

PSHE - Year 3 Autumn 1: Scheme of Work

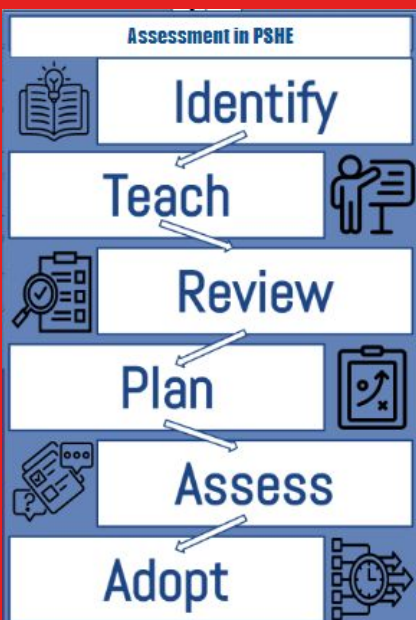
Being Me In My World

Who am I and how do I fit?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I help others feel welcome?	<i>Whole School Theme: We are a Community</i> Reading: Art:	<ul style="list-style-type: none"> Recognise my worth and can identify positive things about myself and my achievements. Set personal goals Know how to use my Jigsaw Journal Value myself and know how to make someone else feel welcome and valued
What can I do to make my school community a better place?		<ul style="list-style-type: none"> Face new challenges positively, make responsible choices and ask for help when I need it Recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
What rights do others have to learn?		<ul style="list-style-type: none"> Understand why rules are needed and how they relate to rights and responsibilities Know how to make others feel valued
How do I feel about other people's feelings?		<ul style="list-style-type: none"> Understand that my actions affect myself and others and I care about other people's feelings Understand that my behaviour brings rewards/consequences
What is needed to work well with others?		<ul style="list-style-type: none"> Make responsible choices and take action Work cooperatively in a group
Why should I choose to follow the learning charter?		<ul style="list-style-type: none"> Understand my actions affect others and try to see things from their points of view Choosing to follow the Learning Charter

Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.



Group dynamics	the study of behaviour involved when people work in a group or the behaviour between groups of people.
View point	a position or perspective from which something is considered or evaluated
Charter	A written agreement that provides a clear statement of the agreed goals and objectives and what is required to accomplish it
Achievements	a thing done successfully with effort, skill, or courage.
Acknowledge	accept or admit the existence or truth of.
Affirm	To maintain as true/ agree with
Co-operate	work jointly towards the same end.
Valued	considered to be important or beneficial
Responsibilities	a thing which one is required to do as part of a job, role, or legal obligation
Consequences	a result or effect, typically one that is unwelcome or unpleasant

PSHE - Year 3 Autumn 2: Scheme of Work

Celebrating Difference

What must I know to best support Anti-bullying?

Focus - Key Questions	Links	Destinations (I will be able to ...)
Does it matter that everyone is different?	Whole School Theme: We are Artists Reading: Art:	Understand that everybody's family is different and important to them Appreciate my family/the people who care for me
Why is it important to be able to include others?		Understand that differences and conflicts sometimes happen among family members Know how to calm myself down and can use the 'Solve it together' technique
How do I help someone who is being bullied?		Know what it means to be a witness to bullying Know some ways of helping to make someone who is bullied feel better
How can I solve problems?		Know that witnesses can make the situation better or worse by what they do Problem-solve a bullying situation with others
Why is it important to use kind words?		Recognise that some words are used in hurtful ways Try hard not to use hurtful words (e.g. gay, fat)
How do I give and receive compliments?		Tell you about a time when my words affected someone's feelings and what the consequences were Give and receive compliments and know how this feels

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Kite Templates: Piece 6)



Bystander	a person who is present at an event or incident but does not take part
Consequences	a result or effect, typically one that is unwelcome or unpleasant
Witness	a person who sees an event
Banter	the playful and friendly exchange of teasing remarks
Resolve	settle or find a solution to a problem
Conflict	a serious disagreement or argument
Family	a group of one or more parents and their children living together as a unit
Feelings	a group of one or more parents and their children living together as a unit

PSHE - Year 3 Spring 1: Scheme of Work

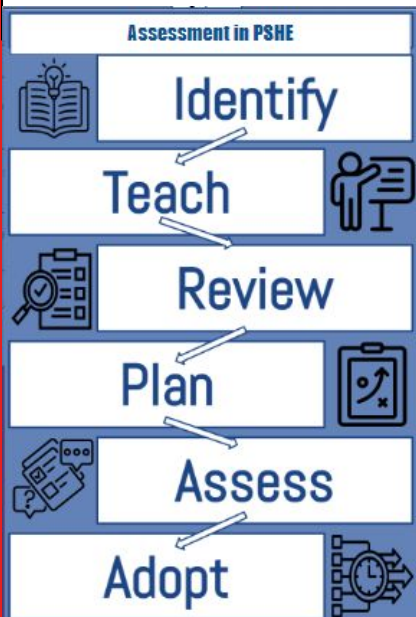
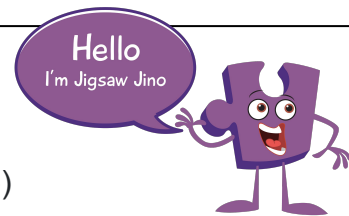
Dreams & Goals

