



PSHE Curriculum – Year 5 and 6– Cycle A (Learning based on Year 6 – to be adapted accordingly for [Year 5s](#))

[Link to online Jigsaw materials](#)

[Link to Assemblies and themes Outline 2021-22](#)

[Links to Significant events SMSC and Safeguarding 2021-2022](#)

PSHE Learning Intention [Social and Emotional Development](#) Learning Intention

Non- Negotiables

- Each session will be adapted to be relevant to the current needs of the class
- **Alert any new parents to the content of “Changing Me” and the school’s approach as outlined in the school’s Relationships and Sex Education policy.**

The Jigsaw Charter – We take turns to speak. WE use kind positive words. We listen to each other. WE have the right to pass. WE only use names when giving compliments or being positive. We respect each other’s’ privacy (confidentiality). ([See Intro to Jigsaw](#))

- The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. ([see emotional literacy mapping document](#))

British Values in Jigsaw by lesson – Democracy (D), Rule of Law (RoFL), Individual Liberty (IL), Mutual Respect (MR), Tolerance of those from other faiths and beliefs (T)

Autumn

Spring

Summer

[Being Me in My World](#)

[Celebrating Difference \(including anti-bullying\)](#)

[Dreams and Goals \(fundraising event\)](#)

[Healthy Me](#)

[Relationships](#)

[Changing Me \(including Sex Education\)](#) **Be aware – some children are to be taken out of any lessons that go beyond the science Y1/2 curriculum Year 5/6 may need to be taught their aspects separately (*)**

Resources

Jigsaw Charter, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jem, Meet and Greet Bingo sheets, Slide of J.K Rowling Optional: Teacher to source photo of J.K. Rowling from online, Spiral and flag templates, PowerPoint slide – 5 questions, PowerPoint on cocoa production in Ghana, chocolate/sweets as prizes, strips of paper (one for each child), Maslow triangle PowerPoint and templates, treasure box with rattly treasure, example completed Learning Charter, Learning Charter template, anti-social behaviour scenario, role-play cards, Corner school learning charter

Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jem, Quiz sheets, Life story of Robert/Roberta Cowell, Community pictures, Jigsaw Jem, A3 paper or sugar paper, photos of other trans people, Teacher to source bullying support information, Jigsaw Song: ‘There’s a Place’ Bullying PowerPoint, Scenario cards, Ball, Jigsaw Jem, PowerPoint slide of Paralympians, YouTube clip – Paralympians, PowerPoint slide: pictures of conflict/celebration, Peer assessment sheet, Draw cards (two alternative sets to choose from

Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jem, Jigsaw Song: ‘For Me’, Strength cards, PowerPoint slides: totem poles, Totem pole goal-setting template, Global issue photo cards, World Map, Jigsaw Journals, Coloured triangular pieces of material and string, Global Issues Photo PowerPoint, Sponge ball, Timer, Jigsaw Chime, ‘Calm Me’ script, Global issue photo cards (from Piece/ lesson 3), Recommended: Video clips of TV charity events/ charity TV adverts (Teacher to source), Project plan sheet, Post-it notes, Achievement card template

Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jem, Guess what I am? PowerPoint, Taking responsibility role play cards, PowerPoint slide : Drug definition, PowerPoint slide : Drug categories, Drug groups sorting resource, Teacher resource sheet (Information only), Gang images PowerPoint, ‘Gangs are...’ game cards, Ava and Kiran’s story, Pens of two different colours (ideally red and green) enough for each group, Advice PowerPoint slide, Emotional well PowerPoint slide, My emotional well template, PowerPoint slides of adults under stress, Cube template (copied on to card), Glue,

Jigsaw Jez, Jigsaw Chime, ‘Calm Me’ script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Jerrie Cat. Labels for the online safety game (Safe, Unsafe, I’m not sure), PowerPoint slide: Different online communities, Flipchart and pens, PowerPoint slide ‘How many gamers?’, PowerPoint slide ‘Mia’s story’, Game cards, Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason’s story, PowerPoint slide: ‘Are you having too much screen time?’, Screen time solutions resource, Screen time log (optional), PowerPoint of text messages, PowerPoint slide of ‘Clare’, PowerPoint slide ‘Staying Safe and happy online’, Paper and pens for poster designs,

Resources link to Year 5s – [for Year 6 resources click this link](#)
 Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide ‘Self-image prompts’, Frame card template, Jigsaw Jerrie Cat, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards
 If available: some examples of published information leaflets about puberty, Jigsaw Jez’s Private Post Box (teacher to make),
 Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys ‘n’ Puberty Quiz – either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides: A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards, Jigsaw Song sheet: ‘A New Day’, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jez, Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs, Spinning top template, Circle of Change template,

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, Rights, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Rights, Responsibilities, Rewards, Consequences, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Learning Charter, Collaboration

