if worried about a mental health concern 6. Assessment- I understand my own mental health and how to recognise signs of mental ill-health in myself and others. 	<p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. What are my dreams and goals? - I can identify my dreams and goals and recognise that these may change over time. 2. Achieving my dreams and goals- I can identify some of the skills that may benefit my future, including employment. 3. Coping strategies- I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour. 4. How responsible and irresponsible choices affect my dreams and goals- I can explain how responsible choices enable me to move towards my dreams and goals / I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals 5. How making an irresponsible choice could affect a person's dreams and goals- I can demonstrate how to respond to a situation requiring first aid / I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals 6. Assessment- I understand that the choices I make affect my relationships, health and future 	<ol style="list-style-type: none"> 1. Goals- Look at goals attached to the children's EHCP, and complete tasks linked to these. 2. Evalutation- Give children a task to do and complete as independently as possible and wait to see if they can say once it's completed. 3. Evalutation (Good / bad)- this can be done in all lesson across the curriculum through assessment strips when doing self-assessment. 4. Future jobs- make a sensory story all about jobs (a basic one can be found on staff drive- PSHE- Books)- for each job pull out objects of reference. E.g. builder may give the children hats to wear and a brick each to come up and make a small wall. Then children go away and explore different job. 5. Future jobs- Adapt powerpoint from, last week but explore different jobs. 6. Emergency- Read the book Emergency(The book is long so only do half)- (Staff drive- PSHE- Books) and have out activities linked to this book for the children to engage with / Role play 7. Emergency-Read the second half of- Emergency- (Staff drive- PSHE- Books)

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		and have out activities linked to this book for the children to engage with / Role play
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
		Police, Nurse, Doctor, Ambulance, Fire engine, Fire, Help, 999, Jobs, Builder, Doctor, Shop Keeper, Good, Bad, Goals

Cycle 9 Spring term 2 - Healthy me		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: How can substances impact on wellbeing?</u></p> <ul style="list-style-type: none"> • I know that the majority of people my age make healthy lifestyle choices • I understand that there are misperceptions about the health choices of people my age • I understand the physical and emotional effects of alcohol and how it can affect decision-making • I know what the law says about alcohol • I understand the physical and emotional effects of certain substances and how they can affect decision-making • I know some facts about drug classification and what the law says about possession and supply of drugs • I know about the recovery position and how to contact emergency services • I know what to do in an emergency situation involving substances • I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals 	<p><u>Big Question: To what extent am I responsible for my mental and physical health?</u></p> <ul style="list-style-type: none"> • I can explain ways to help myself when I feel stressed • I understand how physical activity can help combat stress • I recognise when I feel stressed and the triggers associated with this • I understand how health can be affected by emotions and know a range of ways to keep myself well and happy • I know about different substances and the effects they have on the body and why some people use them • I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind • I understand the role of vaccinations and can explain differing views on this 	<ul style="list-style-type: none"> • To develop an awareness of a healthy lifestyle by exploring the how-to sooth / relax myself when I feel stressed. • To develop an awareness of a healthy lifestyle by exploring the importance of sleep • To explore emotions and have a developing awareness of a range of things I like and know these make me happy.
Lesson Ideas	Lesson Ideas	Lesson Ideas

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<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Making healthier choices- I know that the majority of people my age make healthy lifestyle choices / I understand that there are misperceptions about the health choices of people my age. 2. Alcohol- I understand the physical and emotional effects of alcohol and how it can affect decision-making / I know what the law says about alcohol 3. Using substances (including smoking)- I understand the physical and emotional effects of certain substances and how they can affect decision-making / I know some facts about drug classification and what the law says about possession and supply of drugs 4. Life-saving skills- I know about the recovery position and how to contact emergency services / I know what to do in an emergency situation involving substances 5. Effects of substances- I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals 6. Assessment- I can summarise some of the risks associated with substance use and the laws relating to these / I can express why some people choose to use different substances and my own thinking relating to such choices. 	<p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. How to recognise and deal with anxiety and stress- I can explain ways to help myself when I feel stressed. 2. Healthy choices on... managing stress- I understand how health can be affected by emotions and know a range of ways to keep myself well and happy / I recognise when I feel stressed and the triggers associated with this / I understand how physical activity can help combat stress 3. Healthy choices on... substances- I know about different substances and the effects they have on the body and why some people use them. 4. Healthy lifestyle choices: Good nutrition, exercise and sleep- I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind. 5. Healthy choices on... medicines and immunisation- I understand the role of vaccinations and can explain differing views on this. 6. Assessment- I can summarise some key things I can do to sustain my wellbeing. 	<ol style="list-style-type: none"> 1. Soothing and relaxing - Sensory story about relaxing- Sensory story all about a relaxing-symbolled story on staff drive- PSHE- books (Sensory experience during story)- Children to explore different ways to relax and sooth themselves. A group of the children to use the sensory room to relax and sooth themselves. 2. Soothing and relaxing- Swap groups around from previous week. Other group goes sensory room and group does classroom activities. 3. Sleep – Sensory story all about a night-symbolled story on staff drive- PSHE- books (Sensory experience during story) – children explore relaxing in different pop-up tents with relaxing music being played / sequence pictures for a night-time routine. Have out big teeth to clean with toothpaste / water play bath time with ducks' shampoos and dolls to clean them / blanket and pillow. 4. Sleep- read sensory story again- Children make their own going to sleep book. 5. Things that make me happy- Sensory story all about things that make you happy (basic copy- staff drive- PSHE- books) Children to go away and make their own book about things that make them happy. 6. Things that make me happy -
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

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Cycle 9 Summer term 1 – Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. <u>Big Question: Can relationships ever be equal?</u> <ul style="list-style-type: none"> • I understand the features of positive, stable, intimate relationships • I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship • I understand that I have a choice in many situations, including when I want to say no • I know and can use some assertiveness skills to help me manage a range of circumstances • I understand that consent is a vital feature of a sexual relationship • I know about sex and the law • I can challenge stereotypical ideas of 'ideal' males and females • I understand that pornography and some media images give a false impression of sex and sexual relationships • I know about sex and the law as applied to online and social media • I know about the different contraception methods available • I know that contraception is important for sexual health as well as preventing a pregnancy • I know that communication and negotiation about contraception use is important • I understand that information and facts are vital in making an informed choice about contraception if and when needed • I know how to access advice and information about sexual health 	Key Knowledge. <u>Big Question: What can make a relationship healthy or unhealthy?</u> <ul style="list-style-type: none"> • I can identify characteristics and benefits of positive, strong, supportive, relationships • I understand what expectations might be of having a romantic/attraction relationship • I understand what is meant by consent • I can identify the supportive relationships in my life I know that relationships change and suggest how to manage this • I can identify why people sometimes fall out I can suggest ways to manage conflict within my friendship group • I can recognise when to use assertiveness in some of my relationships • I can understand the personal and legal consequences of sexting I can understand what it meant by consent 	Key Knowledge. <ul style="list-style-type: none"> • To explore relationships and develop awareness of the characteristics of a committed, stable relationship that is positive (e.g. someone that helps me / someone that cares for me) • To explore Consent through the NSPCC PANTS rule. • To explore love and have to begin to be able to identify the different people they love

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<ul style="list-style-type: none"> • I understand that there are consequences if I choose to have unprotected sex • I know about different sexually transmitted infections • I know about sexual health clinics and how to access help and support if I have unprotected sex 		
<p>Lesson Ideas</p>	<p>Lesson Ideas</p>	<p>Lesson Ideas</p>
<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Power in relationships- I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship / I understand the features of positive, stable, intimate relationships. 2. Assertiveness and saying no- I understand that I have a choice in many situations, including when I want to say no / I know and can use some assertiveness skills to help me manage a range of circumstances / I understand that consent is a vital feature of a sexual relationship / I know about sex and the law 3. Porn - is it real? - I understand that pornography and some media images give a false impression of sex and sexual relationships / I can challenge stereotypical ideas of 'ideal' males and females / I know about sex and the law as applied to online and social media 4. Contraception- I know about the different contraception methods available / I know that contraception is important for sexual health as well as preventing a pregnancy / I know that communication and negotiation about contraception use is important / I understand that information and facts are vital in making an 	<p>Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Positive qualities of healthy relationships- I can identify characteristics and benefits of positive, strong, supportive, relationships / I understand what expectations might be of having a romantic/ attraction relationship/ I understand what is meant by consent. 2. My changing supportive relationships- I can identify the supportive relationships in my life / I know that relationships change and suggest how to manage this 3. Getting on and falling out- I can identify why people sometimes fall out / I can suggest ways to manage conflict within my friendship group 4. Discerning external factors in relationships- I can understand that discernment is an important skill when being a consumer of media. 5. Assertiveness in relationships- I can recognise when to use assertiveness in some of my relationships / I can understand the personal and legal consequences of sexting / I can understand what it meant by consent 6. Assessment- I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is. 	<ul style="list-style-type: none"> • Relationships and characteristics – Children to look through sensory tray to find different people that help them and identify what relationship it is to them. • Relationships and characteristics – to create a collage picture with the child in the middle and all the different people they choose to go around the outside that help them in their lives. • Consent – Explore the book – It's my body by Louise Spilsbury- Do different activities around this book. • Consent- Explore the NSPCC PANTS rule- Then explore the book It's my body by Louise Spilsbury- Do different activities around this book. • Love- To make a sensory picture identifying the different people in their lives they love.