What are my goals and how do I feel about achieving them?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I stay motivated while doing something challenging?	<i>Whole School Theme: We are Geographers</i> Reading: Art:	Tell you about a person who has faced difficult challenges and achieved success Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability)
Why should I keep trying even when it is difficult?		Identify a dream/ambition that is important to me Imagine how I will feel when I achieve my dream/ambition
Why is it important to work well with others?		Enjoy facing new learning challenges and working out the best ways for me to achieve them Break down a goal into a number of steps and know how others could help me to achieve it
Why is a positive attitude important?		Be motivated and enthusiastic about achieving our new challenge Know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
How can I help others to achieve their goals?		Recognise obstacles which might hinder my achievement and take steps to overcome them Know how to manage the feelings of frustration that may arise when obstacles occur
How do I know if I have worked hard to achieve my dreams and goals?		Evaluate my own learning process and identify how it can be better next time Be confident in sharing my success with others and can store my feelings in my internal treasure chest

Puzzle Outcome

To create Our Garden of Dreams and Goals (Garden design/decoration: Pieces 3-5)



Technique	a way of carrying out a particular task
Perseverance	continued effort to do or achieve something despite difficulties, failure, or opposition
Ambition	a strong desire to do or achieve something
Efficient	working in a well-organised and competent way
Obstacles	a thing that blocks one's way or prevents or hinders progress
Challenge	a call to prove or justify something
Celebrate	acknowledge (a significant or happy day or event) with a social gathering

PSHE - Year 3 Spring 2: Scheme of Work

Healthy Me

How can I stay safe and healthy?

Focus - Key Questions	Links	Destinations (I will be able to ...)
What makes a healthy choice?	<i>Whole School Theme: We are Scientists</i> Reading: Art:	Understand how exercise affects my body and know why my heart and lungs are such important organs Set myself a fitness challenge
How do I recognise a healthy, balanced diet?		Know that the amount of calories, fat and sugar I put into my body will affect my health Know what it feels like to make a healthy choice
What does being physically active mean?		Tell you my knowledge and attitude towards drugs Identify how I feel towards drugs
How do I keep myself and others safe?		Identify things, people and places that I need to keep safe from Know some strategies for keeping myself safe, who to go to for help and how to call emergency services Express how being anxious or scared feels
What makes a good friend and a healthy relationship?		Identify when something feels safe or unsafe Take responsibility for keeping myself and others safe
How do I stay calm and deal with difficult situations?		Understand how complex my body is and how important it is to take care of it Respect my body and appreciate what it does for me

Puzzle Outcome

To create 'The Happy, Healthy Me Recipe Book' (Piece 4: Keeping safe)



Oxygen	the life-supporting component of the air
Calories	a unit of energy, often used to express the nutritional value of foods
Dangerous	able or likely to cause harm or injury
Emergency	a serious, unexpected, and often dangerous situation requiring immediate action
Strategy	a plan of action designed to achieve a long-term or overall aim
Anxious	feeling or showing worry, nervousness, or unease about something with an uncertain outcome
Scared	fearful; frightened
Risk	a situation involving exposure to danger

PSHE - Year 3 Summer 1: Scheme of Work

Relationships

How do I build positive, healthy relationships?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
How do I make friends?	<i>Whole School Theme: We are Historians</i> <i>Reading:</i> <i>Art:</i>	Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females Describe how taking some responsibility in my family makes me feel
How do I solve friendship problems when they occur?		Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener Know how to negotiate in conflict situations to try to find a win-win solution
How can I help others feel part of a group?		Know and can use some strategies for keeping myself safe online Know who to ask for help if I am worried or concerned about anything online
How do I show respect towards others?		Explain how some of the actions and work of people around the world help and influence my life Show an awareness of how this could affect my choices
How do I help myself or others when I am feeling upset or hurt?		Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. Empathise with children whose lives are different to mine and appreciate what I may learn from them
What makes a good relationship and how do I show it?		Know how to express my appreciation to my friends and family Enjoy being part of a family and friendship groups



Puzzle Outcome

To create 'Our Relationships Fiesta' Piece 6: Appreciation Streamers



United Nations	an international organization founded in 1945
Deprivation	the lack or denial of something considered to be a necessity
Equality	the state of being equal, especially in status, rights, or opportunities
Conflict	a serious disagreement or argument
Solution	a means of solving a problem or dealing with a difficult situation
Stereotype	a commonly held view, which is an oversimplified image or idea of a particular type of person or thing
Climate	the prevailing trend of public opinion or of another aspect of life
Unsafe	not safe; dangerous

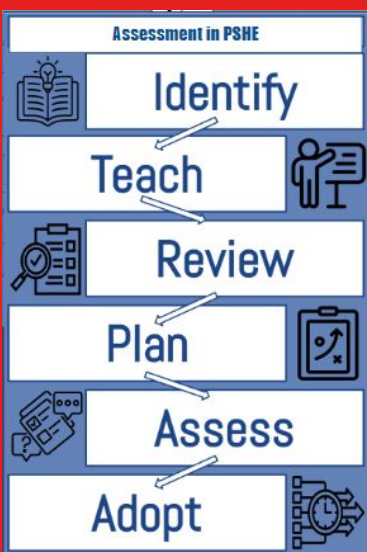
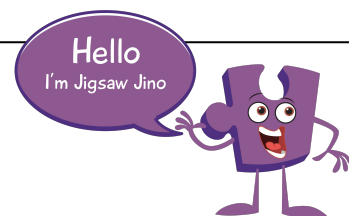
Changing Me

