



Kingsthorne Primary School

Jigsaw PSHE

Intent

At Kingsthorne Primary School, it is our intent that all children will be 'lifelong learners' with the confidence and ability to develop their skills and understanding when having new experiences, meeting new challenges and finding themselves in unfamiliar situations.

PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" intellectually, morally, socially and spiritually. We offer a nurturing learning environment in which each child is encouraged to develop their full potential and where their achievements and successes are celebrated and rewarded. As a school, we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere.

Through our whole-school approach to PSHE, using the Jigsaw Scheme our curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we can provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. Our long-term plans embed all of these aspirations and in using Jigsaw our children acquire knowledge, understanding and the skills they need to manage their lives now and in their futures. It develops the qualities and attributes children need to thrive as individuals, family members and members of society.

With these aspirations, our INTENT for the PSHE curriculum:

- To promote children's moral, social, spiritual, cultural and physical development through a broad and balanced PSHE curriculum.
- To build a PSHE curriculum which embeds an understanding of RSE. This will allow children to develop safe and healthy relationships now and in the future.
- To develop children's self-confidence and self-esteem so they can be active and happy members of the school community and wider community.
- To understand factors which allow us to have a healthy lifestyle.
- To understand the importance of British values.

Our PSHE curriculum is planned to develop children's wellbeing and help them grow into active, healthy and responsible individuals.

Implement

At Kingsthorne, PSHE is taught through a combination of discreet lessons and wider school opportunities. The curriculum is delivered using the Whole-School Jigsaw Scheme which has been organised to link with other subjects and provide the children with an immersive experience. We have chosen to use Jigsaw as it offers us a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, RSE curriculum, the Government's British Values Agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Jigsaw lessons will be taught weekly, in 45-minute to 1-hour lessons with a known adult, class teacher. The children will explore 6 Puzzles throughout the year, these are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.

<p>Year Group</p>	<p>What we teach and why Highlight repeats / skills building up</p>			<p>Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do we hang the learning on to make it exciting?</p> <p>Include a variety of: charity work, cultural links, career opportunities, house competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..</p>
	<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>	
<p>Nursey</p>	<p><u>Topic Title</u> <u>Autumn 1</u> Being Me in My World</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Links to DM</u></p>	<p><u>Topic Title</u> <u>Spring 1</u> Dreams and Goals</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Links to DM</u></p>	<p><u>Topic Title</u> <u>Summer 1</u> Relationships</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Links to DM</u></p>	<p><u>Whole School</u> <u>Charity Links</u> Macmillan Coffee Morning This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.</p> <p>Harvest Festival</p>

<p><u>Birth to Three</u> Establish sense of self Thrive as they develop self-assurance Feel strong enough to express a range of emotions Be increasingly able to talk about and manage their emotions Safely explore emotions beyond their normal range through play and stories</p> <p><u>Three and Four Year Olds</u> Develop their sense of responsibility and membership of a community Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Be increasingly independent in meeting their own care needs</p> <p><u>Content Overview</u> Self-identity. Understanding feelings. Being in a classroom. Being gentle. Rights and responsibilities.</p> <p><u>Key Knowledge & Vocabulary</u> Share, take turns, favourite, like, listen, feelings, happy, sad, feeling better, help, solutions, share, together, upset, hurt, friends, breath, responsible, tidying, listening</p>	<p><u>Three and Four Year Olds</u> Develop their sense of responsibility and membership of a community Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them</p> <p><u>Content Overview</u> Challenges. Perseverance. Goal setting. Overcoming obstacles. Seeking help. Jobs. Achieving goals.</p> <p><u>Key Knowledge & Vocabulary</u> Challenge, feel, easy, achieved, learning, practice, tricky, feeling, kind, unkind, job, goal, aim</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 12 – Your right to say what you think should happen and be listened to. Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u> I understand what a challenge means I can keep trying until I can do something I can set a goal and work towards it</p>	<p><u>Three and Four Year Olds</u> Develop their sense of responsibility and membership of a community Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</p> <p><u>Content Overview</u> Family life. Friendships. Breaking friendships. Falling out. Dealing with bullying. Being a good friend.</p> <p><u>Key Knowledge & Vocabulary</u> Family, names, jobs, activities, friends, lonely, feel, better, feelings, unkind, mean, angry, upset, cross, calm</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 7 - Your right to a name and nationality. Article 8 – The government should respect your right to a name, nationality and family. Article 12 – Your right to say what you think should happen and be listened to. Article 19 - You should not be harmed and should be looked after and kept safe.</p>	<p>This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.</p> <p><u>Children in Need</u> This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><u>Sport Relief 2020/Comic Relief 2021</u> These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic relief the pupils dress up along a theme and donate money to participate.</p> <p><u>Themed Days</u> Universal Children’s Day - Friday 20th November</p> <p><u>Cross Curricular Links</u> <u>Cooking – DT</u></p>
---	--	---	--

	<p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 – Everyone under 18 has these rights.</p> <p>Article 2 - All children have these rights no matter what.</p> <p>Article 5 - Learn how to use your rights as you grow up.</p> <p>Article 7 - Your right to a name and nationality.</p> <p>Article 9 – Your right to be with your parents if this is what is best for you.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 28- Your right to learn and to go to school.</p> <p>Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u></p> <p>I understand how it feels to belong and that we are similar and different.</p> <p>I understand how feeling happy and sad can be expressed.</p> <p>I can work together and consider other people’s feelings</p> <p>I can use gentle hands and understand that it is good to be kind to people</p>	<p>I know some kind words to encourage people with</p> <p>I can start to think about the jobs I might like to do when I’m older</p> <p>I can feel proud when I achieve a goal</p> <p><u>Topic Title</u></p> <p style="text-align: center;"><u>Spring 2</u></p> <p>Healthy Me</p> <p><u>Links to NC</u></p> <p>SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Links to DM</u></p> <p><u>Three and Four Year Olds</u></p> <p>Be increasingly independent in meeting their own care needs Make healthy choices about food, drink activity and tooth brushing</p> <p><u>Content Overview</u></p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking healthy and happiness</p> <p><u>Key Knowledge & Vocabulary</u></p>	<p><u>Sequence of Lessons</u></p> <p>I can tell you about my family</p> <p>I understand how to make friends if I feel lonely</p> <p>I can tell you some of the things I like about my friends</p> <p>I know what to say and do if somebody is mean to me</p> <p>I can use Calm Me time to manage my feelings</p> <p>I can work together and enjoy being with my friends</p> <p><u>Topic Title</u></p> <p style="text-align: center;"><u>Summer 2</u></p> <p>Changing</p> <p><u>Links to NC</u></p> <p>SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Links to DM</u></p> <p><u>Three and Four Year Olds</u></p> <p>Develop their sense of responsibility and membership of a community Develop appropriate ways of being assertive Talk with their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ Make healthy choices about food, drink activity and tooth brushing</p> <p><u>Content Overview</u></p>	<p>Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p><u>RE</u></p> <p>Opportunities to explore other religions, religious stories, religious symbols and express and share our own beliefs – linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p style="text-align: center;"><u>Nursery</u></p> <p><u>Charity</u></p> <p>Winnie the Pooh Day EYFS take part in Winnie the Pooh Day on January 18th every year to celebrate the birthday of A.A. Milne. They dress up as bears and are invited to bring in their favourite teddies, listen to some stories from Winnie the Pooh books and watch some of the interpretations of Winnie the Pooh. They bring in a donation to go towards a charity of their choice.</p> <p><u>Visits/Trips/Themed Days</u></p> <p><u>Beacon Park Trip</u></p> <p>The children and their parents have the opportunity to go on a trip together.</p>
--	--	---	--	--

<p>I am starting to understand children’s rights and this means we should all be allowed to learn and play</p> <p>I am learning what being responsible means</p> <p><u>Topic Title</u></p> <p style="text-align: center;"><u>Autumn 2</u></p> <p>Celebrating Difference</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Links to DM</u> <u>Birth to Three</u> Establish sense of self Thrive as they develop self-assurance</p> <p><u>Three and Four Year Olds</u> Develop their sense of responsibility and membership of a community Find solutions to conflicts and rivalries Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Be increasingly independent in meeting their own care needs</p> <p><u>Content Overview</u> Identifying talents. Being special. Families. Where we live. Making friends.</p>	<p>Hearts, exercise, run, jump, skip, head, fingers, knees, body, moving, healthy, lullabies, dreams, sleep, cuddle, prayers, wash, clean, strangers, safe, help, lost</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 6 - You have a right to life and to be healthy.</p> <p>Article 12 - Your right to say what you think should happen and be listened to.</p> <p>Article 13 – Your right to have information.</p> <p>Article 17 - Your right to honest information from newspapers and television that you can understand.</p> <p>Article 24 – Your right to good food and water and to see a doctor if you are ill.</p> <p>Article 33 – You should be protected from dangerous drugs.</p> <p>Article 36 – You should be protected from doing things that could harm you.</p> <p><u>Sequence of Lessons</u></p> <p>I know the names for some of my body and am starting to understand that I need to be active to be healthy.</p> <p>I can tell you some of the things I need to do to be healthy</p> <p>I know what the word 'healthy' means and that some foods are healthier than others</p>	<p>Bodies. Respecting my body. Growing up. Growth and change. Fun and fears. Celebrations.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Parts, body, hands, chest, hearts, bodies, good, feel, grown, baby, change, children, grow scared, big school</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 6 - You have a right to life and to be healthy.</p> <p>Article 13 – Your right to have information.</p> <p>Article 16 - Your right to have privacy.</p> <p><u>Sequence of Lessons</u></p> <p>I can name parts of my body and show respect for myself</p> <p>I can tell you some things I can do and some foods I can eat to be healthy</p> <p>I understand that we all start as babies and grow into children and then adults</p> <p>I know that I grow and change</p> <p>I can talk about how I feel moving to School from Nursery</p>	<p><u>Additional Safety Curriculum</u></p> <p><u>Autumn</u> <u>Classroom Safety</u> Children learn the rules to staying safe in the classroom – no running inside, no objects in mouth or ears, following adults instructions.</p> <p><u>Firework Safety</u> Stay with an adult when around fireworks Wear gloves when holding a sparkler Adults only to light fireworks Stand away from lit fireworks</p> <p><u>Spring</u> <u>How to stay safe</u> Holding hands with an adult by the road. Stay strapped into your car seat when the car is moving Stay where an adult can see you.</p> <p><u>Summer</u> <u>Sun Safety</u> What we must wear when it’s a hot, sunny day and why. Slip, Slap, Slop Protecting our eyes</p>
---	--	--	---