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<p>informed choice about contraception if and when needed / I know how to access advice and information about sexual health / I know about sex and the law.</p> <p>5. Consequences of unprotected sex- I understand that there are consequences if I choose to have unprotected sex / I know about different sexually transmitted infections / I know about sexual health clinics and how to access help and support if I have unprotected sex</p> <p>6. Assessment- I can consider the risks and consequences of becoming sexually active</p>		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
		Love / Relationship / Family / Mum / Dad / Brother / Sister / Grand Parents / No / Private Parts / Penis / Vagina /

Cycle 9 Summer term 2 - Changing Me - RSE		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: What factors can make an intimate relationship happy and healthy?</u></p> <ul style="list-style-type: none"> • I know different types of close, intimate relationships that people can have • I know what happens physically when individuals experience physical attraction • I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children • I understand the positive aspects of having a girlfriend or boyfriend 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it 	<ul style="list-style-type: none"> • To develop an understanding of puberty, through an early understanding of the (outside) changes that happen to our bodies, for both males and females. • To explore how to look after our bodies during puberty and have an early awareness of the importance of looking after themselves. • To explore self-esteem through, an awareness of knowing the different things they are good at. <p>Recap for Female Students</p> <ul style="list-style-type: none"> • Understand female menstruation and the changes that occur within the body- Females only

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- I can describe some of the behaviours you would expect to find in a healthy romantic relationship
- I can understand the range of feelings associated with attraction
- I know where to get information to safely explore feelings about sexuality
- I know that pornographic images do not reflect reality
- I know how pornography can impact on expectations and self-image
- I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex
- I know what the law says in relation to sex and alcohol I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol

- To know their personal care around menstruation

Lesson Ideas

Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Different types of relationship-** I know different types of close, intimate relationships that people can have / I know what happens physically when individuals experience physical attraction / I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children.
2. **What's in a relationship?** - I understand the positive aspects of having a girlfriend or boyfriend / I can describe some of the behaviours you would expect to find in a healthy romantic relationship
3. **Looks and smiles-** I understand the range of feelings associated with attraction / I know where

Lesson Ideas

Please see Jigsaw planning ages 10-11 (This may need to be adapted slightly to meet the needs of your class).

1. **My Self Image-** I am aware of my own self-image and how my body image fits into that.
2. **Puberty-** I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
3. **Babies: Conception to Birth-** I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
4. **Boyfriends and Girlfriends-** I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend.

Lesson Ideas

- **Puberty-**Read the book- What's happening to Tom by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) activities-based changes on the outside of the body.
- **Puberty-** Read the book- What's happening to Ellie by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) activities-based changes on the outside of the body.
- **Looking after themselves during puberty** - To complete activities around keeping themselves clean. Activities linked to this- laminated sheet of a body make it dirty and children have to clean and dry the picture clean. /Water play with different types of sponges and different smelling soaps. / Washing dolls hair properly

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<p>to get information to safely explore feelings about sexuality</p> <p>4. Does watching pornography help people to understand relationships? - I know that pornographic images do not reflect reality / I know how pornography can impact on expectations and self-image</p> <p>5. Alcohol and Risk- I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex / I know what the law says in relation to sex and alcohol / I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p> <p>6. Assessment- I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy / I can explain some risks associated with pornography or alcohol use in relation to relationships.</p>	<p>5. Real self and ideal self- I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>6. The Year Ahead- I can identify what I am looking forward to and what worries me about the transition to moving to my next class.</p>	<p>📖 Self-esteem – Read the book- What I like about me by Allia Zobel-Nolan. (This can be found on the staff drive- PSHE – books resources) make a sensory picture of themself.</p> <p>📖 Self-esteem – Read the book- What I like about me by Allia Zobel-Nolan. (This can be found on the staff drive- PSHE – books resources) make sentences commenting on the things they like about themselves.</p> <p>📖 Transition- transition for next year doing social stories ect.</p>
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
	<p>Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>	<p>Body parts / I like.. / Puberty / Look after / clean /dry/ wash /shower / bath / soap /penis /vagina / breasts / responsibility / job /hygiene / change</p>

Cycle 10 Autumn term 1 - Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<p><u>Big Question: Is managing my online and offline world within my control?</u></p> <ul style="list-style-type: none"> I can list the freedoms I enjoy in society I can describe what personal freedom means to me 	<p><u>Big Question: Can I choose how I fit into the world?</u></p> <ul style="list-style-type: none"> I know that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people's identities 	<ul style="list-style-type: none"> To explore their self-identity, through being able to identify different things about themselves and how they are different to other people within the class.

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- I can describe my understanding of safety
- I can identify potential risks to my safety
- I can describe the stages of grief
- I know where to appropriately get help and support with loss and bereavement issues
- I can discern which online sources or support in regards to loss/ grief are helpful or not
- I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building
- I understand the impact social media has on culture and identity
- I recognise how online data is used both positively and negatively
- I can compare social media usage across different societies
- I can identify potential threats to online safety
- I understand “netiquette” and legislation relating to online safety
- I can state decision-making process regarding what you post online

- I can understand about collective and individual identities and cultural diversity
- I understand the influence family has on self-identity
- I can define what stereotypes are
- I understand that first impressions can lead to judgements that may be misinformed
- I understand that that there is a range of beliefs within any community, and I can recognise the beliefs I hold as important to me
- I can appreciate that people’s faiths and beliefs can affect their personal identity
I understand how to identify influences and differences and use these positively in my relationships

- To explore the range of beliefs within the class and to show an early awareness which one is important to me.
- To explore the children rights, through developing an understanding they have a freedom to what they believe in.

Lesson Ideas

- Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.
1. **Liberty and safety in my world-** I can list the freedoms I enjoy in society / I can describe what personal freedom means to me / I can describe my understanding of safety / I can identify potential risks to my safety
 2. **How I feel when things end-** I can describe the stages of grief / I know where to appropriately get help and support with loss and bereavement

Lesson Ideas

- Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.
1. **Who am I?** - I can appreciate that identities are complex and can change over time / I can appreciate the similarities, differences and diversity of people’s identities
 2. **My ‘family’-** I can understand about collective and individual identities and cultural diversity / I understand the influence family has on self-identity

Lesson Ideas

- **How I am different-** work through PowerPoint - This can be found on the staff drive- PSHE – books resources (it will need adapting for your class)- activities the based around identifying differences between them and a friend.
- **How I am different-** AA session on being different. Stage two make sensory picture of two different faces. Stage 3 to sort picture of children by a given criteria. Stage 4 linked to this doing a sorting activity.