How do I cope positively with change?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
How do I know everyone is special and unique?	Whole School Theme: So We Can Change Our World Reading: Art:	Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby Express how I feel when I see babies or baby animals
When change happens, how do I feel?		Understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
Why do I see changes in myself and how do I feel about it?		Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process Recognise how I feel about these changes happening to me and know how to cope with those feelings
Why do other people change and how do I feel about it?		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 Recognise how I feel about these changes happening to me and know how to cope with these feelings
Who can support me with change?		Start to recognise stereotypical ideas I might have about parenting and family roles Express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
How can I prepare for changes?		Identify what I am looking forward to when I move to my next class Start to think about changes I will make next year and know how to go about this

Puzzle Outcome

To create the Ribbon of Change Mobiles (Piece 6: Ribbon of Change Mobiles)



Ovaries	One of a pair of female glands in which the eggs form
Puberty	The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood
Penis	the male genital organ
Sperm	a sex cell produced by a man or male animal
Nutrients	a substance that provides nourishment essential for the maintenance of life and for growth
Anxious	feeling or showing worry, nervousness, or unease about something with an uncertain outcome
Stereotype	a commonly held view, which is an oversimplified image or idea of a particular type of person or thing
Survive	continue to live or exist, especially in spite of danger or hardship
Change	make (someone or something) different

Who am I and how do I fit?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
How do I help others feel welcome?	<i>Whole School Theme: We are a Community</i> Reading: Art:	<ul style="list-style-type: none"> Know my attitudes and actions make a difference to the class team Know how to use my Jigsaw Journal Know how good it feels to be included in a group and understand how it feels to be excluded Try to make people feel welcome and valued
What can I do to make my school community a better place?		<ul style="list-style-type: none"> Understand who is in my school community, the roles they play and how I fit in Take on a role in a group and contribute to the overall outcome
What rights do others have to learn?		<ul style="list-style-type: none"> Understand how democracy works through the School Council Recognise my contribution to making a Learning Charter for the whole school
How do I feel about other people's feelings?		<ul style="list-style-type: none"> Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them Understand how rewards and consequences motivate people's behaviour
What is needed to work well with others?		<ul style="list-style-type: none"> Understand how groups come together to make decisions Take on a role in a group and contribute to the overall outcome
Why should I choose to follow the learning charter?		<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand why our school community benefits from a Learning Charter and can help others to follow it

Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.



Job Description	is a written narrative that describes the general tasks, or other related duties, and responsibilities of a position
Democracy	is a system of government in which state power is vested in the people or the general population of a state.
Democratic	relating to or supporting democracy or its principles.
Voting	a method by which a group of people make a collective decision or express an opinion.
Authority	commonly understood as the legitimate power of a person or group over other people
Contribution	the giving or supplying of something (such as money or time) as a part or share
Observer	a person who watches what happens but has no active part in it
Rights	a moral or legal entitlement to have or do something.
Included	contained as part of a whole being considered
Excluded	to prevent someone or something from entering a place or taking part in an activity

PSHE - Year 4 Autumn 2: Scheme of Work

Celebrating Difference

What must I know to best support Anti-bullying?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
Does it matter that everyone is different?	<i>Whole School Theme: We are Artists</i> <i>Reading:</i> <i>Art:</i>	Understand that, sometimes, we make assumptions based on what people look like Try to accept people for who they are
Why is it important to be able to include others?		Understand what influences me to make assumptions based on how people look Question why I think what I do about other people
How do I help someone who is being bullied?		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 Know how it might feel to be a witness to and a target of bullying
How can I solve problems?		Tell you why witnesses sometimes join in with bullying and sometimes don't tell Problem-solve a bullying situation with others
Why is it important to use kind words?		Identify what is special about me and value the ways in which I am unique Like and respect the unique features of my physical appearance
How do I give and receive compliments?		Tell you a time when my first impression of someone changed when I got to know them Explain why it is good to accept people for who they are

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create the Hall of Fame display (Photo Frames: Piece 5)



Characteristics	a feature or quality belonging typically to a person, place, or thing
Judgement	the ability to make considered decisions or come to sensible conclusions
Assumption	a thing that is accepted as true or as certain to happen, without proof
Influence	the capacity to have an effect on someone or something
Character	the mental and moral qualities distinctive to an individual
Appearance	the way that someone or something looks
Surprised	feeling or showing surprise
Troll	to leave an insulting or offensive message on the internet in order to upset someone

PSHE - Year 4 Spring 1: Scheme of Work

Dreams & Goals

What are my goals and how do I feel about achieving them?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
How do I stay motivated while doing something challenging?	Whole School Theme: We are Geographers Reading: Art:	Tell you about some of my hopes and dreams Know how it feels to have hopes and dreams
Why should I keep trying even when it is difficult?		Understand that sometimes hopes and dreams do not come true and that this can hurt Know how disappointment feels and can identify when I have felt that way
Why is it important to work well with others?		Know that reflecting on positive and happy experiences can help me to counteract disappointment Know how to cope with disappointment and how to help others cope with theirs
Why is a positive attitude important?		Know how to make a new plan and set new goals even if I have been disappointed Know what it means to be resilient and to have a positive attitude
How can I help others to achieve their goals?		Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group Enjoy being part of a group challenge
How do I know if I have worked hard to achieve my dreams and goals?		Identify the contributions made by myself and others to the group's achievement Know how to share in the success of a group and how to store this success experience in my internal treasure chest