	<p>Standing up for yourself.</p> <p><u>Key Knowledge & Vocabulary</u> Proud, good, same, different, unique, special, similar, house, home, friends</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 7 - Your right to a name and nationality.</p> <p>Article 12 - Your right to say what you think should happen and be listened to.</p> <p>Article 14 - Your right to follow your religion.</p> <p>Article 15 - Your right to meet with friends and join groups and clubs.</p> <p>Article 19 - You should not be harmed and should be looked after and kept safe.</p> <p>Article 30 - Your right to use your own language.</p> <p><u>Sequence of Lessons</u> I know how it feels to be proud at something I am good at.</p> <p>I can tell you one way I am special and unique</p> <p>I know that all families are different</p> <p>I know there are lots of different houses and homes</p> <p>I can tell you how I could make new friends</p> <p>I can use words to stand up for myself</p>	<p>I know how to help myself go to sleep and that sleep is good for me</p> <p>I can wash my hands and know it is important to do this before I eat and after I go to the toilet</p>	<p>I can remember some fun things about Nursery this year</p>	
--	---	---	---	--

Reception

Topic Title
Autumn 1
 Being Me in My World

Links to DM
Children in Reception
 See themselves as a valuable individual.
 Build constructive and respectful relationships.

Links to NC
 SMSC (Spiritual, Moral, Social, Cultural)
 Development.
 Safeguarding
 British Values
 Relationship & Health Education

Content Overview
 Self-identity.
 Understanding feelings.
 Being in a classroom.
 Being gentle.
 Rights and responsibilities.

Key Knowledge & Vocabulary
 Same, different, unique, belong, school, class.
 Sad, happy, angry, excited, working together, sharing, taking turns, kind, kind hands and feet, rights, safe, rules, responsible.

Rights Respecting Schools - Links to Articles
[Article 1 – Everyone under 18 has these rights.](#)

[Article 2 - All children have these rights no matter what.](#)

[Article 5 - Learn how to use your rights as you grow up.](#)

Topic Title
Spring 1
 Dreams and Goals

Links to DM
Children in Reception
 Express their feelings and consider the feelings of others.
 Show resilience and perseverance in the face of challenge.

Links to ELG
 Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

Links to NC
 SMSC (Spiritual, Moral, Social, Cultural)
 Development.
 Safeguarding
 British Values
 Relationship & Health Education

Content Overview
 Challenges.
 Perseverance.
 Goal setting.
 Overcoming obstacles.
 Seeking help.
 Jobs.
 Achieving goals

Key Knowledge & Vocabulary
 Challenge, feel, tricky, hard, persevere, problems, practice, never give up, goal/goals, feelings, kind words, encouragement, job, future, now, achieve, dream, have, how, next

Topic Title
Summer 1
 Relationships

Links to DM
Children in Reception
 Identify and moderate their own feelings socially and emotionally.
Links to ELG
 Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
 - Explain the reasons for rules, know right from wrong and try to behave accordingly;
 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Links to NC
 SMSC (Spiritual, Moral, Social, Cultural)
 Development.
 Safeguarding
 British Values
 Relationship & Health Education

Content Overview
 Family life.
 Friendships.
 Breaking friendships.
 Falling out.
 Dealing with bullying.
 Being a good friend.

Key Knowledge & Vocabulary
 Family, mum, dad, brothers, sisters, grandparents, aunts/uncles, cousins, jobs, roles, friends, good

Whole School Charity Links
Macmillan Coffee Morning
 This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.

Harvest Festival
 This is a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.

Children in Need
 This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.

Sport Relief 2020/Comic Relief 2021
 These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic

	<p>Article 7 - Your right to a name and nationality.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 28- Your right to learn and to go to school.</p> <p>Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u> I understand how it feels to belong and that we are similar and different.</p> <p>I can start to recognise and manage my feelings.</p> <p>I can work together and consider other people’s feelings.</p> <p>I understand why it is good to be kind and use gentle hands.</p> <p>I am starting to understand children’s rights and this means we should all be allowed to learn and play.</p> <p>I am learning what being responsible means.</p> <p><u>Topic Title</u> <u>Autumn 2</u> Celebrating Difference</p> <p><u>Links to DM and ELG</u> <u>Children in Reception</u> Think about the perspectives of others. They know that other children do not always enjoy the same things, and are sensitive to this</p>	<p><u>Rights Respecting Schools - Links to Articles</u> Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u> I understand that if I persevere, I can tackle challenges.</p> <p>I can tell you about a time I didn’t give up until I achieved my goal.</p> <p>I can set a goal and work towards it.</p> <p>I can use kind words to encourage people.</p> <p>I understand the link between what I learn now and the jobs I might like to do when I am older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p> <p><u>Topic Title</u> <u>Spring 2</u> Healthy Me</p> <p><u>Links to DM</u> <u>Children in Reception</u> Manage their own needs.</p> <p><u>Links to ELG</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>Links to NC</u></p>	<p>things, smile, funny, kind hands, like, argue, feelings, unkind words, think before you speak, angry, feelings, calm, friend, a good friend</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 7 - Your right to a name and nationality.</p> <p>Article 8 – The government should respect your right to a name, nationality and family.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 19 - You should not be harmed and should be looked after and kept safe.</p> <p><u>Sequence of Lessons</u> I can identify some of the jobs I do in my family.</p> <p>I know how to make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words.</p> <p>I can use Calm Me Time to manage my feelings.</p> <p>I know how to be a good friend.</p> <p><u>Topic Title</u> <u>Summer 2</u> Changing Me</p> <p><u>Links to ELG</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and</p>	<p>relief the pupils dress up along a theme and donate money to participate.</p> <p><u>Themed Days</u> Universal Children’s Day - Friday 20th November</p> <p><u>Cross Curricular Links</u> <u>Cooking – DT</u> Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p><u>RE</u> Opportunities to explore other religions, religious stories, religious symbols and express and share our own beliefs – linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p><u>Reception</u> <u>Charity</u> Winnie the Pooh Day EYFS take part in Winnie the Pooh Day on January 18th every year to celebrate the birthday of A.A. Milne. They dress up as bears and are invited to bring in their favourite teddies, listen to some stories from Winnie the Pooh books and watch some of the interpretations of Winnie the Pooh. They bring in a</p>
--	---	--	---	--

	<p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Identifying talents. Being special. Families. Where we live. Making friends. Standing up for yourself</p> <p><u>Key Knowledge & Vocabulary</u> Skills, good, achievements, proud, special, like, different, same, similar, unique, home, house, flat, maisonette, houseboat, hut, tent, friend, kind, together, unkind, stand up for yourself, talk, understand, manners</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 7 - Your right to a name and nationality. Article 12 - Your right to say what you think should happen and be listened to. Article 14 - Your right to follow your religion. Article 15 - Your right to meet with friends and join groups and clubs. Article 19 - You should not be harmed and should be looked after and kept safe. Article 30 - Your right to use your own language.</p>	<p>SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Exercising bodies. Physical activity. Healthy food. Sleep. Keeping clean. Safety</p> <p><u>Key Knowledge & Vocabulary</u> Learn, practice, exercise, jump, heart, breathing, hot, change, healthy eating, vegetable names, fruit names, treat food, often, treat, sleep, routine, time, dream, wash hands, germs, soap, stranger, stay away, lost, safe strangers, help</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 6 - You have a right to life and to be healthy. Article 12 - Your right to say what you think should happen and be listened to. Article 13 – Your right to have information. Article 17 - Your right to honest information from newspapers and television that you can understand. Article 24 – Your right to good food and water and to see a doctor if you are ill.</p>	<p>understanding the importance of healthy food choices. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Bodies. Respecting my body. Growing up. Growth and change. Fun and fears. Celebrations</p> <p><u>Key Knowledge & Vocabulary</u> Body parts- head, eyes, ears, mouth, nose, chin, body, legs, feet, arms, hands. Knee, finger, stomach, eyebrow, tongue, toe, forehead, chest, healthy eating, healthy foods, treat foods, impact on our body, exercise, baby, toddler, child, adult, OAP, changes, feelings, new class, excited, nervous, scared, fears, achievements/achieved, favourite, memories, learnt, remember</p>	<p>donation to go towards a charity of their choice.</p> <p><u>Visits, Trips & Workshops</u> Firefighter and truck, Police, Dentist, Nurse - importance of jobs in our society - focus on people who help us - linking to RRSA, SMSC, British Values, Development, Safeguarding</p> <p>Animal lady visit -links to development, caring for others, hygiene.</p> <p>Fruit farm trip -links to healthy eating and RRSA.</p> <p>Trip to Legoland -links to RRSA.</p> <p>A variety of INSPIRE workshops throughout the year where parents are invited in to work with their child. Links to RRSA.</p> <p>Regular opportunities to vote for book choices. links to SMSC and British values</p> <p><u>Additional Safety Curriculum</u> <u>Autumn</u> Firework Safety Stay with an adult when around fireworks Wear gloves when holding a sparkler Adults only to light fireworks</p>
--	--	---	---	--