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<p>issues / I can discern which online sources or support in regards to loss/ grief are helpful or not</p> <p>3. How social media affects me, my identity and culture- I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness- building / I understand the impact social media has on culture and identity / I recognise how online data is used both positively and negatively / I can compare social media usage across different societies</p> <p>4. Rated! - I can identify potential threats to online safety / I understand “netiquette” and legislation relating to online safety / I can state decision-making processes regarding what you post online</p> <p>5. Risk- I can identify potential threats to safety in a range of situations on and offline / I can describe actions to mitigate risk in a range of situations / I know how to get help if my personal safety is threatened</p> <p>6. Assessment - I understand how to stay safe in my online and offline relationships</p>	<p>3. ‘Family Factors’- I can define what stereotypes are.</p> <p>4. The power of first impressions- I understand that first impressions can lead to judgements that may be misinformed.</p> <p>5. Faith and beliefs- I understand that there are a range of beliefs within any community and I can recognise the beliefs I hold as important to me / I can appreciate that people’s faiths and beliefs can affect their personal identity</p> <p>6. Assessment- I understand how to identify influences and differences and use these positively in my relationships</p>	<ul style="list-style-type: none"> • Beliefs- Explore different religions that the pupils believe in. Match faces in the class to the religions to show that their religion. Explore artefacts. • Beliefs- Look at other religions in the class and again match pictures of the children to the religious symbol (explore different religions from previous week) • Children rights (article 14)- Explore the children rights and have a focus on the right to believe in whatever religion they want to believe in. Children to explore different tuff tray with artefacts from different the religions. (Max 2 religions to a lesson) • Children Rights (article 14)- Explore the children rights and have a focus on the right to believe in whatever religion they want to believe in. Children to explore different tuff tray with artefacts from different the religions. (2 different religions from the previous lesson)
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>

Cycle 10 Autumn term 2 - Celebrating Difference

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.

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Big Question: Does difference result in inequality?

- I can define what equality is
- I can give examples of disabilities including hidden disabilities
- I can give some consequences of not adhering to the Equality Act
- I can give examples of job roles that are exempt from the Equality Act
- I can give examples of how to promote equality
- I know what is expected of me and what I can expect in the workplace
- I can discuss a range of individuals that make up society
- I can explain the benefits of multi-cultural societies
- I can appreciate the differing views and opinions of individuals
- I can explain some of the physical and mental consequences of unequal treatment of individuals
- I can identify the misuse of power in relationships
- I can give examples of the physical and mental consequences of misuse of power in relationships
- I can list sources of support for individuals experiencing ill-treatment by others
- I can identify individuals and groups that may experience inequality
- I can list some organisations that campaign for greater equality
- I can describe how some groups and individuals' campaign for equality

Big Question: How different are we really?

- I can recognise the challenges faced by individuals when trying to make positive change
- I can give examples of individuals who have made a positive contribution despite prejudice and discrimination.
- I can describe what inequality means in the UK
- I can give examples of social injustice
- I can define what is and what is not bullying
- I can give examples of LGBT bullying
- I can describe the steps that can be taken to challenge LGBT bullying
- I can make a positive contribution to my community
- I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity
- I understand how respect and equality, or the lack of these, affects relationships

- To explore and develop an awareness of different cultures (focusing on the African culture)
- To explore equality, through having an early understanding of what is fair and not fair.
- To make positive contributions to the surround area of the school (e.g., litter picking around the school, helping out in café near the school)
- To have an early awareness on knowing who to go to for help in a range of different issues.

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

Lesson Ideas

Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

Lesson Ideas

- **African culture-** -You could base this around sitting on a magic carpet and flying off and landing in the in Africa. Offering the children different sensory experiences linked to Africa

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<ol style="list-style-type: none"> 1. Equality: what does it mean to me in the UK? - I can define what equality is / I can give examples of disabilities including hidden disabilities / I can give some consequences of not adhering to the Equality Act 2. Equality in the workplace- I can give examples of job roles that are exempt from the Equality Act / I can give examples of how to promote equality / I know what is expected of me and what I can expect in the workplace 3. Multicultural Society- I can discuss a range of individuals that make up society / I can explain the benefits of multi-cultural societies / I can appreciate the differing views and opinions of individuals / I can explain some of the physical and mental consequences of unequal treatment of individuals 4. Power in relationships- I can identify the misuse of power in relationships / I can give examples of the physical and mental consequences of misuse of power in relationships / I can list sources of support for individuals experiencing ill-treatment by others 5. Challenging inequality- I can identify individuals and groups that may experience inequality / I can list some organisations that campaign for greater equality / I can describe how some groups and individuals' campaign for equality 6. Assessment- I understand how equality and inequality can affect relationships / I recognise some of the ways in which aspects of health can impact on life chances, particularly education / I know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences 	<ol style="list-style-type: none"> 1. Prejudice and Discrimination- I can recognise the challenges faced by individuals when trying to make positive change / I can give examples of individuals who have made a positive contribution despite prejudice and discrimination. 2. Inequality- I can give examples of social injustice in the UK / I can describe what inequality means in the UK 3. When things go right- I can give examples of social injustice. 4. Bullying- I can define what is and what is not bullying / I can give examples of LGBT bullying / I can describe the steps that can be taken to challenge LGBT bullying 5. How I can make a difference- I can make a positive contribution to my community / I recognise that the choices I make will impact on my ability to develop my self-confidence and integrity 6. Assessment- I understand how respect and equality, or the lack of these, affects relationships / I know I can make a difference (self-efficacy) 	<p>(smells, music, pictures on the interactive white board or video, people speaking the language etc.). Coloured rice - on top of a map of Africa they could explore the finding different countries that make up Africa, dress up clothing linked to the country, Tuff tray of a small world – objects of reference to that country.</p> <ul style="list-style-type: none"> • Fair and not fair- playing games and highlighting what fair behaviour is and what unfair behaviour is. • Positive contributions to the surrounding area of the school – Go litter picking around school grounds or help out in the café next door (action indoor sports) • Seeking help- Work way through powerpoint on people who help us. Children then to explore sensory activities related to the different jobs- worksheet- to match people who help us to situations. E.g. poorly dog to a vet- using same jobs and situation as the powerpoint. • Seeking help- Do the same as previous lesson but explore different people that help you.
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PSHE medium term planning

Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign

Cycle 10 Spring 1 - Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: Is success only possible when physical and emotional needs are in balance?</u></p> <ul style="list-style-type: none"> • I can describe the relationships in my life that will support me in reaching my goals • I can assess how I can respect and nurture the important relationships in my life • I can define what resilience is and identify both my areas of strength and where I need to keep working • I can identify the connections between physical health and achieving my goals • I can understand the impact that poor mental health can have on my goals • I can consider some steps I could take to ensure my health supports me with my goals • I understand the issues that may impact on me and my future success, including social media • I understand the importance of balance in all aspects of my life (work, social life, family, etc.) I can identify realistic and unrealistic goals • I can describe how balance supports mental and physical health • I can identify what I can do to create more balance in my life • I can explain the importance of connections in relation to healthy relationships • I can identify the wide range of goals individuals have 	<p><u>Big Question: Can the choices I make now influence my future?</u></p> <ul style="list-style-type: none"> • I know what some of my long-term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that. • I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. • I understand some of the positive and negative roles that money can play in society • I can describe how my activity online can be both positive and negative • I can explain why it is important to keep track of spending • I can explain why it is important to keep track of spending • I understand the variations in income across the world • I understand that choices I make now can affect my future I know that gambling can become addictive and tell you some of the warning signs 	<ul style="list-style-type: none"> • To explore money and have an early awareness that this is earned through doing jobs. • To explore different careers and jobs that interest me, developing an early awareness of skills I need to do these jobs. • Make journeys within the local community using a variety of modes • To have an early awareness of the long-term goals I have been set by an adult and to know I need to try and achieve them (EHCP targets).

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- I can understand a range of health goals that are priorities for some people
- I can explain how helping a stranger can impact positively on people

Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Relationships and goals- I can describe the relationships in my life that will support me in reaching my goals / I can assess how I can respect and nurture the important relationships in my life / I can define what resilience is and identify both my areas of strength and where I need to keep working 2. Me, my goals and my health- I can identify the connections between physical health and achieving my goals / I can understand the impact that poor mental health can have on my goals / I can consider some steps I could take to ensure my health supports me with my goals 3. Work/life balance- I understand the issues that may impact on me and my future success, including social media / I understand the importance of balance in all aspects of my life (work, social life, family, etc.) / I can identify realistic and unrealistic goals 4. A Healthy Balance- I can describe how balance supports mental and physical health / I can identify what I can do to create more balance in my life / I can explain the importance of connections in relation to healthy relationships 5. A Healthy Balance- I can identify the wide range of goals individuals have / I understand a range of health goals that are priorities for some people / I 	<p>Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Your goals - long-term- I know what some of my long- term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that / I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals. 2. What money can't buy- I understand some of the positive and negative roles that money can play in society. 3. Online Safety- I can describe how my activity online can be both positive and negative. 4. Money and Earnings- I can explain why it is important to keep track of spending. 5. The price of life- I can explain why it is important to keep track of spending / I understand the variations in income across the world 6. Assessment- I understand that choices I make now can affect my future / I know that gambling can become addictive and tell you some of the warning signs 	<ul style="list-style-type: none"> • Money (jobs)- Children to complete tasks for tokens which they can use to get their choice time. Have activities out around the classroom exploring money (done at the children's level). This could be finding coins in sensory trays and matching them to pictures of the coins or jigsaws etc. • Different careers and jobs- Do sensory story pulling items out the box linked to the different jobs. Children then explore these different activities around the room. (book can be found- staff drive- PSHE- books and resources) • Journeys within the local community – Go out on educational visits to the allotment walking one week. • Journeys within the local community – Go out on educational visits on the minibus somewhere could be to park or library etc. • EHCP targets- Do work linked to the children's EHCP targets