Puzzle Outcome

To create Our Garden of Dreams and Goals (Garden design/decoration: Pieces 3-5)



Self-belief	a person's belief in their ability to complete tasks and to achieve their goals
Cooperation	the action or process of working together to the same end
Motivation	a reason or reasons for acting or behaving in a particular way
Resilience	an ability to recover from or adjust easily to misfortune or change
Disappointment	sadness or displeasure caused by the non-fulfilment of one's hopes or expectations
Fears	an unpleasant emotion caused by the threat of danger, pain, or harm
Goals	the object of a person's ambition or effort; an aim or desired result

How can I stay safe and healthy?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
What makes a healthy choice?	Whole School Theme: We are Scientists Reading: Art:	Recognise how different friendship groups are formed, how I fit into them and the friends I value the most Identify the feelings I have about my friends and my different friendship groups
How do I recognise a healthy, balanced diet?		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 Aware of how different people and groups impact on me and can recognise the people I most want to be friends with
What does being physically active mean?		Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
How do I keep myself and others safe?		Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol Recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
What makes a good friend and a healthy relationship?		Recognise when people are putting me under pressure and can explain ways to resist this when I want Identify feelings of anxiety and fear associated with peer pressure
How do I stay calm and deal with difficult situations?		Know myself well enough to have a clear picture of what I believe is right and wrong Tap into my inner strength and know how to be assertive

Puzzle Outcome

To create 'The Happy, Healthy Me Recipe Book' (Piece 4: Keeping safe)



Alcohol	a colourless volatile flammable liquid which is produced by the natural fermentation of sugars
Assertive	having or showing a confident and forceful personality
Disease	a disorder in a human, animal, or plant, that has a known cause and a distinctive group of symptoms
Guilt	the fact of having committed a specified or implied offence or crime
Follower	a person who supports and admires a particular person or set of ideas
Relationships	the way in which two or more people or groups regard and behave towards each other
Opinion	a view or judgement formed about something, not necessarily based on fact or knowledge
Emotions	a strong feeling from one's circumstances, mood, or relationships with others

Relationships

How do I build positive, healthy relationships?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I make friends?	Whole School Theme: We are Historians Reading: Art:	Recognise situations which can cause jealousy in relationships Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
How do I solve friendship problems when they occur?		Identify someone I love and can express why they are special to me Know how most people feel when they lose someone or something they love
How can I help others feel part of a group?		Tell you about someone I know that I no longer see Understand that we can remember people even if we no longer see them
How do I show respect towards others?		Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends Know how to stand up for myself and how to negotiate and compromise
How do I help myself or others when I am feeling upset or hurt?		Understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
What makes a good relationship and how do I show it?		Know how to show love and appreciation to the people and animals who are special to me Love and be loved

Puzzle Outcome

To create 'Our Relationships Fiesta' Piece 6: Appreciation Streamers



Depression	feelings of severe despondency and dejection
Appreciation	recognition and enjoyment of the good qualities of someone or something
Compromise	an agreement or settlement of a dispute that is reached by each side making allowances
Negotiate	obtain or bring about by discussion
Souvenir	a thing that is kept as a reminder of a person, place, or event
Loyalty	a strong feeling of support or allegiance
Memories	something remembered from the past

Changing Me

How do I cope positively with change?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I know everyone is special and unique?	Whole School Theme: So We Can Change Our World Reading: Art:	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 I appreciate that I am a truly unique human being
When change happens, how do I feel? (Lesson 2a)		Understand what responsibilities there are in parenthood and the joy it can bring Consider what has influenced my life and what might influence the lives of other people Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Why do I see changes in myself and how do I feel about it?		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 Have strategies to help me cope with the physical and emotional changes I will experience during puberty
Why do other people change and how do I feel about it?		Know how the circle of change works and can apply it to changes I want to make in my life Be confident enough to try to make changes when I think they will benefit me
Who can support me with change?		Identify changes that have been and may continue to be outside of my control that I learnt to accept Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
How can I prepare for changes?		Identify what I am looking forward to when I move to a new class Reflect on the changes I would like to make next year and can describe how to go about these

Puzzle Outcome

To create the Ribbon of Change Mobiles (Piece 6: Ribbon of Change Mobiles)



Fertilised	to develop a new individual by introducing male reproductive material
Menstruation	the flow of blood from a woman's uterus as part of a woman's monthly cycle
Hormone	substance produced in an organism and transported in tissue fluids such as blood or sap to stimulate specific cells or tissues into action
Gene	passed on from a parent to child and is held to determine some characteristic of the offspring
Mannerisms	a habitual gesture or way of speaking or behaving
Acceptance	the action of consenting to receive or undertake something offered
Change	make (someone or something) different
Unique	being the only one of its kind; unlike anything else

PSHE - Year 5 Autumn 1: Scheme of Work

Being Me In My World

Who am I and how do I fit?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
How do I help others feel welcome?	<i>Whole School Theme: We are a Community</i> <i>Reading:</i> <i>Art:</i>	<ul style="list-style-type: none"> Face new challenges positively and know how to set personal goals Know how to use my Jigsaw Journal Know what I value most about my school and can identify my hopes for this school year
What can I do to make my school community a better place?		<ul style="list-style-type: none"> Understand my rights and responsibilities as a citizen of my country Empathise with people in this country whose lives are different to my own
What rights do others have to learn?		<ul style="list-style-type: none"> Understand my rights and responsibilities as a citizen of my country and as a member of my school Empathise with people in this country whose lives are different to my own
How do I feel about other people's feelings?		<ul style="list-style-type: none"> Make choices about my own behaviour because I understand how rewards and consequences feel Understand that my actions affect me and others
What is needed to work well with others?		<ul style="list-style-type: none"> Understand how an individual's behaviour can impact on a group Contribute to the group and understand how we can function as a whole
Why should I choose to follow the learning charter?		<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community and know how to participate in this Understand why our school community benefits from a Learning Charter and can help others to follow it

Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.