	<p><u>Sequence of Lessons</u> I can identify something I am good at and understand that everyone is good at different things.</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to use to stand up for myself when someone says or does something unkind.</p>	<p>Article 33 – You should be protected from dangerous drugs.</p> <p>Article 36 – You should be protected from doing things that could harm you.</p> <p><u>Sequence of Lessons</u> I understand that I need to exercise to keep my body healthy.</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know what the word ‘healthy’ means and that some foods are healthier than others.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p><u>Rights Respecting Schools - Links to Articles</u> Article 6 - You have a right to life and to be healthy.</p> <p>Article 13 – Your right to have information.</p> <p>Article 16 - Your right to have privacy.</p> <p><u>Sequence of Lessons</u> I can name parts of the body.</p> <p>I can tell you some of the things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>	<p>Stand away from lit fireworks</p> <p><u>Spring</u> Road Safety Stop, Look & Listen Hold an adults hand Use bikes and bike road in the playground alongside road signs to practice Stay sitting in your car seat with your seatbelt on when the car is moving.</p> <p><u>Summer</u> Sun Safety What we must wear when it’s a hot, sunny day and why. Slip, Slap, Slop Protecting our eyes</p>
<p>Year 1</p>	<p><u>Topic Title</u> <u>Autumn 1</u> Being Me in My World</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Feeling special and safe Being part of a class</p>	<p><u>Topic Title</u> <u>Spring 1</u> Dreams and Goals</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Setting goals</p>	<p><u>Topic Title</u> <u>Summer 1</u> Relationships</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Belonging to a family Making friends/being a good friend</p>	<p><u>Whole School</u> <u>Charity Links</u> Macmillan Coffee Morning This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.</p> <p>Harvest Festival This a whole school charity event coordinated by pupils in</p>

	<p>Rights and Responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p> <p><u>Key Knowledge & Vocabulary</u> safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud, consequences, upset, disappointed, illustration</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 1 – Everyone under 18 has these rights. Article 2 - All children have these rights no matter what. Article 5 - Learn how to use your rights as you grow up. Article 12 – Your right to say what you think should happen and be listened to. Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u> I know how to use my Jigsaw Journal. I feel special and safe in my class. I understand the rights and responsibilities as a member of my class. I know that I belong to my class. I understand the rights and responsibilities of being a member of my class. I know how to make my class a safe place for everybody to learn.</p>	<p>Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p> <p><u>Key Knowledge & Vocabulary</u> proud, success, achievement, goal, treasure, coins, learning, steppingstones, process, garden, dreams, working together, teamwork, celebrate, learning, stretchy, challenge, feelings, obstacle, achieve</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 12 – Your right to say what you think should happen and be listened to. Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u> I can set simple goals. I can tell you about the things I do well. I can set a goal and work out how to achieve it. I can tell you how I learn best. I understand how to work well with a partner. I can celebrate achievement with my partner. I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge.</p>	<p>Physical contact preferences Qualities as a friend and person People who help us Self – acknowledgement Being a good friend to myself Celebrating special relationships</p> <p><u>Key Knowledge & Vocabulary</u> family, belong, different, same, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, appreciate</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 6 – You have a right to life and to be healthy. Article 7 - Your right to a name and nationality. Article 8 – The government should respect your right to a name, nationality and family. Article 12 – Your right to say what you think should happen and be listened to. Article 16 - Your right to have privacy. Article 19 - You should not be harmed and should be looked after and kept safe.</p> <p><u>Sequence of Lessons</u> I can identify the members of my family and understand that there are lots of different types of families.</p>	<p>Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Eilim Church to help those in the local community that need it.</p> <p><u>Children in Need</u> This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><u>Sport Relief 2020/Comic Relief 2021</u> These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic relief the pupils dress up along a theme and donate money to participate.</p> <p><u>Themed Days</u> Universal Children’s Day - Friday 20th November</p> <p><u>Cross Curricular Links</u> <u>Cooking – DT</u> Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and</p>
--	--	---	---	---

	<p>I know my views are valued and can contribute to the learning charter. I recognise how it feels to be proud of an achievement.</p> <p>I recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.</p> <p>I understand my rights and responsibilities within our learning charter. I understand my choices in following the learning charter.</p> <p>Topic Title <u>Autumn 2</u> Celebrating Difference</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p> <p>Key Knowledge & Vocabulary similar, similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebration, difference, special, unique</p>	<p>I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.</p> <p>Topic Title <u>Spring 2</u> Healthy Me</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking healthy and happiness</p> <p>Key Knowledge & Vocabulary healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, toiletry items, toothbrush, toothpaste, shower gel, hygienic, safe, medicine, trust, green cross code, eyes, ears, look, listen, wait, safety, keeping clean</p>	<p>I know how it feels to belong to a family and care about the people who are important to me.</p> <p>I can identify what being a good friend means to me. I know how to make a new friend.</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p>I know who can help me in my school community. I know when I need help and know how to ask for it.</p> <p>I recognise my qualities as a person and as a friend. I know ways to praise myself.</p> <p>I can tell you why I appreciate someone who is special to me. I express how I feel about them.</p> <p>Topic Title <u>Summer 2</u> Changing Me</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview Life – cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies Linking growing and learning</p>	<p>RRSA – Articles 6, 24, 33, 36 and more.</p> <p>RE Opportunities to explore other religions, religious stories, religious symbols and express and share our own beliefs – linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p>Year One Charity Environmental Awareness Greenpeace/ Friends of the Earth/ Rainforest Alliance... June/July Years 1, 2 and 3 have a plants theme this term and will raise awareness and some funding for looking after the environment. This might involve litter picking or planting etc.. They may have a reduce-reuse-recycle theme (there's a lovely Jack Johnson song from curious George of this title) and read the book Dear Greenpeace</p> <p>Trips, Visits & Workshops Jobs Day - visitors from the local community in school to talk about their jobs. - importance of jobs in our society - focus on people who help us - linking to RRSA, SMSC, British Values, Development, Safeguarding</p>
--	---	--	---	---

	<p><u>Rights Respecting Schools - Links to Articles</u> Article 7 - Your right to a name and nationality. Article 12 - Your right to say what you think should happen and be listened to. Article 14 - Your right to follow your religion. Article 15 - Your right to meet with friends and join groups and clubs. Article 19 - You should not be harmed and should be looked after and kept safe. Article 30 - Your right to use your own language.</p> <p><u>Sequence of Lessons</u> I identify similarities and differences between people in my class. I tell you some ways in which I am the same as my friends. I identify differences between people in my class. I tell you some ways I am different from my friends. I tell you what bullying is. I understand how being bullied might feel. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to be kind to children who are bullied. I know how to make new friends. I know how it feels to make a new friend. I tell you some ways I am different from my friends.</p>	<p><u>Rights Respecting Schools - Links to Articles</u> Article 6 - You have a right to life and to be healthy. Article 12 - Your right to say what you think should happen and be listened to. Article 13 – Your right to have information. Article 17 - Your right to honest information from newspapers and television that you can understand. Article 24 – Your right to good food and water and to see a doctor if you are ill. Article 33 – You should be protected from dangerous drugs. Article 36 – You should be protected from doing things that could harm you.</p> <p><u>Sequence of Lessons</u> I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy. I feel good about myself when I make healthy choices. I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices. I know how to keep myself clean and healthy and understand how germs cause disease/illness.</p>	<p>Coping with change Transition</p> <p><u>Key Knowledge & Vocabulary</u> changes, life cycle, baby, adulthood, adult, grown-up, mature, change, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, excited, coping</p> <p><u>Sequence of Lessons</u> I can start to understand the lifecycles of animals and humans. I understand that changes happen as we grow and that is OK. I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not. I know how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates. I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private. I understand that every time I learn something new I change a little bit. I enjoy learning new things. I can tell you about changes that have happened in my life.</p>	<p>Ashend Farm - links to caring for others, hygiene and RRSA</p> <p><u>Pupil Responsibility</u> - children in Year 1 learn about the importance of reading, looking after books and what a library is. We help to tidy, maintain and care for our school library.</p> <p><u>Additional Safety Curriculum</u> <u>Autumn</u> Emergency Services Knowing where you live/your address in cases of emergency How to contact emergency services</p> <p>Firework Safety Stay with an adult when around fireworks Wear gloves when holding a sparkler Adults only to light fireworks Stand away from lit fireworks</p> <p><u>Spring</u> Safety Around Pets Don't tease an animal Don't disturb a sleeping animal Don't take food of an animal Safe places to stroke an animal How an animal shows its cross or frightened Pet hygiene</p> <p>Safety Around Unknown Animals – taught through topic Not approaching unknown cats and dogs</p>
--	--	---	---	---