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<p>can explain how helping a stranger can impact positively on people</p> <p>6. Assessment- I understand how relationships and being part of a community can support me and others to achieve our goals.</p>		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign

Cycle 10 Spring 2 - Healthy me		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: When it comes to health, to what extent am I in control?</u></p> <ul style="list-style-type: none"> • I understand the range of factors that affect my physical and mental health • I can use new (health-related) information to inform my lifestyle choices • I understand there is a wide range of actions that I can use to enhance and protect my health • I appreciate how complex my body is and that it needs to be looked after well, now and in the future • I am aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs • I know about some mental health disorders • I understand the positive impact that community action and volunteering can have on mental health • I can discuss common threats to health, including cardio-vascular disease and cancer and diabetes • I can identify the steps that can be taken to help prevent lifestyle-related ill-health 	<p><u>Big Question: Can I become more responsible for my health and happiness?</u></p> <ul style="list-style-type: none"> • I can describe the actions that can be taken to support good physical health • I can list some factors that help ensure good health in the longer term • I can list the factors that can impact negatively on dental health • I can describe the steps that can be taken to keep teeth and gums healthy. • I understand how health can be affected by emotions and know a range of ways to keep myself well and happy • I can recognise when I feel stressed, and the triggers associated with this • I know about different substances and the effects they have on the body and why some people use them • I understand what the law says about substance use and possession • I can describe some of the links between substances and exploitation of young people 	<ul style="list-style-type: none"> • To develop an awareness of a healthy lifestyle by exploring a range of things I can do to help my health • To explore mental health by showing an early awareness on a range of things that make me happy and how this makes me feel better. • To explore Hospitals, doctors and nurses and begin to have an early awareness of medicines and where we go to get them when we are poorly. • To explore the dentist and the things that can impact their dental health negatively.

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- I have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance
- I understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation

- I understand the role of medicines and can explain differing views on this.

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **My health MOT-** I understand the range of factors that affect my physical and mental health / I can use new (health-related) information to inform my lifestyle choices.
2. **What protects my health?** - I understand there is a wide range of actions that I can use to enhance and protect my health.
3. **Extraordinary bodies-** I appreciate how complex my body is and that it needs to be looked after well, now and in the future / I am aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs
4. **Extraordinary minds-** I know about some mental health disorders / I understand the positive impact that community action and volunteering can have on mental health
5. **Diseases, treatments and lifestyle choices-** I can discuss common threats to health, including cardio-vascular disease and cancer and diabetes / I can identify the steps that can be taken to help prevent lifestyle-related ill-health / I have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance / I understand the availability and

Lesson Ideas

Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Me and My Health-** I can describe the actions that can be taken to support good physical health / I can list some factors that help ensure good health in the longer term / I can list the factors that can impact negatively on dental health / I can describe the steps that can be taken to keep teeth and gums healthy
2. **Healthy choices on... managing stress-** I understand how health can be affected by emotions and know a range of ways to keep myself well and happy / I can recognise when I feel stressed and the triggers associated with this
3. **Healthy choices on... substances-** I know about different substances and the effects they have on the body and why some people use them.
4. **Substance misuse and exploitation-** I understand what the law says about substance use and possession / I can describe some of the links between substances and exploitation of young people
5. **Healthy choices on... medicines and immunisation-** I understand the role of medicines and can explain differing views on this.
Assessment- I can summarise some key things I can do to sustain my health and happiness in the

Lesson Ideas

- **Heathy lifestyle-** Being healthy- staff drive- PSHE- Books and resources. Children to explore different things that make them healthy. Complete worksheet sorting healthy and unhealthy things.
- **Things that make me happy and how this makes me feel better-** making me happy book on staff drive- PSHE- Books and resources. Children to explore different things that make them happy. Complete worksheet choosing symbols of things that make them happy.
- **Hospitals, doctors and nurses-** Hosptial, doctors, nurses' story on staff drive- PSHE- Book/resources. Please provide objects of reference. Children to explore dressing up as a doctor and nurse. Colourful semantics sentences using pictures of doctors and nurses.
- **Dentist and the things that can impact their dental health negatively-** AA session on teeth and things that are bad for our teeth. Sorting activity things that are good for our teeth and things that are bad for our teeth

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<p>limitations of advanced medical techniques including: stem cell therapy, organ donation</p> <p>6. Assessment- I can describe how people who are sexually active can keep themselves safe from STIs.</p>	<p>face of stress / I can show I understand how and when the influence of others could be harmful to my health and happiness</p>	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign

Cycle 10 Summer 1 – Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p>Big Question: Is love all you need?</p> <ul style="list-style-type: none"> I can identify types of long-term relationships, including legal status I can identify the important elements in long-term relationships I can discuss what is required to sustain healthy long-term relationships I know appropriate vocabulary associated with long-term relationships I can differentiate the elements present in different types of long-term relationships I understand the relationship life cycle I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices I can explain how a range of relationships can be ended including romantic relationships I understand the consequences of ending relationships including bullying, revenge pornography, depression, the grief process and how to manage this 	<p>Big Question: Because I'm worth it... or am I?</p> <ul style="list-style-type: none"> I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised I understand that social media can both positively and negatively affect how I feel about myself I understand that relationships can cause strong feelings and emotions I understand the features of positive and stable relationships I understand that all relationships have positive and less positive aspects I can define what is meant by personal space and how this varies across my relationships both online and offline I can discuss how personal space differs across different cultures I understand what is meant by control, power balance and coercion in a relationship I understand how to use social media appropriately, safely and legally <p>I can give examples of how personal safety can be compromised online</p>	<ul style="list-style-type: none"> To explore relationships and develop an early awareness of the characteristics of a positive and negative relationship (e.g., being able to sort positive and negative behaviours) To explore Online safety, by being able to safely use a search engine to find what they want and navigate a website To explore the wide range of relationships they have and begin to develop an early awareness of how they differ. (e.g., compare how they are with a parent to how they act with a teacher)

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- I can list sources of help and support for when relationships end including bereavement and divorce, family separation
- I understand the benefits of healthy relationships
- I can discuss the physical and mental benefits of connectedness
- I can assess the impact healthy relationships can have on children
- I can evaluate my own role in a range of relationships
- I can critically evaluate the role of love in relationships
- I can list strategies to cope with difficult relationships
- I can critically evaluate the truth or otherwise of a relationship e.g. via social media, “fake news” etc.
- I can explain why rumour mongering might give a false impression of a relationship
- I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography
- I can list the health benefits that positive relationships can provide
- I understand the physical and mental impact of unhealthy relationships
- I can discuss the patterns associated with abusive relationships
- including exploitation and abuse in teenage relationships
- I understand how coercion can feature in a range of relationships
- I can describe examples of legislation associated with coercion, exploitation and abuse in relationships
- I know the support available when relationships are unsafe