Refugee	a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Persecution	when someone is abused or mistreated because of because of their religion, political beliefs or social behaviour.
Asylum	the protection granted by a state to someone who has left their home country as a political refugee.
Appreciation	a feeling of being grateful for something
Migrant	a person who moves from one place to another, especially in order to find work or better living conditions.
Privilege	a special right, advantage, or immunity granted or available only to a particular person or group.
Prejudice	preconceived opinion that is not based on reason or actual experience.
Deprive	prevent (a person or place) from having or using something.
Citizen	a native or naturalised member of a state or nation who is loyal to its government and is entitled to its protection
Denied	refuse to give (something requested or desired) to (someone).

PSHE - Year 5 Autumn 2: Scheme of Work

Celebrating Difference

What must I know to best support Anti-bullying?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
Does it matter that everyone is different?	Whole School Theme: We are Artists Reading: Art:	Understand that cultural differences sometimes cause conflict Aware of my own culture
Why is it important to be able to include others?		Understand what racism is Aware of my attitude towards people from different races, cultures and ethnicities
How do I help someone who is being bullied?		Understand how rumour-spreading and name-calling can be bullying behaviours Tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
How can I solve problems?		Explain the difference between direct and indirect types of bullying Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
Why is it important to use kind words?		Compare my life with people in the developing world Appreciate the value of happiness regardless of material wealth
How do I give and receive compliments?		Understand a different culture from my own Respect my own and other people's cultures

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create a display (Puzzle Outcome: Culture display - Pieces 5&6)



Racism	prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people belonging to a particular racial or ethnic group, typically one that is a minority
Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability
Indirect	not directly caused by or resulting from something
Continuum	looking at small, incremental changes on a scale
Artefacts	an object made by a human being, typically one of cultural or historical interest
Race	a group of people who share physical characteristics, such as skin color and facial features
Culture	the ideas, customs, and social behaviour of a particular people or society

PSHE - Year 5 Spring 1: Scheme of Work

Dreams & Goals

What are my goals and how do I feel about achieving them?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
How do I stay motivated while doing something challenging?	<i>Whole School Theme: We are Geographers</i> Reading: Art:	Understand that I will need money to help me achieve some of my dreams Identify what I would like my life to be like when I am grown up
Why should I keep trying even when it is difficult?		Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs Appreciate the contributions made by people in different jobs
Why is it important to work well with others?		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 Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
Why is a positive attitude important?		Describe the dreams and goals of young people in a culture different to mine Reflect on how these relate to my own
How can I help others to achieve their goals?		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 Appreciate the similarities and differences in aspirations between myself and young people in a different culture
How do I know if I have worked hard to achieve my dreams and goals?		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 Understand why I am motivated to make a positive contribution to supporting others

Puzzle Outcome

To create Our Garden of Dreams and Goals (Garden design/decoration: Pieces 3-5)



Salary	a fixed regular payment, typically paid on a monthly basis
Sponsorship	the act of supporting a person, organisation, or activity
Aspiration	a strong desire to achieve something high or great
Communication	the exchanging of information by speaking, writing, or using some other medium
Perseverance	continued effort to do or achieve something despite difficulties, failure, or opposition
Support	give assistance to
Career	an occupation undertaken for a significant period of a person's life and with opportunities for progress

PSHE - Year 5 Spring 2: Scheme of Work

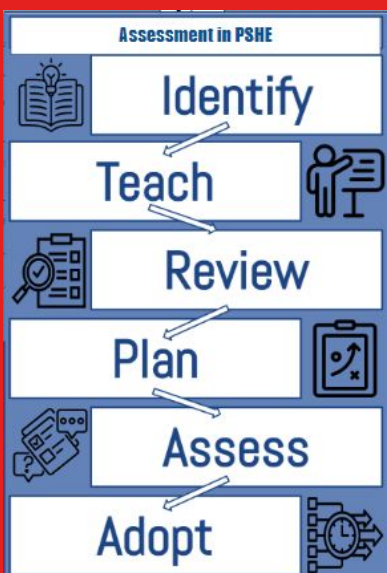
Healthy Me

How can I stay safe and healthy?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
What makes a healthy choice?	<i>Whole School Theme: We are Scientists</i> Reading: Art:	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart Make an informed decision about whether or not I choose to smoke and know how to resist pressure
How do I recognise a healthy, balanced diet?		Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
What does being physically active mean?		Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations Know how to keep myself calm in emergencies
How do I keep myself and others safe?		Understand how the media, social media and celebrity culture promotes certain body types Reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
What makes a good friend and a healthy relationship?		Describe the different attitudes people have to food and how these can be affected by external influences Respect and value my body
How do I stay calm and deal with difficult situations?		Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy Be motivated to keep myself healthy and happy

Puzzle Outcome

To create 'The Happy, Healthy Me Recipe Book' (Piece 4: Keeping safe)