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Power, Struggle, Imbalance, Control, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Disability, Sport, Perseverance, Admiration, Stamina, Celebration, Difference, Conflict

Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Success Criteria, Learning steps, Money, Global, Issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Praise, Compliment, Contribution, Recognition

Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Drugs, Criminal, Illegal, Gangs, Strategies, Reputation, Anti-social behaviour, Crime, Illegal,

Characteristics, Personal qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age-limit, Social network, Community, Online, Off line, Responsibility, Rights, Risky, Violence, Appropriate, Grooming
 Trolled, Gambling/ betting, Trustworthy, Devices, Screen time, Social, Off line, Mental health, Physical health, Personal information, safe,

Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Relationships, Conception, Making love, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF), Teenager, Milestone, Perceptions, Responsibilities, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious

| | | | | | | |
|----------|--|---|---|--|--|---|
| | Participation, Motivation, Rights, Responsibilities, Rewards, Consequences, Democracy, Decision, Proud | | | | | |
| Lesson 1 | <p>My Year Ahead Year 5/6: To identify my goals for this year, understand my fears and worries about the future and know how to express them. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 6: I can identify my goals for this year, understand my fears and worries about the future and know how to express them. I feel welcome and valued and know how to make others feel the same British Values: IL, T</p> | <p>Am I normal? Year 5/6: To understand there are different perceptions about what normal means. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I understand there are different perceptions about what normal means. I can empathise with people who are different. British Values: MR, T</p> | <p>Personal learning Goal Year 5/6: I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I understand why it is important to stretch the boundaries of my current learning. British Values: IL</p> | <p>Taking responsibility for my health and well-being Year 5/6: To can take responsibility for my health and make choices that benefit my health and well-being Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I can 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. British Values: IL</p> | <p>Recognising Me Year 5/6: To build an accurate picture of who I am as a person in terms of my characteristics and personal qualities Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5: I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem British Values: MR</p> | <p>Self and Body image Year 5/6: To be aware of own self-image and how own perception of body image fits into that. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: To be aware of own self-image and how body image fits into that. I know how to develop my own self-esteem. British Values: IL, MR</p> |
| Lesson 2 | <p>Being a citizen of my country 1 Year 5/6 To know that there are universal rights for all children but for many children these rights are not met: Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: 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. British Values: D, RofL, IL, MR, T</p> | <p>Understanding Difference Year 5/6: To understand how being different could affect someone’s life. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I understand how being different could affect someone’s life. I am aware of my attitude towards people who are different. British Values: MR, T</p> | <p>Steps to Success Year 5/6: To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: 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. British Values: IL</p> | <p>Drugs Year 5/6: To know about different types of drugs and their uses and their effects on the body particularly the liver and heart. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: 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. British Values: RofL, IL</p> | <p>Safety with online communities Year 5/6: To understand that belonging to an online community can have positive and negative consequences Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5: 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. British Values: T</p> | <p>*Puberty for girls Year 5: To explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally *Puberty Year 6: I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5: I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me Year 6: I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty. British Values: MR, T</p> |
| Lesson 3 | <p>Being a global citizen 2 Year 5/6: I understand that my actions affect other people locally and globally. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I understand that my actions affect other people locally and globally. I understand my own wants and needs and can compare these with children in different communities. British Values: D, RofL, IL, MR, T</p> | <p>Power Struggles Year 5/6: To Know some of the ways in which one person or a group can have power over another. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: 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. British Values: D, RofL, IL, T</p> | <p>My Dream for the World (puzzle outcome flags/bunting) Year 5/6: To identify problems in the world that concern me and talk to other people about them. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations. British Values: MR, T</p> | <p>Exploitation Year 5/6: To know that some people can be exploited and made to do things that are against the law. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know 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. British Values: RofL, IL, MR</p> | <p>Being in an online community Year 5/6: To understand there are rights and responsibilities in an online community or social network. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me. British Values: T</p> | <p>*Puberty for Boys Year 5: To describe how boys’ and girls’ bodies change during puberty. *Babies – conception to birth (Assessment opportunity) Year 6: To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5: I can describe how boys’ and girls’ bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. Year 6: 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. British Values: IL, MR</p> |