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Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Healthy, long-term relationships- I can identify types of long-term relationships, including legal status / I can identify the important elements in long-term relationships / I can discuss what is required to sustain healthy long-term relationships / I know appropriate vocabulary associated with long-term relationships / I can differentiate the elements present in different types of long-term relationships. Love and loss- I understand the relationship life-cycle / I understand the choices I have in my relationships, including; ending a range of relationships, physical and non-physical relationship choices / I can explain how a range of relationships can be ended including romantic relationships / I understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this / I can list sources of help and support for when relationships end including bereavement and divorce, family separation Healthy connections- I understand the benefits of healthy relationships / I can discuss the physical and mental benefits of connectedness / I can assess the impact healthy relationships can have on children / I can evaluate my own role in a range of relationships / I can critically evaluate the role of love in relationships / I can list strategies to cope with difficult relationships Relationships - don't believe what you see!- I can critically evaluate the truth or otherwise of a 	<p>Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Being in control of... myself- I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised / I understand that social media can both positively and negatively affect how I feel about myself. Being in control of... my relationships- I understand that relationships can cause strong feelings and emotions / I understand the features of positive and stable relationships / I understand that all relationships have positive and less positive aspects Being control of... personal space- I can define what is meant by personal space and how this varies across my relationships both online and offline / I can discuss how personal space differs across different cultures Managing Control and Coercion in Relationships- I understand what is meant by control, power balance and coercion in a relationship. Being in control of... social media- I understand how to use social media appropriately, safely and legally / I can give examples of how personal safety can be compromised online Assessment- I can summarise the differences between a healthy, positive relationship and a coercive one. 	<ul style="list-style-type: none"> • Positive and negative relationship – explore a range of positive behaviours in a relationship – Done through a speaking and listening activity e.g., Lego therapy • Positive and negative relationship- Sort behaviours into positive and negative (eg helping someone- positive, calling someone names- negative). • Online safety- Visit the computer room for children to use computers to search for things that interest them. • Online safety-Use I pads for children to explore a range of different apps and things that motivate them. • Comparing relationships –sort the different relationships to ones outside of school and ones in school. • Comparing relationships – Give the children a range of different behaviours that you do in relationships eg. Hugging, kissing, shaking hands, play and put the symbols on the people you do them with.

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<p>relationship e.g. via social media, “fake news” etc. / I can explain why rumour mongering might give a false impression of a relationship / I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography</p> <p>5. Better together?- I can list the health benefits that positive relationships can provide / I understand the physical and mental impact of unhealthy relationships / I can discuss the patterns associated with abusive relationships including exploitation and abuse in teenage relationships / I understand how coercion can feature in a range of relationships / I can describe examples of legislation associated with coercion, exploitation and abuse in relationships / I know the support available when relationships are unsafe</p> <p>6. Assessment- I can consider what makes a relationship healthy or coercive and know what my non-negotiables are / I know how to get help if needed</p>		
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
		<p>Friends / teachers / mum / dad / grandparents / brother / sister/ relationship(s) / safe / Online / good listening / good talking</p>

Cycle 10 Summer 2- Changing Me - RSE

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p>	<p>Key Knowledge.</p>	<p>Key Knowledge.</p>
<p>Big Question: How can change affect mental health?</p> <ul style="list-style-type: none"> I know that my mental health can be affected by different situations and experiences I know about some common mental health issues 	<p>Big Question: How do I feel about becoming an adult?</p> <ul style="list-style-type: none"> I can understand the changes that happen during puberty 	<ul style="list-style-type: none"> To explore self-esteem through, exploring compliments and being able to communicate this to a friend.

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- I can challenge stigma about mental health issues
- I know where to access support if I am worried about my mental health
- I know that change can trigger a range of emotional responses
- I know that some changes can be more difficult to manage than others
- I know that going through change can develop resilience
- I know that sleep is important for psychological and physical reasons
- I know that sleep is important for my mental health I know that sleep is important for learning
- I understand what resilience means
- I understand how resilience can developed
- I can reflect on the changes that my body and brain have undergone since starting puberty
- I can consider the changes yet to come and how to manage these
- I know where to access support if I am worried about an aspect of change in my life

- I understand that practices such as female genital mutilation and breast ironing are forms of abuse
- I know where to access help if I am worried or concerned about puberty or abuse
- I know how a baby is conceived naturally
- I know that there are other ways a baby can be conceived, e.g. IVFI understand how a baby develops inside the uterus and is born
- I know there are different types of committed stable relationships and that some people may choose to have children or not
- I can make links between positive, healthy family relationships and effective parenting
- I can identify some of the roles and responsibilities of being a parent
- I know that the media can have a positive or negative impact on a person's self-esteem or body image
- I know where to go for help if I am worried about my body image or self-esteem
- I know some ways to support myself and others during times of change

- To have an early awareness of the changes that happen during puberty.
- To explore the roles and responsibilities of parents/carers

Recap for Female Students

- Understand female menstruation and the changes that occur within the body- Females only
- To know their personal care around menstruation

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Mental health-** I know that my mental health can be affected by different situations and experiences / I know about some common mental health issues / I can challenge stigma about mental health issues / I know where to access support if I am worried about my mental health
2. **Change and our emotions-** I know that change can trigger a range of emotional responses / I know

Lesson Ideas

Please see Jigsaw planning ages 11-12 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **My changing body-** I can understand the changes that happen during puberty / I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse / I know where to access help if I am worried or concerned about puberty or abuse
2. **Having a baby-** I know how a baby is conceived naturally / I know that there are other ways a

Lesson Ideas

- **Self-esteem (compliments)-** To come up with different nice things to say to each other as a class – Create a compliment board where they choose a person in class and one of the compliments they have come up with and they go and say it to that child.
- **Self-esteem (compliments)-** To create simple sentence for different people in the class writing a compliment for each one.
- **Puberty-**Read the book- What's happening to Tom by Kate E. Reynolds. (This can be found

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<p>that some changes can be more difficult to manage than others / I know that going through change can develop resilience</p> <p>3. Better sleep- I know that sleep is important for psychological and physical reasons / I know that sleep is important for my mental health / I know that sleep is important for learning</p> <p>4. Resilience- I understand what resilience means / I understand how resilience can be developed</p> <p>5. Resilience- I can reflect on the changes that my body and brain have undergone since starting puberty / I can consider the changes yet to come and how to manage these / I know where to access support if I am worried about an aspect of change in my life.</p> <p>6. Assessment- I can summarise how different types of change can affect mental health and know some strategies to stay resilient.</p>	<p>baby can be conceived e.g. IVF / I understand how a baby develops inside the uterus and is born</p> <p>3. Types of relationships and their impact- I know there are different types of committed stable relationships and that some people may choose to have children or not / I can make links between positive, healthy family relationships and effective parenting / I can identify some of the roles and responsibilities of being a parent</p> <p>4. Image and self-esteem- I know that the media can have a positive or negative impact on a person's self-esteem or body image / I know where to go for help if I am worried about my body image or self-esteem.</p> <p>5. My changing feelings- I know some of the changes in my brain during puberty / I understand some of the emotional changes during puberty / I know where to access support if I am worried about adolescence</p> <p>6. Assessment- I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes.</p>	<p>on the staff drive- PSHE – books resources) activities based around changes that happen on the outside of the body.</p> <ul style="list-style-type: none"> • Puberty- Read the book- What's happening to Ellie by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) activities based around changes that happen on the both the inside and outside. • Role as a parent- Explore the different roles that your parents / careers do. Through a sensory activity. Transition- transition for next year doing social stories ect.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
		<p>Compliments / good talking / kind / self-esteem / puberty / pubic-hair / penis / vagina / breast / grow / bigger / change / Hormones</p>

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Cycle 11 Autumn 1- Being Me In My World

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge. <u>Big Question: Are we in the adult world at 16?</u> <ul style="list-style-type: none"> • I can state what 'being an adult' means to me • I can give some examples of legislation that affects me at 16 • I can give examples of legislation that relates to sex and relationships • I know about the legal status of different relationships e.g marriage, civil partnership, co-habitation • I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this • I can give examples of legislation around the possession and supply of drugs, tobacco and other substances • I can explain the legal consequences of breaching the Equality Act • I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control • I can give examples of legislation in reference to online activity • I can assess the impact of illegal online activity and misuse of technology on a range of people • I can explain why pornography is legislated against and the potential consequences of viewing pornography • I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help • I can apply this knowledge to a range of scenarios where emergency aid may be needed 	Key Knowledge. <u>Big Question: To what extent does the world I live in affect my identity?</u> <ul style="list-style-type: none"> • I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue • I can explain peer approval and how it can cause problems • I can describe what grooming is and give examples • I know that I can accept or reject influences • I can suggest links between risky behaviour choices and the influence of social groups • I can identify differences between myself and others in my social groups • I can explain how differences can be a source of conflict or a reason to celebrate • I can explain the links between having a positive self-identity and healthy intimate relationships • I understand what consent means for me within my peer and intimate social groups • I know how to report abusive or coercive behaviour 	Key Knowledge. <ul style="list-style-type: none"> • To explore the children rights, through developing an understanding that I have the right to be listen too. • To explore consent, through taking part in a range of different types of activities and communicating whether they want to join in or not. • To explore how my identity is the same and different when comparing myself to other people within my class.