	<p>I understand these differences make us all special and unique.</p>	<p>I know that all household products including medicines can be harmful if not used properly. I recognise that I am special, so I keep myself safe.</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe. I recognise when I feel frightened and know who to ask for help.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I recognise how being healthy helps me to feel happy.</p>	<p>I know some ways to cope with changes.</p>	<p>What to do if approached by an unknown animal</p> <p>Summer Water Safety Staying by an adult/making sure an adult can see you Things to help you stay safe in the water Beach safety Pool safety</p>
Year 2	<p>Topic Title</p> <p>Autumn 1 Being Me in My World</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and Fair learning environment. Valuing contributions. Choices.</p> <p>Key Knowledge & Vocabulary</p>	<p>Topic Title</p> <p>Spring 1 Dreams and Goals</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group co-operation. Contributing to and sharing success.</p> <p>Key Knowledge &</p>	<p>Topic Title</p> <p>Summer 1 Relationships</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview Different types of family. Physical contact boundaries. Friendship and conflict. Secrets. Trust and appreciation. Expressing appreciation for special relationships.</p> <p>Key Knowledge &</p>	<p>Whole School Charity Links Macmillan Coffee Morning This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.</p> <p>Harvest Festival This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Eilim Church to help those in</p>

<p>Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, Learning Charter, problem-solving, choices</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 – Everyone under 18 has these rights.</p> <p>Article 2 - All children have these rights no matter what.</p> <p>Article 5 - Learn how to use your rights as you grow up.</p> <p>Article 7 - Your right to a name and nationality.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 15- Your right to meet with friends and join groups and clubs.</p> <p>Article 19- You should not be harmed and should be looked after and kept safe.</p> <p>Article 28- Your right to learn and to go to school.</p> <p>Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u></p> <p>I can identify some of my hopes and fears for this year.</p> <p>I know how to use my jigsaw journal.</p> <p>I recognise when I feel worried and know who to ask for help.</p>	<p><u>Vocabulary</u></p> <p>Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, teamwork, challenge, product, dream bird, group, problem-solve, dream, garden, proud</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 28- Your right to learn and to go to school.</p> <p>Article 29 - Your right to become the best that you can be.</p> <p>Article 30- Your right to use your own language.</p> <p><u>Sequence of Lessons</u></p> <p>I can choose a realistic goal and think about how to achieve it.</p> <p>I can tell you things I have achieved and say how that makes me feel.</p> <p>I persevere even when I find tasks difficult.</p> <p>I can tell you some of my strengths as a learner.</p> <p>I can recognise who it is easy for me to work with and who it is more difficult for me to work with.</p> <p>I understand how working with other people can help me.</p> <p>I can work co-operatively in a group to create an end-product.</p> <p>I can explain some of the ways I worked co-operatively in my group to create the end-product.</p> <p>I can work with others to solve problems.</p>	<p><u>Vocabulary</u></p> <p>Family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, likes/dislikes, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, surprised, happy, sad, frightened, trust, trustworthy, honest, reliability, compliments, celebrate, positive, negative, appreciate</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 7 - Your right to a name and nationality.</p> <p>Article 8 – The government should respect your right to a name, nationality and family.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 19 - You should not be harmed and should be looked after and kept safe</p> <p><u>Sequence of Lessons</u></p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate.</p> <p>I accept that everyone’s family is different and understand that most people value their family.</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I know which types of physical contact I like and don’t like and be able to talk about this.</p> <p>I can identify some of the things that cause conflict with my friends.</p>	<p>the local community that need it.</p> <p>Children in Need</p> <p>This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p>Sport Relief 2020/Comic Relief 2021</p> <p>These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic relief the pupils dress up along a theme and donate money to participate.</p> <p>Themed Days</p> <p>Universal Children’s Day - Friday 20th November</p> <p>Cross Curricular Links</p> <p>Cooking – DT</p> <p>Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p>RE</p> <p>Opportunities to explore other religions, religious stories,</p>
--	--	---	--

<p>I understand the rights and responsibilities of being a member of my class and school. I know how to help myself and others feel like we belong.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences. I help make my class a safe and fair place to be.</p> <p>I understand how following the learning Charter will help me and others learn. I can work co-operatively.</p> <p>I recognise the choices I make and understand the consequences. I can follow the Learning Charter.</p> <p><u>Topic Title</u> Autumn 2 Celebrating Difference</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends.</p> <p><u>Key Knowledge & Vocabulary</u></p>	<p>I can express how it felt to be working as part of this group.</p> <p>I know how to share success with other people. I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud).</p> <p><u>Topic Title</u> Spring 2 Healthy Me</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Motivation. Healthy choices. Relaxation. Healthy eating and nutrition. Healthier snacks and sharing food.</p> <p><u>Key Knowledge & Vocabulary</u> Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, proportion, energy, fuel, nutritious</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 6 - You have a right to life and to be healthy.</p>	<p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I know how it feels to be asked to keep a secret I do not want to keep and to know who to talk to about this.</p> <p>I can recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.</p> <p>I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.</p> <p><u>Topic Title</u> Summer 2 Changing Me</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Life cycles in nature. Growing from young to old. Increasing independence. Differences in female and male bodies (correct terminology)</p>	<p>religious symbols and express and share our own beliefs – linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p><u>Year Two</u> <u>Charity</u> Environmental Awareness Greenpeace/ Friends of the Earth/ Rainforest Alliance... June/July Years 1, 2 and 3 have a plants theme this term and will raise awareness and some funding for looking after the environment. This might involve litter picking or planting etc.. They may have a reduce-reuse-recycle theme (there's a lovely Jack Johnson song from curious George of this title) and read the book Dear Greenpeace</p> <p><u>Trips, Visits & Workshops</u> Millenium Point, links to their right to a trip; links to RRSA & Jigsaw; Avoncroft Museum of buildings – opportunities to enhance the curriculum and to develop new skills; Autumn term - Inspire workshop to make vehicles using saws -</p> <p><u>Pupil Responsibility</u> Y2 are responsible for caring for the playground and taking out the equipment into the KS1 playground.</p>
---	---	---	---

<p>Boys, girls, similarities, assumptions, shield, stereotypes, special, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, stand up for, help, male, female, difference, diversity, fairness, kindness, friends, unique, different, similarities, value</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 7 - Your right to a name and nationality. Article 12 - Your right to say what you think should happen and be listened to. Article 14 - Your right to follow your religion. Article 15 - Your right to meet with friends and join groups and clubs. Article 19 - You should not be harmed and should be looked after and kept safe. Article 30 - Your right to use your own language.</p> <p><u>Sequence of Lessons</u> I can start to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this. I can start to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is ok. I understand that bullying is sometimes about difference.</p>	<p>Article 12 - Your right to say what you think should happen and be listened to. Article 13 – Your right to have information. Article 17 - Your right to honest information from newspapers and television that you can understand. Article 24 – Your right to good food and water and to see a doctor if you are ill. Article 31-Your right to relax and play Article 33 – You should be protected from dangerous drugs. Article 36 – You should be protected from doing things that could harm you</p> <p><u>Sequence of Lessons</u> I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices. 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. I can tell you when a feeling is weak and when a feeling is strong. I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p>	<p>Assertiveness. Preparing for transition.</p> <p><u>Key Knowledge & Vocabulary</u> Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, adult, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, change, looking forward, excited, nervous, anxious, happy.</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 12 - Your right to say what you think should happen and be listened to. Article 19 - You should not be harmed and should be looked after and kept safe.</p> <p><u>Sequence of Lessons</u> I can recognise cycles of life in nature. I understand there are some changes that are outside my control and to recognise how I feel about this. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me. I recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I feel proud about becoming more independent.</p>	<p><u>Additional Safety Curriculum</u> <u>Autumn</u> Firework Safety Stay with an adult when around fireworks Wear gloves when holding a sparkler Adults only to light fireworks Stand away from lit fireworks</p> <p><u>Spring</u> Road Safety Safe places to play Safe places to cross the road The green cross code Wearing bright colours to be seen Using an appropriate car restraint</p> <p>Emergency Services Knowing where you live/your address in cases of emergency How to contact emergency services</p> <p><u>Summer</u> Sun Safety What we must wear when it's a hot, sunny day and why. Slip, Slap, Slop Protecting our eyes</p>
--	---	--	--

	<p>I can tell you how someone who is bullied feels. I can be kind to children who are bullied.</p> <p>I recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others if I am being bullied.</p> <p>I understand that it is OK to be different from other people and to be friends with them. I understand that we shouldn't judge people if they are different from us. Know how it feels to be a friend and have a friend.</p> <p>I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>	<p>I have a healthy relationship with food and know which foods I enjoy the most.</p> <p>I can make some healthy snacks and explain why they are good for me. I can express how it feels to share healthy food with my friends.</p> <p>I can decide which foods to eat to give my body energy. I have a healthy relationship with food and know which foods are most nutritious for my body.</p>	<p>I recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.</p> <p>I understand there are different types of touch and tell you which ones I like and don't like. I am confident to say what I like and don't like and ask for help.</p> <p>I can identify what I am looking forward to when I move to my next class. I can start thinking about changes I will make in my next year at school and know how to go about this.</p>	
Year 3	<p><u>Topic Title</u> <u>Autumn 1</u> Being Me in My World</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> 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><u>Topic Title</u> <u>Spring 1</u> Dreams and Goals</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings</p>	<p><u>Topic Title</u> <u>Summer 1</u> Relationships</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> 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</p>	<p><u>Whole School Charity Links</u> Macmillan Coffee Morning This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.</p> <p>Harvest Festival This is a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in</p>