Self-respect	a feeling that one is behaving with honour and dignity
Body Image	a person's mental image of their own body
Pressure	the use of persuasion or intimidation to make someone do something
Debate	argue about (a subject), especially in a formal manner
Altered	change in a typically small but significant way
Comparison	a consideration of the similarities or dissimilarities between two things or people
Celebrity	a famous person, especially in entertainment or sport
Influence	to have an effect on the character, development, or behaviour of someone or something

PSHE - Year 5 Summer 1: Scheme of Work

Relationships

How do I build positive, healthy relationships?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I make friends?	Whole School Theme: We are Historians Reading: Art:	Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities Know how to keep building my own self-esteem
How do I solve friendship problems when they occur?		Understand that belonging to an online community can have positive and negative consequences Recognise when an online community feels unsafe or uncomfortable
How can I help others feel part of a group?		Understand there are rights and responsibilities in an online community or social network Recognise when an online community is helpful or unhelpful to me
How do I show respect towards others?		Know there are rights and responsibilities when playing a game online Recognise when an online game is becoming unhelpful or unsafe
How do I help myself or others when I am feeling upset or hurt?		Recognise when I am spending too much time using devices (screen time) Identify things I can do to reduce screen time, so my health isn't affected
What makes a good relationship and how do I show it?		Explain how to stay safe when using technology to communicate with my friends Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

Puzzle Outcome

To create 'Our Relationships Fiesta' Piece 6: Appreciation Streamers



Trolled	To be in receipt of someone intentionally doing or saying something annoying or offensive
Age restriction	laws, rules or recommendations which detail the given age a person must be in order to access something
Grooming	the practice of preparing or training someone for a particular purpose or activity
Responsibility	having a duty to deal with something or of having control over someone
Attributes	a quality or feature regarded as a characteristic of someone or something
Trustworthy	able to be relied on as honest or truthful
Devices	a piece of mechanical or electronic equipment
Community	a group of people living in the same place and sharing or having certain attitudes and interests in common

PSHE - Year 5 Summer 2: Scheme of Work

Changing Me

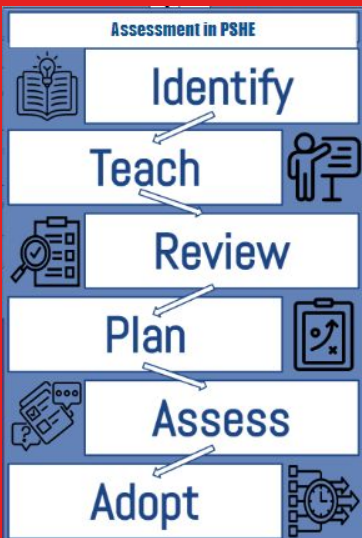
How do I cope positively with change?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I know everyone is special and unique?	Whole School Theme: So We Can Change Our World Reading: Art:	Aware of my own self-image and how my body image fits into that Know how to develop my own self esteem
When change happens, how do I feel?		Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be ok for me
Why do I see changes in myself and how do I feel about it?		Describe how boys' and girls' bodies change during puberty Express how I feel about the changes that will happen to me during puberty
Why do other people change and how do I feel about it?		Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby Appreciate how amazing it is that human bodies can reproduce in these ways
Who can support me with change?		Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) Be confident that I can cope with the changes that growing up will bring
How can I prepare for changes?		Identify what I am looking forward to when I move to my next class Start to think about changes I will make next year and know how to go about this



Puzzle Outcome

To create the Ribbon of Change Mobiles (Piece 6: Ribbon of Change Mobiles)



Contraception	methods of preventing pregnancy
Conception	the action of conceiving a child
Puberty	The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood
Pregnancy	the condition or period of being pregnant
Testicles	either of the two oval organs that produce sperm in men and other male mammals
Menstruation	the flow of blood from a woman's uterus as part of a woman's monthly cycle
Excitement	a feeling of great enthusiasm and eagerness
Opportunities	a time or set of circumstances that makes it possible to do something
Consent	permission for something to happen or agreement to do something

Who am I and how do I fit?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I help others feel welcome?	<i>Whole School Theme: We are a Community</i> Reading: Art:	<ul style="list-style-type: none"> Identify my goals for this year, understand my fears and worries about the future and know how to express them Know how to use my Jigsaw Journal Feel welcome and valued and know how to make others feel the same
What can I do to make my school community a better place?		<ul style="list-style-type: none"> Know that there are universal rights for all children but for many children these rights are not met Understand my own wants and needs and can compare these with children in different communities
What rights do others have to learn?		<ul style="list-style-type: none"> Understand that my actions affect other people locally and globally Understand my own wants and needs and can compare these with children in different communities
How do I feel about other people's feelings?		<ul style="list-style-type: none"> Make choices about my own behaviour because I understand how rewards and consequences feel and Understand how these relate to my rights and responsibilities Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
What is needed to work well with others?		<ul style="list-style-type: none"> Understand how an individual's behaviour can impact on a group Contribute to the group and understand how we can function best as a whole
Why should I choose to follow the learning charter?		<ul style="list-style-type: none"> Understand how democracy and having a voice benefits the school community Understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

Puzzle Outcome

The whole-school Learning Charter is the Puzzle Outcome for this Puzzle.



Ghana	Ghana, officially the Republic of Ghana, is a country in West Africa.
Plantation	A plantation is a large piece of land, especially in a tropical country, that grows crops such as banana, cocoa pods and tea
Lawful	Allowed by the law
Empathy	the ability to understand and share the feelings of another.
Obstacles	something that interferes with or prevents action or progress
Collaboration	the action of working with someone to produce something.
Community	A community is a social unit with a shared socially significant characteristic, such as place, set of norms, culture, religion, values, customs, or identity.
Motivation	a reason or reasons for acting or behaving in a particular way.
Legal	permitted by law.
Illegal	contrary to or forbidden by law, especially criminal law.