PSHE medium term planning

Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 15- 16 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Becoming an adult- I can state what ‘being an adult’ means to me / I can give some examples of legislation that affects me at 16 Relationships and the law- I can give examples of legislation that relates to sex and relationships / I know about the legal status of different relationships e.g. marriage, civil partnership, co-habitation / I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this The law and you- I can give examples of legislation around the possession and supply of drugs, tobacco and other substances / I can explain the legal consequences of breaching the Equality Act / I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control Me, the internet and the law- I can give examples of legislation in reference to online activity / I can assess the impact of illegal online activity and misuse of technology on a range of people / I can explain why pornography is legislated against and the potential consequences of viewing pornography Emergency situation- I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help / I can apply this knowledge to a range of scenarios where emergency aid may be needed 	<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> Expectations and perceptions of relationships- I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue. Peer Approval- I can explain peer approval and how it can cause problems / I can describe what grooming is and give examples ‘Risks’- I can suggest links between risky behaviour choices and the influence of social groups / I know that I can accept or reject influences Being ‘me’ in a group- I can identify differences between myself and others in my social groups / I can explain how differences can be a source of conflict or a reason to celebrate Consent- I can explain the links between having a positive self-identity and healthy intimate relationships / I understand what consent means for me within my peer and intimate social groups / I know how to report abusive or coercive behaviour Assessment- I understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships. 	<ul style="list-style-type: none"> • Children rights- the right to be listened to- AA session on children rights- explore previous rights and include new one – right to be listened to- Create a class charter. • Consent- Sensory story pulling on consent- use talkers, pecs, Makaton or speak to consent to the different activities- story can be found- staff drive- PSHE- Books/resources. Children to explore different sensory experiences and have the chance to say yes or no. • My identity- AA session on identity- doing a sensory picture of you and include symbols with info about your identity. Children to go away and make their own sensory picture. • My identity- AA session on identity- This time compare themselves to someone else identifying how they are the same and how they are different.

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6. Assessment- I know some of the rights, responsibilities and laws that affect me		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign

Cycle 11 Autumn 2- Celebrating Difference		
M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
	<p><u>Big Question: Is being different a good thing?</u></p> <ul style="list-style-type: none"> • I can give examples of different types of prejudice and discrimination • I can explain how the Equality Act has protected characteristics and why these are important • I can distinguish between ‘banter’ and sexist, LGBT-phobic and racist language • I know where to report bullying I understand the legal consequences of bullying and hate crime. • I can explain why some people can display sexist and ageist behaviour • I understand the complexities associated with gender identity • I can challenge my own and others’ attitudes towards difference in relation to sexism, ageism and gender identity. • I can identify positive and negative language and can recognise my own language style. • I understand that there are different types of bullying (verbal, physical, online) • I know what to do if I encounter bullying • I can give examples of workplace bullying • I understand about protected characteristics and how everyone has the responsibility to challenge discrimination 	<ul style="list-style-type: none"> • To make positive contributions to their local community (e.g., litter picking at the local park) • To have an awareness of knowing how to seek help in a range of different settings outside of school. • To explore families and gain an early awareness that people can have different types of families (e.g., two mums, two dads, mum and dad, ect)

PSHE medium term planning

- I understand that there are some inequalities in the world

Lesson Ideas

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Equality-** I can give examples of different types of prejudice and discrimination / I can explain how the Equality Act has protected characteristics and why these are important / I can distinguish between 'banter' and sexist, LGBT-phobic and racist language / I know where to report bullying / I understand the legal consequences of bullying and hate crime
2. **Understanding difference-** I can explain why some people can display sexist and ageist behaviour / I understand the complexities associated with gender identity / I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity
3. **The power of positive language-** I can identify positive and negative language and can recognise my own language style.
4. **Bullying-** I understand that there are different types of bullying (verbal, physical, online) / I know what to do if I encounter bullying / I can give examples of workplace bullying
5. **Discrimination-** I understand about protected characteristics and how everyone has the responsibility to challenge discrimination / I understand that there are some inequalities in the world
6. **Assessment-** I understand how prejudice, discrimination and bullying can arise and how these can affect mental health

Lesson Ideas

- **Positive contributions to their local community-** Go litter picking at the local park, raise money for a local charity or for something within school, collect food in for a food bank ect.
- **Seeking help in a range of different settings-** Read through powerpoint- who can help me? This can be found on staff drive- pshe-books/resources. Have activities set up around classroom e.g. lolli pop man/lady help with crossing road. Animals and vet area help animals that are poorly, dentist area help with teeth.
- **Explore different types of families-** Read through story on staff drive- PSHE- Books/resources- make sentences looking at different types of family photos saying who they can see.

PSHE medium term planning

Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign

Cycle 11 Spring 1- Dreams and Goals

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?</u></p> <ul style="list-style-type: none"> I know of some ways to help me manage any anxiety I may feel now and, in the future. I know of some ways to help me manage when I feel overwhelmed I know where I can access further information and support I know the links between sleep, physical and mental health and learning I can identify my financial goals and whether these are realistic in the short or longer term I can tell you the skills and attributes I have or need to develop in order to aim for my financial goals I am able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem I understand the risks associated with gambling as an answer to debt or financial pressures I can identify what my dream job might be <li style="color: green;">I can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships <li style="color: green;">I can explain why I may need to change my skill-set as my career develops 	<ul style="list-style-type: none"> <u>Big Question: Who do I dream of becoming?</u> I can identify my personal strengths I can identify some health goals I would like to achieve I can produce a SMART plan and know how to apply it to support my life and learning I am able to accept helpful feedback and reject unhelpful criticism I know the difference between mental health and mental ill-health I can consider factors that can contribute to a person's mental ill health I know how to access support if I am worried about a mental health issue I can understand how media manipulation can be involved in a person's mental ill-health <li style="color: green;">I can understand how and why some media is manipulated <li style="color: green;">I can consider how self-esteem can be affected by the media positively and negatively I know where to access help if worried about a mental health concern 	<ul style="list-style-type: none"> (Begin to) To identify and develop skills required to enhance my employability (<i>e.g.- If they would like to work in a shop. Explore handling money and role playing this</i>) To explore planning journeys within the local community using a variety of modes To explore what their dream job maybe.

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- I can tell you what my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not
- I can tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the difference between them
- I can explain the challenges and opportunities of becoming a parent
- I can identify key skills of successful parenting
- I can reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc.
- I can identify some possible barriers to some of my dreams and goals
- I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met

Lesson Ideas

Please see Jigsaw planning ages 15- 16 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Managing anxiety and overwhelm-** I know of some ways to help me manage any anxiety I may feel now and in the future / I know of some ways to help me manage when I feel overwhelmed / I know where I can access further information and support / I know the links between sleep, physical and mental health and learning.
2. **Money and debt-** I can identify my financial goals and whether these are realistic in the short or longer term / I can tell you the skills and attributes I have or need to develop in order to aim for my

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **My personal strengths-** I can identify my personal strengths / I can identify some health goals I would like to achieve
2. **The power of planning-** I can produce a SMART plan and know how to apply it to support my life and learning.
3. **My dreams for my life-** I am able to accept helpful feedback and reject unhelpful criticism.
4. **Mental health and illness-** I know the difference between mental health and mental ill-health / I can consider factors that can contribute to a

Lesson Ideas

- **Develop skills required to enhance my employability-** Identify different jobs they would like to do when they are older and provide chance for the children to explore aspects of the job. Focus on one job- e.g., shop keeper- set up a pop-up shop in the classroom for the children to explore buying and handling money.
- **Develop skills required to enhance my employability-** Identify different jobs they would like to do when they are older and provide chance for the children to explore aspects of the job. Focus on a different job from the lesson before.