	<p><u>Key Knowledge & Vocabulary</u> Welcome, Valued, Achievements, Proud, Personal goal, Praise Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-operate, Challenge, Group dynamics, Team work, view point, Ideal school, Belong</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 – Everyone under 18 has these rights.</p> <p>Article 2 - All children have these rights no matter what.</p> <p>Article 5 - Learn how to use your rights as you grow up.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u> I recognise my worth and identify positive things about myself and my achievements. I can set personal goals Know how to use my Jigsaw Journal. I value myself and know how to make someone else feel welcome and valued.</p>	<p>Simple budgeting</p> <p><u>Key Knowledge & Vocabulary</u> Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decoration, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Obstacles, Frustration, ‘Solve it together’ technique, Solution, Review, Learning, success, Self-review, Celebrate, Evaluate</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 28: Your right to learn and go to school.</p> <p>Article 29 - Your right to become the best that you can be.</p> <p><u>Sequence of Lessons</u> I can tell you about a person who has faced difficult challenges and achieved success. I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability). I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition. I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p>	<p>Expressing appreciation for family and friends</p> <p><u>Key Knowledge & Vocabulary</u> Men, Women, Male, Female, Unisex, Role, Job, Responsibilities, Differences, Similarities, Respect, Stereotype, Conflict, Solution, Problem solving, Friendship, Win-win, Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Gaming, Global, Communications, Transport, Interconnected, Food journeys, Climate, Trade, Inequality, Needs, Wants, Rights, Deprivation, United Nations, Equality, Justice, Happiness, Celebrating, Relationships, Friendship, Family, Thank you, Appreciation</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1: Everyone under 18 has these rights.</p> <p>Article 2: All children have these rights no matter what.</p> <p>Article 4 – The government should make sure that all these rights are available to all children.</p> <p>Article 7 - Your right to a name and nationality.</p> <p>Article 8 – The government should respect your right to a name, nationality and family.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 16 - Your right to have privacy.</p>	<p>the local community that need it.</p> <p>Children in Need This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p>Sport Relief 2020/Comic Relief 2021 These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic relief the pupils dress up along a theme and donate money to participate.</p> <p><u>Themed Days</u> Universal Children’s Day - Friday 20th November</p> <p><u>Cross Curricular Links</u> <u>Cooking – DT</u> Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p><u>RE</u></p>
--	--	--	--	--

<p>I face new challenges positively, make responsible choices and ask for help when I need it. I can recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.</p> <p>I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued.</p> <p>I understand that my actions affect myself and others and I care about other people's feelings. I understand that my behaviour brings rewards/consequences.</p> <p>I can make responsible choices and take action. I can work cooperatively in a group.</p> <p>I understand my actions affect others and try to see things from their points of view I choose to follow the Learning Charter.</p> <p><u>Topic Title</u> Autumn 2 Celebrating Difference</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments</p>	<p>I can break down a goal into a number of steps and know how others could help me to achieve it.</p> <p>I am motivated and enthusiastic about achieving our new challenge. I know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge.</p> <p>I can recognise obstacles which might hinder my achievement and take steps to overcome them. I can manage the feelings of frustration that may arise when obstacles occur.</p> <p>I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and store my feelings in my internal treasure chest.</p> <p><u>Topic Title</u> Spring 2 Healthy Me</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>Article 17: Your right to honest information from newspapers and television that you can understand.</p> <p>Article 19 - You should not be harmed and should be looked after and kept safe.</p> <p><u>Sequence of Lessons</u> I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel.</p> <p>I can identify and put into practice some of the skills of friendship. I know how to negotiate in conflict situations to try to find a win-win solution.</p> <p>I know and use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life. I show an awareness of how this could affect my choices.,</p> <p>I understand how my needs and rights are shared by children around the world and to identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>I know how to express my appreciation to my friends and family.</p>	<p>Opportunities to explore other religions, religious stories, religious symbols and express and share our own beliefs – linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p><u>Year Three</u> <u>Charity</u> NSPCC Number Day This will be on February 5th 2021. The children can take part in Maths challenges and some sponsored events to raise money for the NSPCC. This event will be co-ordinated by Year 3</p> <p><u>Environmental Awareness</u> <u>Greenpeace/ Friends of the Earth/ Rainforest Alliance...</u> June/July Years 1, 2 and 3 have a plants theme this term and will raise awareness and some funding for looking after the environment. This might involve litter picking or planting etc.. They may have a reduce-reuse-recycle theme (there's a lovely Jack Johnson song from curious George of this title) and read the book Dear Greenpeace</p> <p><u>Trips, Visits & Workshops</u> <u>Trip to Wroxeter (Romans)</u> -opportunities to explore other cultures and beliefs.</p>
---	--	--	--

	<p><u>Key Knowledge & Vocabulary</u> Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve it together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique, Similarity</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 9 - Your right to be with your parents if this is what's best for you.</p> <p>Article 10 – Your right to see your family if they live in another country.</p> <p>Article 12 - Your right to say what you think should happen and be listened to.</p> <p>Article 18 – Both parents share responsibility for bringing up their children, and they should always think about what is best for each child</p> <p>Article 19 - You should not be harmed and should be looked after and kept safe.</p> <p>Article 20 – You should be looked after properly if you can't live with your own family.</p> <p>Article 21 – Your right to live in the best place for you if you can't live with your parents</p> <p>Article 31: Your right to relax and play.</p> <p><u>Sequence of Lessons</u> I understand that everybody's family is different and important to them.</p>	<p><u>Key Knowledge & Vocabulary</u> Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated Fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 6 - You have a right to life and to be healthy.</p> <p>Article 12 - Your right to say what you think should happen and be listened to.</p> <p>Article 13 – Your right to have information.</p> <p>Article 17 - Your right to honest information from newspapers and television that you can understand.</p> <p>Article 19: You should not be harmed and should be looked after and kept safe.</p> <p>Article 24 – Your right to good food and water and to see a doctor if you are ill.</p> <p>Article 33 – You should be protected from dangerous drugs.</p> <p>Article 36: You should be protected from doing things that could harm you.</p> <p><u>Sequence of Lessons</u></p>	<p>I enjoy being part of a family and friendship groups.</p> <p><u>Topic Title</u> <u>Summer 2</u> Changing Me</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p><u>Key Knowledge & Vocabulary</u> Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Change, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum/ Ova, Womb/ Uterus, Vagina, Stereotypes, Task, Roles, Challenge, Change, Looking forward, Excited, Nervous, Anxious, Happy</p> <p><u>Rights Respecting Schools - Links to Articles</u></p>	<p><u>Trip to the farm</u> -opportunities to explore caring for others and understand where food comes from.</p> <p><u>Pupil Responsibility</u> Children in Year 3 learn about the importance of looking after the environment – they design creature habitats for the forest areas; in the spring they embark on a gardening project and in the summer they champion wider environmental issues.</p> <p><u>Additional Safety Curriculum</u> <u>Autumn</u> <u>Firework Safety</u> What does a fire need to burn? Identifying hazards in the home What to do in the event of a fire at home and in school.</p> <p><u>Spring</u> <u>Road Safety</u> The green cross code Safe places to cross the road Understanding road signs How to travel safely in a car The law regarding child restraints Identifying when they feel at risk as a passenger – passenger power and speaking out!</p>
--	--	--	---	---

	<p>I appreciate my family/the people who care for me.</p> <p>I understand that differences and conflicts sometimes happen among family members. I know how to calm myself down and can use the 'Solve it together' technique.</p> <p>I know what it means to be a witness to bullying. I know some ways of helping to make someone who is bullied feel better.</p> <p>I know that witnesses can make the situation better or worse by what they do. I can problem-solve a bullying situation with others</p> <p>I recognise that some words are used in hurtful ways I try hard not to use hurtful words (e.g. gay, fat).</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.</p>	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs. I can set myself a fitness challenge.</p> <p>I know that the amount of calories, fat and sugar I put into my body will affect my health. I know what it feels like to make a healthy choice.</p> <p>I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.</p> <p>I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.</p> <p>I can identify when something feels safe or unsafe. I take responsibility for keeping myself and others safe.</p> <p>I understand how complex my body is and how important it is to take care of it. I respect my body and appreciate what it does for me.</p>	<p>Article 12: Your right to say what you think should happen and be listened to.</p> <p>Article 13 – Your right to have information.</p> <p>Article 19 - You should not be harmed and should be looked after and kept safe.</p> <p>Sequence of Lessons</p> <p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals.</p> <p>I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.</p> <p>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. I recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and how to cope with these feelings.</p>	
--	--	---	--	--

			<p>I can start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>I can express how I feel when my ideas are challenged and be willing to change my ideas sometimes</p> <p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make next year and know how to go about this.</p>	
Year 4	<p><u>Topic Title</u></p> <p style="text-align: right;"><u>Autumn 1</u></p> <p>Being Me in My World</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> 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><u>Key Knowledge & Vocabulary</u> Included, excluded, welcome, valued, team, charter, role, job description, school community, responsibility, rights, responsibilities, democracy, reward, consequence, democratic, decisions, voting, authority, Learning Charter,</p>	<p><u>Topic Title</u></p> <p style="text-align: right;"><u>Spring 1</u></p> <p>Dreams and Goals</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes.</p> <p><u>Key Knowledge & Vocabulary</u> Dream, hope, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurt, positive experiences, plans, cope, help, self-belief, motivation, commitment, team</p>	<p><u>Topic Title</u></p> <p style="text-align: right;"><u>Summer 1</u></p> <p>Relationships</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out. Girlfriends and Boyfriends. Showing appreciation to people and animals.</p> <p><u>Key Knowledge & Vocabulary</u> Relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, anger,</p>	<p style="text-align: center;"><u>Whole School</u></p> <p><u>Charity Links</u> Macmillan Coffee Morning This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.</p> <p>Harvest Festival This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.</p> <p>Children in Need This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell</p>