PSHE - Year 6 Autumn 2: Scheme of Work

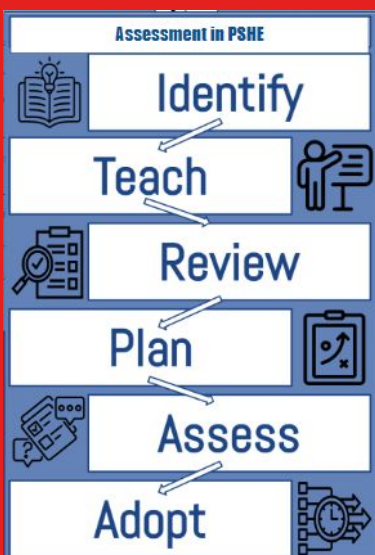
Celebrating Difference

What must I know to best support Anti-bullying?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
Does it matter that everyone is different?	<i>Whole School Theme: We are Artists</i> <i>Reading:</i> <i>Art:</i>	Understand there are different perceptions about what normal means Empathise with people who are different
Why is it important to be able to include others?		Understand how being different could affect someone's life Aware of my attitude towards people who are different to me
How do I help someone who is being bullied?		Explain some of the ways in which one person or a group can have power over another Know how it can feel to be excluded or treated badly by being different in some way
How can I solve problems?		Know some of the reasons why people use bullying behaviours Tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
Why is it important to use kind words?		Give examples of people with disabilities who lead amazing lives Appreciate people for who they are
How do I give and receive compliments?		Explain ways in which difference can be a source of conflict and a cause for celebration Show empathy with people in either situation

Puzzle Outcome

Help me fit together the six pieces of learning about Celebrating Difference to create a display (Puzzle Outcome: Admiration Accolades - Piece 5)



Impairment	being weakened or damaged
Equality Act	provides a legal framework to protect the rights of individuals and advance equality of opportunity for all
Empathy	the ability to understand and share the feelings of another
Imbalance	lack of proportion or relation between corresponding things
Argument	The exchange of opposing views
Accolade	an award or privilege granted as a special honour or as an acknowledgement of merit
Rights	a moral or legal entitlement to have or do something
Control	the power to influence or direct people's behaviour or the course of events

PSHE - Year 6 Spring 1: Scheme of Work

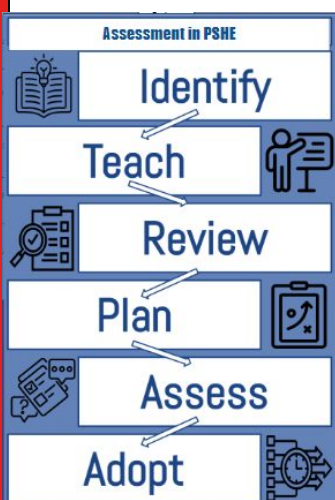
Dreams & Goals

What are my goals and how do I feel about achieving them?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I stay motivated while doing something challenging?	Whole School Theme: We are Geographers Reading: Art:	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) Understand why it is important to stretch the boundaries of my current learning
Why should I keep trying even when it is difficult?		Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these Set success criteria so that I will know whether I have reached my goal
Why is it important to work well with others?		Identify problems in the world that concern me and talk to other people about them Recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
Why is a positive attitude important?		Work with other people to help make the world a better place Empathise with people who are suffering or who are living in difficult situations
How can I help others to achieve their goals?		Describe some ways in which I can work with other people to help make the world a better place Identify why I am motivated to do this
How do I know if I have worked hard to achieve my dreams and goals?		Know what some people in my class like or admire about me and can accept their praise Give praise and compliments to other people when I recognise their contributions and achievements

Puzzle Outcome

To create Our Garden of Dreams and Goals (Garden design/decoration: Pieces 3-5)



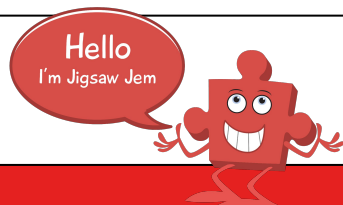
Hardship	severe suffering or privation
Sponsorship	the act of supporting a person, organisation, or activity
Contribution	a gift or payment to a common fund or collection
Compliment	a polite expression of praise or admiration
Admire	regard with respect or warm approval
Empathy	the ability to understand and share the feelings of another
Praise	express warm approval or admiration of

How can I stay safe and healthy?