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<p>financial goals / I am able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem / I understand the risks associated with gambling as an answer to debt or financial pressures</p> <p>3. Dream jobs and skill set- I can identify what my dream job might be / I can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships / I can explain why I may need to change my skill-set as my career develops</p> <p>4. My future relationships- I can tell you what my dreams and goals are in relation to long- term intimate commitments including my choice to raise a family or not / I can tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g marriage, civil partnership and the difference between them / I can explain the challenges and opportunities of becoming a parent / I can identify key skills of successful parenting / I can reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc.</p> <p>5. What to do when things go wrong- I can identify some possible barriers to some of my dreams and goals / I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met</p>	<p>person's mental ill health / I know how to access support if I am worried about a mental health issue</p> <p>5. Media manipulation and mental health- I can understand how media manipulation can be involved in a person's mental ill-health / I can understand how and why some media is manipulated / I can consider how self-esteem can be affected by the media positively and negatively / I know where to access help if worried about a mental health concern</p> <p>6. Assessment- I understand my own mental health and how to recognise signs of mental ill-health in myself and others.</p>	<ul style="list-style-type: none"> ● Planning journeys within the local community using a variety of modes- Plan a trip to the school allotment- thinking about how you could travel there. ● Planning journeys within the local community using a variety of modes- plan a trip to somewhere in the local community that requires you to get the bus. ● Dream job- Sensory story on staff drive- PSHE- books and resources-Dream jobs- Work way through powerpoint pulling out object of reference from a box. Children to explore the different jobs in the powerpoint. ● Dream job-AA session on dream jobs. Children to explore different jobs from week before.
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6. Assessment- I understand what I need to do to achieve successful health, relationships and life-goals		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign

Cycle 11 Spring 2- Healthy me

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: Should relationships, sex and sexual health be discussed more openly?</u></p> <ul style="list-style-type: none"> • I know some ways to help me manage anxiety and stress • I know some ways to relax • I can explain the links between sleep and physical/ mental health • I am aware of the steps I can take to keep healthy including self-examination • I understand the preventative steps that can be taken to reduce the chance of contracting STIs • I have knowledge of the treatment available for STIs • I understand the influences that inform decision making with regard to sexual relationships. • I know some strategies to help manage sexual pressure • I understand what consent is in relation to sexual relationships • I understand the choices available in relation to contraception and pregnancy • I know key facts about fertility and pregnancy 	<p><u>Big Question: How can substances impact on wellbeing?</u></p> <ul style="list-style-type: none"> • I know that the majority of people my age make healthy lifestyle choices • I understand that there are misperceptions about the health choices of people my age • I understand the physical and emotional effects of alcohol and how it can affect decision-making • I know what the law says about alcohol • I understand the physical and emotional effects of certain substances and how they can affect decision-making • I know some facts about drug classification and what the law says about possession and supply of drugs • I know about the recovery position and how to contact emergency services • I know what to do in an emergency situation involving substances • • I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals 	<ul style="list-style-type: none"> • To begin to know how to prepare a variety of drinks and snacks and how to follow basic safety rules in order to stay safe. • To explore emotions, through gaining an early awareness of anxiety and developing strategies to manage this. • To explore personal safety routines (<i>road safety / safety in the community / safety in the work place</i>) • To explore Hospitals, doctors and nurses and begin to have an early awareness of how to get help in an emergency (Know to ring 999)

PSHE medium term planning

<ul style="list-style-type: none"> • I understand the range of risks to physical and mental health associated with unhealthy sexual relationship • I know some things I can do to avoid high risk situations in relation to sex 		
Lesson Ideas	Lesson Ideas	Lesson Ideas
<p>Please see Jigsaw planning ages 15- 16 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Relaxation and managing stress- I know some ways to help me manage anxiety and stress / I know some ways to relax / I can explain the links between sleep and physical/ mental health 2. Hygiene and health- I am aware of the steps I can take to keep healthy including self-examination / I understand the preventative steps that can be taken to reduce the chance of contracting STIs / I have knowledge of the treatment available for STIs 3. Under pressure- I understand the influences that inform decision making with regard to sexual relationships. / I know some strategies to help manage sexual pressure / I understand what consent is in relation to sexual relationships 4. Pregnancy and choice- I understand the choices available in relation to contraception and pregnancy / I know key facts about fertility and pregnancy 5. Staying safe in sexual relationships- I understand the range of risks to physical and mental health associated with unhealthy sexual relationship / I know some things I can do to avoid high risk situations in relation to sex 6. Assessment- I can summarise ways people can stay healthy when they are sexually active / I can 	<p>Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.</p> <ol style="list-style-type: none"> 1. Making healthier choices- I know that the majority of people my age make healthy lifestyle choices / I understand that there are misperceptions about the health choices of people my age. 2. Alcohol- I understand the physical and emotional effects of alcohol and how it can affect decision-making / I know what the law says about alcohol 3. Using substances (including smoking)- I understand the physical and emotional effects of certain substances and how they can affect decision-making / I know some facts about drug classification and what the law says about possession and supply of drugs 4. Life-saving skills- I know about the recovery position and how to contact emergency services / I know what to do in an emergency situation involving substances 5. Effects of substances- I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals 6. Assessment- I can summarise some of the risks associated with substance use and the laws relating to these / I can express why some people 	<ul style="list-style-type: none"> • Rules in order to stay safe in the kitchen- AA session on kitchen safety- Children to match symbol to picture about being safe in the kitchen • Prepare a variety of drinks- AA session on making a hot drink and cold drink- children to make a hot / cold drink and to sequence the steps to make one. • Make snacks- make a simple snack together and sequence the steps. • Anxiety and developing strategies to manage this- Work way through PowerPoint story giving the children objects of reference and sensory experiences- allow children to explore the different resources (staff drive-PSHE- books/resources- managing anxiety). • To explore personal safety routines (<i>road safety / safety in the community / safety in the workplace</i>) - go on a walk around the local area making sure to stay safe. • How to get help in an emergency (Know to ring 999)- Role play calling 999 and asking for help-match accident to the right emergency service using pictures.

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explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health.	choose to use different substances and my own thinking relating to such choices.	
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign

Cycle 11 Summer 1- Relationships - RSE

M - Pathway	M/E - Pathway	E Pathway
<p>Key Knowledge.</p> <p><u>Big Question: Is it possible to stay true to yourself and be in healthy relationships?</u></p> <ul style="list-style-type: none"> • I know that an intimate relationship can move through different stages and how behaviour may change according to the stage • I can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships • I can tell you some of positive and negative connotations of sex and where these might come from • I can tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future • I can explain there is a spectrum of gender and sexuality • I know that sexuality is different from gender diversity • I know that for some people, gender identity and sexuality is fluid and for others it is fixed • I know that LGBT+ people are protected by law • I understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this 	<p>Key Knowledge.</p> <p><u>Big Question: Can relationships ever be equal?</u></p> <ul style="list-style-type: none"> • I understand the features of positive, stable, intimate relationships • I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship • I understand that I have a choice in many situations, including when I want to say no • I know and can use some assertiveness skills to help me manage a range of circumstances • I understand that consent is a vital feature of a sexual relationship • I know about sex and the law • I can challenge stereotypical ideas of 'ideal' males and females • I understand that pornography and some media images give a false impression of sex and sexual relationships • I know about sex and the law as applied to online and social media • I know about the different contraception methods available • I know that contraception is important for sexual health as well as preventing a pregnancy 	<p>Key Knowledge.</p> <ul style="list-style-type: none"> • To explore relationships and develop an early awareness that there are different types of loving relationships (done through families) • To explore relationships and begin to develop an early awareness of how to maintain a healthy, happy relationship including marriages. • To explore the PANTS (NSPCC) and develop awareness of appropriate and inappropriate touch

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- I understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented
- I know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+
- I can recognise when there is an imbalance of power within an intimate relationship
- I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate
- I know how to recognise illegal behaviour within an intimate relationship, how and where to report it
- I can explain why honour-based violence and forced marriage is unacceptable and illegal
- I can give examples of honour-based violence I know what FGM and breast ironing is, and why it is illegal
- I can give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal
- I know how to report honour-based crimes or hate crime against LGBTQ+ people

- I know that communication and negotiation about contraception use is important
- I understand that information and facts are vital in making an informed choice about contraception if and when needed
- I know how to access advice and information about sexual health
- I understand that there are consequences if I choose to have unprotected sex
- I know about different sexually transmitted infections
- I know about sexual health clinics and how to access help and support if I have unprotected sex

Lesson Ideas

Please see Jigsaw planning ages 15- 16 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Intimate romantic relationships**- I know that an intimate relationship can move through different stages and how behaviour may change according to the stage / I can give examples of how the media can sometimes portray unrealistic

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Power in relationships**- I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship / I understand the features of positive, stable, intimate relationships.