	<p>contribution, observer, decisions, choices, UN Convention on Rights of Child.</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 29 Education should develop each child's personality and talents to the full. It should</p>	<p>work, enterprise design, cooperation, review, disappointment, learning, strengths, success, celebrate, evaluate.</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures</p> <p>Article 31 All children have a right to relax and play, and to join in a wide range of activities.</p> <p><u>Sequence of Lessons</u></p> <p>I can tell you about some of my hopes and dreams.</p> <p>I know how it feels to have hopes and dreams.</p>	<p>betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as</p>	<p>merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><u>Sport Relief 2020/Comic Relief 2021</u> These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic relief the pupils dress up along a theme and donate money to participate.</p> <p><u>Themed Days</u> Universal Children's Day - Friday 20th November</p> <p><u>Cross Curricular Links</u></p> <p><u>Cooking – DT</u> Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p><u>RE</u> Opportunities to explore other religions, religious stories, religious symbols and express and share our own beliefs – linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p><u>Year Four</u> <u>Trips, Visits & Workshops</u></p>
--	---	--	--	--

<p>encourage children to respect their parents, and their own and other cultures</p> <p>Sequence of Lessons I know my attitudes and actions make a difference to the class team. Know how to use my jigsaw journal. I know how good it feels to be included in a group and understand how it feels to be excluded. I try to make people feel welcome and valued.</p> <p>I understand who is in my school community and how I fit in. I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand how democracy works through the school council/this school. I can recognise my contribution to making a learning charter for the whole school.</p> <p>I understand that my actions affect myself and others. I care about other people’s feelings and try to empathise with them. I understand how rewards and consequences motivate people’s behaviour.</p> <p>I understand how groups come together to make decisions. I can take on a role in a group and contribute to the overall outcome.</p> <p>I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>I understand that sometimes hopes and dreams do not come true and this can hurt. I know how disappointment feels and identify when I have felt that way.</p> <p>I know that reflecting on positive and happy experiences can help me counteract disappointment. I know how to cope with disappointment and help others cope with theirs.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.</p> <p>I know how to work out the steps to take to achieve a goal and to do this successfully as part of a group. I enjoy being part of a group challenge.</p> <p>I can identify the contributions made by myself and others to the group’s achievement. I know how to share in the success of a group and how to store this success experience in my internal treasure chest.</p> <p>Topic Title <p style="text-align: center;">Spring 2</p> Healthy Me</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview</p>	<p>they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> <p>Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures</p> <p>Article 31 All children have a right to relax and play, and to join in a wide range of activities.</p> <p>Sequence of Lessons I recognise situations where I can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens.</p> <p>I can identify someone I love and express why they are special to me. I know how when they lose someone or something they love</p> <p>I can tell you about someone I no longer see. I understand that we can remember people even if we no longer see them.</p> <p>I recognise how friendships change, know how to make new friends and how to manage when I fall out with friends and family. I know how to stand up for myself and how to negotiate and compromise.</p>	<p>Twycross Zoo – appreciation of the world around them. Understanding of an environment and ecosystem different to their own. (Rainforest focus) Respecting nature.</p> <p>Cadbury World – opportunity to develop understanding of a different culture and civilization (Mayans). Local History. (Bournville)</p> <p>Birmingham Walking Tour – Local History and new developments – pride in local area.</p> <p>Birmingham Museum and Art Gallery – Local History and new developments – pride in local area.</p> <p>Greek Soldier Visit – opportunity to develop understanding of a different culture and civilization (Ancient Greeks)</p> <p>Pupil Responsibility Year 4 are responsible for co-ordinating charity events across the school throughout the year. Committees are formed for each event, who are then responsible for researching the charity, publicising the event, planning and carrying out the event and reporting back to the school on</p>
---	---	--	--

	<p><u>Topic Title</u></p> <p style="text-align: center;"><u>Autumn 2</u></p> <p>Celebrating Difference</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> 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><u>Key Knowledge & Vocabulary</u> Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, Cyber bullying, text message, website, troll, special, unique, different, characteristics, physical features, impression, changed.</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 1 Everyone under 18 years of age has all the rights in this Convention.</p>	<p>Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure. Celebrating inner strength.</p> <p><u>Key Knowledge & Vocabulary</u> Friendships, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree/disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, disease, anxiety, fear, believe, opinion, right, wrong.</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p>	<p>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. I understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressurised into having a boyfriend/girlfriend.</p> <p>I know how to show love and appreciation to the people and animals who are special to me. I know that I can love and be loved.</p> <p><u>Topic Title</u></p> <p style="text-align: center;"><u>Summer 2</u></p> <p>Changing Me</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Being unique Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.</p> <p><u>Key Knowledge & Vocabulary</u> Personal, unique, characteristics, parents, sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty,</p>	<p>the outcome. Every child is part of at least one event across the year.</p> <p><u>Additional Safety Curriculum</u></p> <p><u>Autumn</u> Firework Safety What to do in the event of a fire at home and in school. Identifying hazards at home and at school.</p> <p><u>Spring</u> Railway Safety Safety around railways Trespassing Crossing railways safely The risk of electrocution</p> <p>Safety Around Animals How to treat animals (pets) Knowing the signs of danger Safety around unknown animals What to do if intimidated by an animal</p>
--	---	--	--	--

	<p>Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 14 Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> <p>Article 29 Education should develop each child's personality and talents to the full. It should</p>	<p>Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy.</p> <p>Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures</p> <p>Article 33 The Government should provide ways of protecting children from dangerous drugs.</p> <p>Article 36 Children should be protected from any activities that could harm their development.</p> <p><u>Sequence of Lessons</u> I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can identify the feelings I have about my friends and my different friendship groups.</p>	<p>menstruation, periods, circle, seasons, change, control, emotions, control, change, acceptance, looking forward, excited, nervous, anxious, happy.</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 3 All organisations concerned with children should work towards what is best for each child.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 12 Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 14</p>	
--	---	--	---	--

	<p>encourage children to respect their parents, and their own and other cultures</p> <p>Article 30 Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> <p>Article 31 All children have a right to relax and play, and to join in a wide range of activities.</p> <p><u>Sequence of Lessons</u> I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.</p> <p>I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people.</p> <p>I know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure. I know how it might feel to be a witness to and a target of bullying.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. I can problem solve a bullying situation with others.</p> <p>I can identify what is special about me and to value the ways in which I am unique. I like and respect the unique features of my physical appearance.</p>	<p>I understand there are people who take on the roles of leaders or followers in a group and to know the role I take in different situations. I am aware of how different people and groups impact on me and to recognise the people I most want to be friends with.</p> <p>I understand the facts about smoking and its effects on health, and also some of the reasons people start to smoke. I 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.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons people drink alcohol. I can 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.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive.</p>	<p>Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.</p> <p>Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures</p> <p>Article 31 All children have a right to relax and play, and to join in a wide range of activities.</p> <p><u>Sequence of Lessons</u> 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,</p> <p>I can correctly identify the internal and external parts of male and female bodies that are necessary for making a baby. I understand that having a baby is a personal choice and express how I feel about having children when I am an adult.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (having periods) is a natural part of this. I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	
--	---	---	---	--

	<p>I can tell you a time when my first impression of someone changed when I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>		<p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this.</p>	
Year 5	<p><u>Topic Title</u></p> <p style="text-align: center;"><u>Autumn 1</u></p> <p>Being Me in My World</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> <u>Planning the forthcoming year</u> Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participation.</p> <p><u>Key Knowledge & Vocabulary</u></p>	<p><u>Topic Title</u></p> <p style="text-align: center;"><u>Spring 1</u></p> <p>Dreams and Goals</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> 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><u>Key Knowledge & Vocabulary</u></p>	<p><u>Topic Title</u></p> <p style="text-align: center;"><u>Summer 1</u></p> <p>Relationships</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> 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><u>Key Knowledge & Vocabulary</u></p>	<p style="text-align: center;"><u>Whole School</u></p> <p><u>Charity Links</u> <u>Macmillan Coffee Morning</u> This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.</p> <p><u>Harvest Festival</u> This is a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Eilim Church to help those in the local community that need it.</p> <p><u>Children in Need</u></p>

<p>Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenges, Rights, Responsibilities, Citizen, denied, Empathise, Persecution, Conflict, Asylum, Migrant, Wealth, Poverty, Responsibilities, Prejudice, Privilege, Deprive, Cooperation, Collaboration.</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 1 Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 5 Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 16 Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.</p> <p>Article 21 When children are adopted the first concern must be what is best for them. The same rules</p>	<p>Dream, Hope, Goal, Feeling, Achievement, Money, Money, Grown up, Adult, Lifestyle, Job, Career, Profession, Salary, Contribution, Society, Dream, Hope, Job, Goal, Determination, Motivation., Aspiration, Country, Sponsorship, Communication.</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 6 All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.</p> <p>Article 20 Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.</p> <p>Article 28 Children have a right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.</p> <p><u>Sequence of Lessons</u> I understand that I will need money to help me achieve some of my dreams.</p>	<p>Characteristics, Self-esteem, Responsibility/Being responsible, Age-limit, Violence, Grooming, Trustworthy, Gambling, Risks., Screen time, Mental health, Offline, Safe, Rights, Choices, Risk.</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 18 Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.</p> <p>Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p>Article 31 All children have a right to relax and play, and to join in a wide range of activities.</p> <p><u>Sequence of Lessons</u> I have an accurate picture of who I am as a person in terms of my characteristics and personality qualities. I know how to keep building my own self-esteem.</p> <p>I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.</p>	<p>This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.</p> <p><u>Sport Relief 2020/Comic Relief 2021</u> These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic relief the pupils dress up along a theme and donate money to participate.</p> <p><u>Themed Days</u> Universal Children’s Day - Friday 20th November</p> <p><u>Cross Curricular Links</u> <u>Cooking – DT</u> Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p><u>RE</u> Opportunities to explore other religions, religious stories, religious symbols and express and share our own beliefs – linking to SMSC, British Values</p>
---	---	---	--