<u>Focus - Key Questions</u>	<u>Links</u>	<u>Destinations</u> (I will be able to ...)
What makes a healthy choice?	<i>Whole School Theme: We are Scientists</i> <i>Reading:</i> <i>Art:</i>	Take responsibility for my health and make choices that benefit my health and well-being <i>Motivated to care for my physical and emotional health</i>
How do I recognise a healthy, balanced diet?		Know about different types of drugs and their uses and their effects on the body particularly the liver and heart <i>Motivated to find ways to be happy and cope with life's situations without using drugs</i>
What does being physically active mean?		Understand that some people can be exploited and made to do things that are against the law <i>Suggest ways that someone who is being exploited can help themselves</i>
How do I keep myself and others safe?		Know why some people join gangs and the risks this involves <i>Suggest strategies someone could use to avoid being pressurised</i>
What makes a good friend and a healthy relationship?		Understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness <i>Know how to help myself feel emotionally healthy and can recognise when I need help with this</i>
How do I stay calm and deal with difficult situations?		Recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse <i>Use different strategies to manage stress and pressure</i>

Puzzle Outcome

To create 'The Happy, Healthy Me Recipe Book' (Piece 4: Keeping safe)



Volatile substances	a material quality which describes how readily a substance vaporizes
Exploited	make use of (a situation or person) in a way considered unfair or underhand
Symptoms	a physical or mental feature which is regarded as indicating a condition of disease
Pressure	the use of persuasion or intimidation to make someone do something
Triggers	things (e.g. memories, objects, people) that spark intense emotions often negative
Reputation	the beliefs or opinions that are generally held about someone or something
Vulnerable	exposed to the possibility of being attacked or harmed, either physically or emotionally
Illegal	forbidden by law, especially criminal law

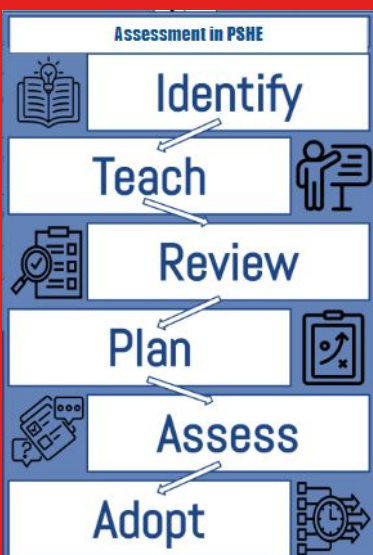
Relationships

How do I build positive, healthy relationships?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I make friends?	Whole School Theme: We are Historians Reading: Art:	Know that it is important to take care of my mental health Understand that people can get problems with their mental health and that it is nothing to be ashamed of
How do I solve friendship problems when they occur?		Know how to take care of my mental health Help myself and others when worried about a mental health problem
How can I help others feel part of a group?		Understand that there are different stages of grief and that there are different types of loss that cause people to grieve Recognise when I am feeling those emotions and have strategies to manage them
How do I show respect towards others?		Recognise when people are trying to gain power or control Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
How do I help myself or others when I am feeling upset or hurt?		Judge whether something online is safe and helpful for me Resist pressure to do something online that might hurt myself or others
What makes a good relationship and how do I show it?		Use technology positively and safely to communicate with my friends and family Take responsibility for my own safety and well-being

Puzzle Outcome

To create 'Our Relationships Fiesta' Piece 6: Appreciation Streamers

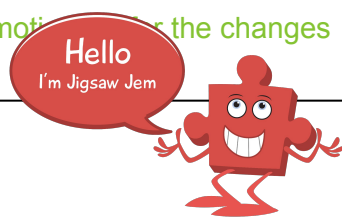


Bereavement	the experience of losing someone important to us
Cyberbullying	the use of electronic communication to bully a person
Technology	machinery and equipment developed from the application of scientific knowledge
Assertiveness	confident and forceful behaviour
Authority	the power or right to give orders, make decisions, and enforce obedience
Stigma	a set of negative and often unfair beliefs that a society or group of people have about something
Abuse	cruel and violent treatment of a person or animal
Fake	a thing that is not genuine

Changing Me

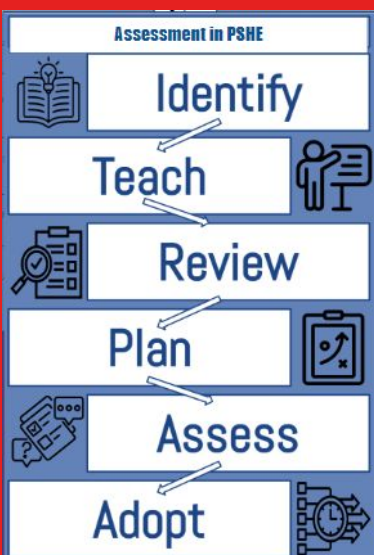
How do I cope positively with change?

Focus - Key Questions	Links	Destinations (I will be able to ...)
How do I know everyone is special and unique?	Whole School Theme: So We Can Change Our World Reading: Art:	Aware of my own self-image and how my body image fits into that Know how to develop my own self esteem
When change happens, how do I feel?		Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally Express how I feel about the changes that will happen to me during puberty
Why do I see changes in myself and how do I feel about it?		Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how I feel when I reflect on the development and birth of a baby
Why do other people change and how do I feel about it? (Lesson 4a found online)		Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
Who can support me with change?		Aware of the importance of a positive self-esteem and what I can do to develop it Express how I feel about my self-image and know how to challenge negative 'body-talk'
How can I prepare for changes?		Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. Know how to prepare myself emotionally for the changes next year.



Puzzle Outcome

To create the Ribbon of Change Mobiles (Piece 6: Ribbon of Change Mobiles)



Puberty	The time of life when a child experiences physical and hormonal changes that mark a transition into adulthood
Self-esteem	confidence in one's own worth or abilities; self-respect
Transition	the process or a period of changing from one state or condition to another
Embryo	an unborn or unhatched offspring in the process of development
Labour	last stage of pregnancy; from the onset of contractions to the birth of a child
Pressure	the use of persuasion or intimidation to make someone do something
Consent	permission for something to happen or agreement to do something