Lesson Ideas

- **Loving relationships** – Make a family tree picture of their family – show we have lots of people in our family that we all love
- **Loving relationships** – Look at different family's models – think of things families need in order to be happy loving families- e.g. share, good talking, good listening, affection (hugs and kisses)

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<p>expectations of sex and relationships / I can tell you some of positive and negative connotations of sex and where these might come from / I can tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future</p> <p>2. Gender diversity and sexuality- I can explain there is a spectrum of gender and sexuality / I know that sexuality is different from gender diversity / I know that for some people, gender identity and sexuality is fluid and for others it is fixed / I know that LGBT+ people are protected by law</p> <p>3. Coming Out as LGBT+- I understand that ‘coming out’ can be challenging for some LGBT+ people and it is up to them to choose the right time for this / I understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented / I know that being LGBT+ is different for each individual and there is no ‘normal’ way of being or expressing being LGBT+</p> <p>4. Who holds all the cards? - I can recognise when there is an imbalance of power within an intimate relationship / I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate / I know how to recognise illegal behaviour within an intimate relationship, how and where to report it</p> <p>5. he last taboos- I can explain why honour-based violence and forced marriage is unacceptable and illegal / I can give examples of honour-based violence / I know what FGM and breast ironing is, and why it is illegal / I can give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal / I know how to report</p>	<p>2. Assertiveness and saying no- I understand that I have a choice in many situations, including when I want to say no / I know and can use some assertiveness skills to help me manage a range of circumstances / I understand that consent is a vital feature of a sexual relationship / I know about sex and the law</p> <p>3. Porn - is it real? - I understand that pornography and some media images give a false impression of sex and sexual relationships / I can challenge stereotypical ideas of ‘ideal’ males and females / I know about sex and the law as applied to online and social media</p> <p>4. Contraception- I know about the different contraception methods available / I know that contraception is important for sexual health as well as preventing a pregnancy / I know that communication and negotiation about contraception use is important / I understand that information and facts are vital in making an informed choice about contraception if and when needed / I know how to access advice and information about sexual health / I know about sex and the law.</p> <p>5. Consequences of unprotected sex- I understand that there are consequences if I choose to have unprotected sex / I know about different sexually transmitted infections / I know about sexual health clinics and how to access help and support if I have unprotected sex</p> <p>6. Assessment- I can consider the risks and consequences of becoming sexually active</p>	<ul style="list-style-type: none"> • Marriage – Typical British wedding – look at photos – dressing up – music – cutting cake ect • Marriage- look at other weddings in other cultures. (Which culture you explore may depend on the children in your class). • Appropriate and inappropriate touch – sorting and identifying appropriate and inappropriate touch (clear and obvious). • Appropriate and inappropriate touch – PANTS video- draw around person and label parts – mark the areas of the body that are private and shouldn’t be touched by anyone without consent.
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honour-based crimes or hate crime against LGBTQ+ people 6. Assessment- I can consider how power in relationships can affect people / I understand issues relating to inclusion, equality and violations of human rights		
Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign	Key Vocab / symbols/ Sign
		Appropriate/ inappropriate / love / family / consent / marriage / wedding / bride/ groom /

Cycle 11 Summer 2- Changing Me - RSE

M - Pathway	M/E - Pathway	E Pathway
Key Knowledge.	Key Knowledge.	Key Knowledge.
<p><u>Big Question: Can all change be positive in some way?</u></p> <ul style="list-style-type: none"> • I can identify some of the changes in society that will affect me • I can discuss the emotional impact societal change can have on young people • I can assess the role of media, including social media on social change • I can recognise the range of changes I have experienced in my life • I can identify the feelings associated with change both positive and negative • I can list changes I have made that I am proud of • I understand the type of decision-maker I am • I can discuss the impact of the range of changes families can experience and their impact on children and their parents/family • I can identify the change that some people may experience in relation to sexual identity and gender 	<p><u>Big Question: What factors can make an intimate relationship happy and healthy?</u></p> <ul style="list-style-type: none"> • I know different types of close, intimate relationships that people can have • I know what happens physically when individuals experience physical attraction • I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children • I understand the positive aspects of having a girlfriend or boyfriend • I can describe some of the behaviours you would expect to find in a healthy romantic relationship • I can understand the range of feelings associated with attraction • I know where to get information to safely explore feelings about sexuality • I know that pornographic images do not reflect reality 	<ul style="list-style-type: none"> • (To begin) to know the different changes that are happening to their body and have an early awareness who to go to if they are worried about anything. • Demonstrate an understanding of hygiene routines and cleanliness and begin to understand the importance for these • To begin to know that change is okay and recognise the next steps <p style="color: red; margin-top: 10px;"><u>Recap for Female Students</u></p> <ul style="list-style-type: none"> • Understand female menstruation and the changes that occur within the body- Females only • To know their personal care around menstruation

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- I can understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary
- I can discuss the reality and myths surrounding sexual identity and gender
- I can describe where to find help and support around sexual identity and gender
- I can discuss gender and stereotypes in relation to a range of romantic relationships
- I can identify and understand the legislation relating to a range of relationships
- I understand the risks associated with exploring sexual identity
- I can reflect on physical changes experienced so far
- I understand the relationship between physical change, self-esteem and emotional change
- I understand the impact of family change and how it can affect future relationships
- I can list sources of help and support in relation to changes young people may have difficulty with

- I know how pornography can impact on expectations and self-image
- I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex
- I know what the law says in relation to sex and alcohol I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol

Lesson Ideas

Please see Jigsaw planning ages 13-14 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Changing society and me-** I can identify some of the changes in society that will affect me / I can discuss the emotional impact societal change can have on young people / I can assess the role of media, including social media on social change
2. **Managing change and decision making-** I can recognise the range of changes I have experienced in my life / I can identify the feelings associated with change both positive and negative

Lesson Ideas

Please see Jigsaw planning ages 12-13 (This may need to be adapted slightly to meet the needs of your class). Below are the 6 lessons and their lesson intentions.

1. **Different types of relationship-** I know different types of close, intimate relationships that people can have / I know what happens physically when individuals experience physical attraction / I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children.

Lesson Ideas

- **Body Changes-**Read the book- What's happening to Tom by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) Talk about where they go if they are worried about anything with their body.
- **Body Changes-** Read the book- What's happening to Ellie by Kate E. Reynolds. (This can be found on the staff drive- PSHE – books resources) Talk about where they go if they are worried about anything with their body.
- **Hygiene routines** – Go through what a good morning hygiene routine looks like (Shower, clean teeth, get changed)

PSHE medium term planning

<p>/ I can list changes I have made that I am proud of / I understand the type of decision-maker I am / I can discuss the impact of the range of changes families can experience and their impact on children and their parents/family</p> <p>3. Gender identity- I understand the spectrum of gender including respectful ways of using appropriate vocabulary / I can identify the challenges that some people may experience in relation to gender identity</p> <p>4. Gender stereotypes and sexual identity- I can discuss gender and stereotypes in relation to a range of romantic relationships / I can identify and understand the legislation relating to a range of relationships / I understand the risks associated with exploring sexual identity</p> <p>5. Physical and emotional changes- I can reflect on physical changes experienced so far / I understand the relationship between physical change, self-esteem and emotional change / I understand the impact of family change and how it can affect future relationships / I can list sources of help and support in relation to changes young people may have difficulty with</p> <p>6. Assessment- I understand how societies change and this affects people's attitudes and ways of life</p>	<p>2. What's in a relationship? - I understand the positive aspects of having a girlfriend or boyfriend / I can describe some of the behaviours you would expect to find in a healthy romantic relationship</p> <p>3. Looks and smiles- I understand the range of feelings associated with attraction / I know where to get information to safely explore feelings about sexuality</p> <p>4. Does watching pornography help people to understand relationships? - I know that pornographic images do not reflect reality / I know how pornography can impact on expectations and self-image</p> <p>5. Alcohol and Risk- I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex / I know what the law says in relation to sex and alcohol / I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p> <p>6. Assessment- I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy / I can explain some risks associated with pornography or alcohol use in relation to relationships.</p>	<ul style="list-style-type: none"> • Hygiene routines - Go through what a good night routine looks like (Shower / bath, clean teeth, put clothes away, sleep) • Thank you, card- Make a thank you card to staff they have worked with throughout their time in school. • Next Steps- Transition for next year doing social stories ect.
<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>	<p>Key Vocab / symbols/ Sign</p>
		<p>Puberty / pubic hair / changes /bigger /grow / penis / vagina / breasts / doctors / help / different /clean /teeth / bath /shower / sleep / morning / night / thank you / next step</p>