	<p>should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.</p> <p>Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.</p> <p><u>Sequence of Lessons</u> I face new challenges positively and know how to set personal goals. Know how to use my Jigsaw journey. I know what I value most about my school and can identify my hopes for this school year.</p> <p>I understand my rights and responsibilities as a citizen of my country. I empathise with people in this country whose lives are different to my own.</p> <p>I understand my rights and responsibilities as a citizen of my country and a member of my school. I empathise with people in this country whose lives are different to my own.</p> <p>I make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others.</p> <p>I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole.</p>	<p>I can identify what I would like my life to be like when I grow up.</p> <p>I know about a range of jobs carried out by people I know and explore how much people earn in different jobs. I appreciate the contributions made by people in different jobs.</p> <p>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. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p> <p>I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my job.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other. Identify a range of ways that we could support each other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture.</p> <p>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. I understand why I am motivated to make a positive contribution to supporting others.</p> <p><u>Topic Title</u> Healthy Me</p> <p><u>Links to NC</u></p>	<p>I understand there are rights and responsibilities in an online community social network. I can recognise when an online community helpful or unhelpful to me.</p> <p>I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe.</p> <p>I can recognise when am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.</p> <p>I can explain how to stay safe when using technology to communicate with friends. I can recognise and resist pressure to use technology in ways that may be risky or may cause harm to myself or others.</p> <p><u>Topic Title</u> Changing Me</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Self- and body image Influences of online and media on body image. Puberty for girls Puberty for boys Conception</p>	<p>and RRSa – Articles 7, 8, 30 and more.</p> <p><u>Year Five</u></p> <p><u>Charity</u> <u>Water Aid</u> In the summer Term as part of the water topic-Mysteries of the Deep-Year 5 Pupils choose a fundraising activity to raise awareness of the global need for clean water</p> <p><u>Trips, Visits & Workshops</u> <u>Jodrell Bank-</u> understanding space and aeronautical history.</p> <p><u>National justice Museum-</u> Opportunity to develop understanding of punishment throughout the ages. Carry out a role play in the court room.</p> <p><u>Ancient Egypt visitor-</u> children can understand what it was like to be an Egyptian and their daily routines.</p> <p><u>Pupil Responsibility</u> Year 5 are Play Leaders and receive training from Jo Slater. Children get to organise and lead games on the KS1 and KS2 playground. The pupils have to write an application and Mrs Loach decides which children will be a playleader. Playleaders have the chance to build leadership skills and develop social skills with children of different ages.</p>
--	--	---	--	---

<p>I understand how democracy and having a voice benefits the school community and know how to participate in this. I understand why our school community benefits from a Learning Character and can help others to follow it.</p> <p><u>Topic Title</u> Autumn 2 Celebrating Difference</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Culture 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><u>Key Knowledge & Vocabulary</u> Culture, Conflict, Difference, Similarity, Belong, Culture wheel, Colour, Discrimination, Ribbon, Bullying, Indirect, Direct, Cyber bullying, Texting, Happiness, Differences, Culture, Similarity, Continuum, Developing world, Discrimination, Celebration, Artefacts, Display and Presentation.</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 2</p>	<p>SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour.</p> <p><u>Key Knowledge & Vocabulary</u> Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Debate, Opinion, Fact, Motivation, Healthy lifestyle.</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from. Article 17 Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that</p>	<p>Growing responsibility Coping with change Preparing for transitions</p> <p><u>Key Knowledge & Vocabulary</u> Puberty, Menstruation, Periods, Sanitary pads, Tampons, Ovary, Vagina, Estrogen, Vulva, Wombs, testicles, Semen, Erection, Ejaculation, Wet dreams, Facial hair, hormones, Relationships, Conception, Sexual intercourse, Embryo, contraception, teenager, Milestone, Perception.</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 1 Everyone under 18 years of age has all the rights in this Convention. Article 4 Governments should make these rights available to children. Article 36 Children should be protected from any activities that could harm their development.</p> <p><u>Sequence of Lessons</u> I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem. I can explain how girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. I understand that puberty is a natural process that</p>	<p><u>Additional Safety Curriculum</u> <u>Autumn</u> Firework Safety What to do in the event of a fire at home and in school. Identifying hazards at home and at school. Types of fire extinguishers and equipment to put out a fire. <u>Spring</u> Bike Safety What to wear when cycling Pre-cycle safety checks How to ride a bike on the road Highway code for cyclists Bike-Ability courses for young cyclists. Water Safety Water safety code Safety around lakes, rivers, canals and the seas, as well as the pool Unseen dangers How to minimize risks What to do if someone gets into trouble Lifesaving skills</p>
--	---	--	---

	<p>The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 4 Governments should make these rights available to children.</p> <p>Article 6 All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 19 Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p>Article 20 Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.</p> <p>Article 24 Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p>Article 31 All children have a right to relax and play, and to join in a wide range of activities.</p> <p>Article 32</p>	<p>children can understand, and should not promote materials that could harm children.</p> <p>Article 33 The Government should provide ways of protecting children from dangerous drugs.</p> <p>Sequence of Lessons</p> <p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether I choose to drink alcohol and know how to resist pressure.</p> <p>I know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations. I know how to keep myself calm in emergencies.</p> <p>I understand how the media, social media and celebrity culture promotes certain body types. I can 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.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressure.</p>	<p>happens to everybody and that it will be OK for me.</p> <p>I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that happen to me during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways.</p> <p>Identify what I am looking forward about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring.</p> <p>I can identify what I am looking forward to when I move to my next class. I can think about the changes I will make next year and how to go about this.</p>	
--	--	--	---	--

	<p>The Government should protect children from work that is dangerous, or that might harm their health or their education.</p> <p>Article 36 Children should be protected from any activities that could harm their development.</p> <p><u>Sequence of Lessons</u></p> <p>I understand that culture differences sometimes cause conflict. I am aware of my own culture.</p> <p>I understand what racism is. I am aware of my attitude towards people from different races.</p> <p>I understand how rumour-spreading and name-calling can be bullying behaviour. I can tell you a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make others choices and know how to support children who are being bullied.</p> <p>I can compare my life with people in the developing world. I appreciate the value of happiness regardless of material wealth.</p> <p>I understand a different culture from my own. I respect my own and other people's cultures.</p>	<p>I respect and value my body.</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. I am motivated to keep myself healthy and happy.</p>		
--	---	--	--	--

Year 6

Topic Title
Autumn 1
Being Me in My World

Links to NC
SMSC (Spiritual, Moral, Social, Cultural) Development.
Safeguarding
British Values
Relationship & Health Education

Content Overview
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.

Key Knowledge & Vocabulary
Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa plantation, Cocoa pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Consequences, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Collaboration, Participation, Motivation, Democracy, Decision, Proud

Rights Respecting Schools - Links to Articles
[Article 1 - Everyone under 18 years of age has all the rights in this Convention.](#)

Topic Title
Spring 1
Dreams and Goals

Links to NC
SMSC (Spiritual, Moral, Social, Cultural) Development.
Safeguarding
British Values
Relationship & Health Education

Content Overview
Personal learning goals, in and out of school.
Success criteria.
Emotions in success.
Making a difference in the world.
Motivation.
Recognising achievements
Compliments.

Key Knowledge & Vocabulary
Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global, Issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

Rights Respecting Schools - Links to Articles
[Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.](#)

[Article 11 - Governments should take steps to stop children being taken out of their own country illegally.](#)

Topic Title
Summer 1
Relationships

Links to NC
SMSC (Spiritual, Moral, Social, Cultural) Development.
Safeguarding
British Values
Relationship & Health Education

Content Overview
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.

Key Knowledge & Vocabulary
Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Support, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Strategies, Risks, Pressure, Influences, Self-control, Real/Fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Cyberbullying, Abuse, Safety

Rights Respecting Schools - Links to Articles
[Article 12 – Your right to say what you think should happen and be listened to.](#)

Whole School Charity Links
Macmillan Coffee Morning
This is a whole school charity event takes place every September and is organised by Year 4. We ask for donations of cakes and biscuits which are then sold during break times and after school.

Harvest Festival
This a whole school charity event coordinated by pupils in Year 4 that takes place every October. We ask all children to bring in donations of food in tins or packets that are then donated to the local food bank at Elim Church to help those in the local community that need it.

Children in Need
This is a whole school charity event in November where pupils are asked to dress in their own clothes and bring a donation to go to children in Need. Pupils in Year 4 also sell merchandise such as Pudsey ears and key rings to raise extra money.