| | | | | | | |
|----------|---|---|---|---|--|---|
| Lesson 4 | <p>Rewards and Consequences Year 5/6: 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. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: 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. British Values: RofL, IL, MR, T</p> | <p>Why Bully? Year 5/6: To know some of the reasons why people use bullying behaviours. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: 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. British Values: RofL, IL, T</p> | <p>Helping me make a difference – Puzzle Outcome Fundraising event Year 5/6: To be able to work with other people to help make the world a better place. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations. British Values: D, MR, T</p> | <p>Gangs Year 5/6: To know why some people join gangs and the risks it involves. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know why some people join gangs and the risks it involves. I can suggest strategies someone could use to avoid being pressurised. British Values: IL</p> | <p>Online gaming Year 5/6: To know there are rights and responsibilities when playing a game online. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe. British Values: ID, L, MR, T</p> | <p>*Conception Year 5: To understand conception and that this is how babies are usually made *Boyfriends and girlfriends Year 6: To understand how being physically attracted to someone changes the nature of the relationship. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5: I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways Year 6: 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. British Values: MR, T</p> |
| Lesson 5 | <p>Our Learning Charter Year 5/6: To understand my behaviour can impact on a group. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I understand how my behaviour can impact on a group. I can contribute to the group and understand how we can function best as a whole. British Values: D, RofL, IL, MR, T</p> | <p>Celebrating Difference Puzzle Outcome – Admiration Accolades Year 5/6: To know of people with disabilities who lead amazing lives. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know of people with disabilities who lead amazing lives. I appreciate people for who they are. British Values: MR, T</p> | <p>Helping to Make a difference Year 5/6: To know some ways in which I can work with other people to help make the world a better place. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Charity fundraising Children will know: Year 5/6: I know 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. British Values: D, MR, T</p> | <p>Emotional and Mental Health Year 5/6: To know what it means to be emotionally well and can explore people’s attitudes towards mental health/illness. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know what it means to be emotionally well and can explore people’s attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and can recognise when I need help with this. British Values: MR, T</p> | <p>My relationship with technology (screen time) Year 5/6: To recognise when I am spending too much time using devices (screen time). Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I can recognise when I 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. British Values: D, RofL, IL, MR, T</p> | <p>*Looking Ahead Year 5: To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) *Real self-Ideal self Year 6: To be aware of the importance of a positive self-esteem and what I can do to develop it Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5: I can identify what I am looking forward to 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. Year 6: I am 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’ British Values: IL, MR, T</p> |
| Lesson 6 | <p>Owning Our Learning Charter (Assessment opportunity) Year 5/6: I understand how democracy and having a voice benefits the school community. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: 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 Charter and how I can help others to follow it by modelling it myself British Values: D, RofL, IL, MR, T</p> | <p>Celebrating differences Year 5/6: To know ways in which difference can be a source of conflict and a cause for celebration. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know ways in which difference can be a source of conflict and a cause for celebration. I can show empathy with people in either situation. British Values: D, RofL, IL, MR, T</p> | <p>Recognising our achievements (Assessment opportunity) Year 5/6: To know what some people in my class like or admire about me and can accept their praise Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I know what some people in my class like or admire about me and can accept their praise I can give praise and compliments to other people when I recognise their contributions and achievements. British Values: D, MR, T</p> | <p>Managing stress and pressure (Assessment opportunity) Year 5/6: To recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure. British Values: T</p> | <p>Relationships and technology (Assessment opportunity) Year 5/6: To explain how to stay safe when using technology to communicate with my friends. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5/6: I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others. British Values: RofL, IL, MR, T</p> | <p>Looking Ahead 2 (Assessment opportunity) Year 5: To identify what I am looking forward to when I move to my next class. Year 6: To identify what I am looking forward to and what worries me about the transition to secondary school Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Children will know: Year 5: I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this. Year 6: I can identify what I am looking forward to and what worries me about the transition to secondary school. I know how to prepare myself emotionally for the changes next year. British Values: MR, T</p> |

Assessment Criteria

| | | Being Me in My World | Celebrating Difference (including anti-bullying) | Dreams and Goals | Healthy Me | Relationships | Changing Me (including Sex Education) |
|------|--------------------|---|---|---|--|--|--|
| Y5/6 | Working Towards | <p>I can tell you how some of my choices affect others locally and globally.</p> <p>I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.</p> | <p>I can tell you some ways that difference can be a source of conflict in people's lives.</p> <p>I can say how I feel about people experiencing conflict in their lives because they are different.</p> | <p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can tell you how making the world a better place makes me feel.</p> | <p>I can tell you how substance misuse has an unhealthy impact on the body and mind.</p> <p>I can tell you how I try to keep myself emotionally healthy.</p> | <p>I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others.</p> <p>I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.</p> | <p>I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too.</p> <p>I know that I will change during puberty and I can tell you how I feel about that.</p> <p>I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.</p> <p>I can tell you some things that will change for me and how I feel about this.</p> |
| | Working at ARE | <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> | <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> | <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> | <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p> | <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> | <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p> |
| | Working beyond AGE | <p>I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share.</p> <p>I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.</p> | <p>I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration.</p> <p>I can express my own attitudes towards people who are different and empathise with their circumstances.</p> | <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p> <p>I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.</p> | <p>I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle and evaluate the health risks between responsible use, anti-social use and misuse.</p> <p>I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.</p> | <p>I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online.</p> <p>I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.</p> | <p>I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process.</p> <p>I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.</p> <p>To describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.</p> <p>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.</p> |