Sport Relief 2020/Comic Relief 2021
These two charity event run on alternate years in March. For Sports relief 2020 pupils donated money to come in sports gear and ran a mile around the school. For Comic

	<p>Article 2 - The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p>Article 22 - Children who come into a country as refugees should have the same rights as children born in that country.</p> <p>Article 23 - Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.</p> <p>Article 24 - Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p>Article 27 - Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.</p> <p>Article 28 - Children have a right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.</p>	<p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p>Article 20 - Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.</p> <p>Article 22 - Children who come into a country as refugees should have the same rights as children born in that country.</p> <p>Article 23 - Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.</p> <p>Article 24 - Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p>Article 25 - Children who are looked after by their local authority, rather than by their parents, should have their situation reviewed regularly.</p> <p>Article 26 - The Government should provide extra money for the children of families in need.</p> <p>Article 27 - Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.</p> <p>Article 28 - Children have a right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free.</p>	<p>Article 13 - Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 15 - Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</p> <p>Article 16 - Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.</p> <p>Article 17 - Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.</p> <p>Sequence of Lessons</p> <p>I know that it is important to take care of my mental health.</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>I know how to take care of my mental health.</p> <p>I can help myself and others when worried about a mental health problem.</p> <p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them.</p> <p>I can recognise when people are trying to gain power or control</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>relief the pupils dress up along a theme and donate money to participate.</p> <p>Themed Days Universal Children’s Day - Friday 20th November</p> <p>Cross Curricular Links Cooking – DT Opportunities throughout the year to learn important cooking skills, hygiene skills and linking to Jigsaw - Healthy Me and RRSA – Articles 6, 24, 33, 36 and more.</p> <p>RE Opportunities to explore other religions, religious stories, religious symbols and express and share our own beliefs – linking to SMSC, British Values and RRSA – Articles 7, 8, 30 and more.</p> <p>Year Six Charity Childrens Mental Health Week Events will be co-ordinated by a team of pupils in Year 6 to raise awareness of children’s mental health in May 2021</p> <p>Trips, Visits & Workshops Trip to Tatton Park (Vikings) - opportunities to explore other cultures and beliefs. (Also a day’s workshop in school with a ‘Viking Man’)</p>
--	---	---	--	--

	<p>Sequence of Lessons</p> <p>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. I feel welcome and valued and know how to make others feel the same.</p> <p>I know that there are universal rights for all children but for many children these rights are not met. I understand my own wants and needs and can compare these with children in different communities.</p> <p>I understand that my actions affect other people locally and globally. I understand my own wants and needs and able to compare these with children in different communities.</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how an individual's behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole.</p> <p>I understand how democracy and having a voice benefits the school community. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p>	<p>Wealthy countries should help poorer countries achieve this.</p> <p>Article 32 - The Government should protect children from work that is dangerous, or that might harm their health or their education.</p> <p>Article 33 - The Government should provide ways of protecting children from dangerous drugs. Article 34 - The Government should protect children from abuse.</p> <p>Article 35 - The Government should make sure that children are not abducted or sold.</p> <p>Article 36 - Children should be protected from any activities that could harm their development.</p> <p>Article 39 - Children who have been neglected or abused should receive special help to restore their self-respect.</p> <p>Sequence of Lessons</p> <p>I know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I understand why it is important to stretch the boundaries of my current learning.</p> <p>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. I can set success criteria so that I will know whether I have reached my goal.</p> <p>I can identify problems in the world that concern me and talk to other people about them. I can recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p>	<p>I can judge whether something online is safe and helpful for me I can resist pressure to do something online that might hurt myself or others.</p> <p>I can use technology positively and safely to communicate with my friends and family. I take responsibility for my own safety and well-being.</p> <p>Topic Title</p> <p style="text-align: center;">Summer 2</p> <p>Changing Me</p> <p>Links to NC SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p>Content Overview Self-image. Body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends/girlfriends. Sexting. Transition.</p> <p>Key Knowledge & Vocabulary Self-image, Self-esteem, Real self, Celebrity, Opportunities, Freedoms, Responsibilities, Puberty vocabulary as represented on flash cards, Pregnancy, Embryo, Foetus, Placenta, Umbilical</p>	<p>Trip to Cannock Chase -links with World War Two (links to human rights, persecution, safety of children)</p> <p>Science Dome -planetarium / exploring light</p> <p>The Eye of the Storm theatre trip and drama workshop with the Hippodrome -links to those less fortunate.</p> <p>CSI investigation workshop -links to crime / similarities and differences.</p> <p>Pupil Responsibility Prefects are chosen. They have a role overseeing whole school activities, behaviour and improvement. Among their roles are corridor duties, school improvements (for example, lunchtime providers and the redesign of the school hall), linking with other classes to canvas opinion on whole school matters and assisting at parents' evenings and other events.</p> <p>Additional Safety Curriculum Summer Arranged/Forced Marriage Following on from SRE – the difference between an arranged and a forced marriage</p> <p>FGM</p>
--	--	---	--	---

<p><u>Topic Title</u> <u>Autumn 2</u> Celebrating Difference</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, differences as celebration. Empathy.</p> <p><u>Key Knowledge & Vocabulary</u> Normal, Ability, Disability, Visual, impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Control, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Disability, Sport, Perseverance, Admiration, Stamina, Celebration, Difference, Conflict</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 2 - The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.</p>	<p>I can work with other people to help make the world a better place. I empathise with people who are suffering or who are living in difficult situations.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.</p> <p>I know what some people in my class like or admire about me and to accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.</p> <p><u>Topic Title</u> <u>Spring 2</u> Healthy Me</p> <p><u>Links to NC</u> SMSC (Spiritual, Moral, Social, Cultural) Development. Safeguarding British Values Relationship & Health Education</p> <p><u>Content Overview</u> Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress.</p> <p><u>Key Knowledge & Vocabulary</u> Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed,</p>	<p>cord, Labour, Contractions, Cervix, Midwife, Attraction, Relationship, Pressure, Love, Sexting, Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement</p> <p><u>Rights Respecting Schools - Links to Articles</u> Article 1 - Everyone under 18 years of age has all the rights in this Convention.</p> <p>Article 5 - Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 13 - Children have the right to get and to share information, as long as the information is not damaging to them or to others.</p> <p>Article 16 - Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.</p> <p>Article 17 - Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.</p> <p>Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p>Article 36 - Children should be protected from any activities that could harm their development.</p>	<p>Following on from SRE – your body is your own and no one has a right to change it/alter it for you. e.g. tattoos, piercings or any other way.</p>
--	--	---	--

	<p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 21 - When children are adopted the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.</p> <p>Article 22 - Children who come into a country as refugees should have the same rights as children born in that country.</p> <p>Article 23 - Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.</p> <p>Article 26 - The Government should provide extra money for the children of families in need.</p> <p>Article 27 - Children have a right to a standard of living that is good enough to meet their physical and mental needs. The Government should help families who cannot afford to provide this.</p> <p>Article 29 - Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.</p> <p>Article 30 - Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.</p> <p><u>Sequence of Lessons</u> I understand there are different perceptions about what normal means. I empathise with people who are different.</p>	<p>Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Illegal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p> <p><u>Rights Respecting Schools - Links to Articles</u></p> <p>Article 6 - All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 12 – Your right to say what you think should happen and be listened to.</p> <p>Article 19 - Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.</p> <p>Article 24 - Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p>Article 28 - Children have a right to an education. Discipline in schools should respect children’s human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.</p> <p>Article 32 - The Government should protect children from work that is dangerous, or that might harm their health or their education.</p> <p>Article 33 - The Government should provide ways of protecting children from dangerous drugs.</p>	<p>Article 39 - Children who have been neglected or abused should receive special help to restore their self-respect.</p> <p><u>Sequence of Lessons</u> I am aware of my own self-image and how my body image fits into that. I know how to develop my own self-esteem.</p> <p>I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after myself physically and emotionally. I can express how I feel about the changes that will happen to me during puberty.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I can recognise how I feel when I reflect on the development and birth of a baby.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don’t want to.</p> <p>I be aware of the importance of a positive self-esteem and what I can do to develop it I can express how I feel about my self-image and know how to challenge negative ‘body-talk’.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. I know how to prepare myself emotionally for the changes next year.</p>	
--	---	---	--	--

	<p>I understand how being different could affect someone's life. I am aware of my attitude towards people who are different.</p> <p>I can explain some of the ways in which one person or a group can have power over another. I know how it can feel to be excluded or treated badly by being different in some way.</p> <p>I know some of the reasons why people use bullying behaviours. I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p> <p>I can give examples of people with disabilities who lead amazing lives. I can appreciate people for who they are.</p> <p>I can explain ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation.</p>	<p>Article 34 - The Government should protect children from abuse.</p> <p>Article 35 - The Government should make sure that children are not abducted or sold.</p> <p>Article 36 - Children should be protected from any activities that could harm their development.</p> <p>Article 39 - Children who have been neglected or abused should receive special help to restore their self-respect.</p> <p>Article 40 - Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.</p> <p>Sequence of Lessons</p> <p>I take responsibility for my health and make choices that benefit my health and well-being. I am motivated to care for my physical and emotional health.</p> <p>I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs.</p> <p>I understand that some people can be exploited and made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves.</p> <p>I know why some people join gangs and the risks this involves. I know some strategies I could use to avoid being pressurised.</p>		
--	--	---	--	--

		<p>I understand what it means to be emotionally well and explore people's attitudes towards mental health/illness.</p> <p>I know how to help myself feel emotionally healthy and recognise when I need help with this.</p> <p>I can recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse.</p> <p>I use different strategies to manage stress and pressure.</p>		
--	--	---	--	--

Key Threads

PSHE Learning	
Emotional Literacy and Social Skills Development	
Rights Respecting School Articles	