


<div></div> <div>PSHE Curriculum – Year 3 and 4 – Cycle A (Majority of learning based on Year 3 – to be adapted accordingly for Year 4s where not combined as 3/4)</div> <div>Link to online Jigsaw materials Link to Assemblies and themes Outline 2021-22 Links to Significant events SMSC and Safeguarding 2021-2022</div> <div>PSHE Learning Intention Social and Emotional Development Learning Intention</div>						
Non- Negotiables						
	<ul style="list-style-type: none">Each session will be relevant to classAlert 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. <p>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)</p> <ul style="list-style-type: none">The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. (see emotional literacy mapping document)					
	Autumn		Spring		Summer	
	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals (can be extended into a whole school entrepreneurial event/garden party)	Healthy Me	Relationships	Changing Me (including Sex Education) Be aware – some children are withdrawn from any lessons that go beyond the science Y1/2 curriculum
Resources	Jigsaw Charter, Jigsaw Chime, ‘Calm Me’ script, treasure box, Jigsaw Jino, coin and medal template, Calm Me’ script, Jigsaw Jino, feelings bag with cards, flipchart paper, Nightmare school, scenario cards, post-its, A3 paper, Sam’s letter, timer, space to display Post-Its, materials for designing a card, Learning Charter, ‘What do we see?’ picture PowerPoint,	Jigsaw Chime, ‘Calm Me’ script, Jigsaw Jino, Pictures of teacher’s family, ‘Family’ pictures, PowerPoint, photo frame template, Letter cards to spell ‘family’ (six cards with a letter on each), PowerPoint slide: Family Conflict, ‘Solve it together’ resource sheet/PowerPoint/poster, Family conflict scenario cards, Sponge ball, Jigsaw Jino, ‘Solve it together’ poster, Scenario cards, PowerPoint with prompt questions, ‘Sticks and stones’ PowerPoint slide, Jigsaw Jino, ‘Solve it together’ resource sheet/poster, Kite templates, named post-it notes/slips of paper, Harlon’s story,	Jigsaw Chime, ‘Calm Me’ script, Challenge PowerPoint slides, Challenge picture cards (PowerPoint slides), Jigsaw Jino, Jigsaw Jerrie Cat, PowerPoint slide, Jane Goodall factsheet, Materials for making display flowers, Flower template, Garden puzzle templates, Garden Design Resource Sheet, Garden items list, Flipchart and chunky pens, ‘Solve it together’ technique poster,	Jigsaw Chime, ‘Calm Me’ script, PowerPoint slide ‘My body in balance’, PowerPoint ‘Children need to be active for at least one hour a day’, Fitness Challenge Template, , Jigsaw Jerrie Cat. Jigsaw Song: ‘Make A Good Decision’, Range of food/drink (some with food labelling that show the amount of energy, fats and sugar). Try to include some heathy and less healthy choices depending on the amount of sugar and fat), ‘How much sugar?’ game, A4 white paper and pen for each child, Draw and Write instruction sheet, Feelings word template, A piece of foreboding music e.g. Theme from Jaws, PowerPoint of scared child, Short story templates, PowerPoint slide: My amazing body, PowerPoint slides: Example infographic, Other infographic examples (teacher to source online), Paper/ pens, (Optional: computers/tablets for children to design infographic),	Jigsaw Chime, ‘Calm Me’ script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the ‘Whose Responsibility?’ cards, Jigsaw Jerrie Cat. Jigsaw Song: ‘RELATIONSHIPS’, Jigsaw Chime, Jigsaw Jino, ‘Calm Me’ script, ‘Donkey’ PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, PowerPoint slide of ‘Gaming App’, ‘Top Tips’ cards, ‘World map or globe, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, PowerPoint: Work in Other Countries Jigsaw, sweetcorn, Mobile phone, Power Point- Children around the world and handouts, A set of the ‘Wants and Needs’ cards cut up, Paper and pens to create posters, Appreciation streamer description sheet, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers,	Jigsaw Chime, ‘Calm Me’ script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, Baby PowerPoint slide, Mini-whiteboards/ pens (or paper and pens), Baby growing PowerPoint, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes’ sheet, PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the inside, Animations (moving diagrams): Male and Female Reproductive Systems, ‘The Great Growing Up Adventure’ sheet, Post-it notes/small slips of paper, Jigsaw Jino’s post box, Task card resource sheet, Flipchart paper/pens, PowerPoint slide for ‘Ribbon mobiles’, Wooden batons/ sticks, Different coloured paper strips (6 per child), Tape,
Vocabulary	Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities, Fairness Choices, Co-operate, Rights, Responsibilities, Rewards, Consequences, Choices, Learning Charter, Challenge, Group dynamics, Team work, Learning Charter, Actions, View point, Ideal school, Belong	Family, Loving, Caring, Safe, Connected, Difference, Special, Family, Conflict, Solve it together, Solutions, Resolve, Witness, Bystander. Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Solve it together, Compliment, Special, Unique, Difference, Similarity	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Dreams, Ambitions, Future, Aspirations, Garden Decoration, Team work, Enterprise, Design, Cooperation, Challenge, Product, Team work, Cooperation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Obstacles, Frustration, ‘Solve it together’ technique, Solution, Review, Learning, Strengths, Success, Self-review, Celebrate Evaluate	Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs, Heart, Fitness Energy, Calories, Kilojoules, Labels, Sugar, Fat, Saturated Fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Safe, Harmful, Risk, Feelings Complex, Appreciate, Body, Healthy, Safe, Choice, Risk,	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	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
Lesson 1	Getting to know each other Year 3: To set personal goals. Year 4: To know my attitudes and actions make a difference to the class team. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 3: I recognise my worth and can identify positive things about myself and my achievements. <i>I can set personal goals. I value</i>	Families Year 3: To understand that everybody’s family is different and important to them Year 4: To understand that, sometimes, we make assumptions based on what people look like. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 3: I understand that everybody’s family is different and important to them <i>I appreciate my family/the people who care for me.</i>	Dream and Goals Year 3: To be able to explain about a person who has faced difficult challenges and achieved success. Year 4: To be able to explain some of my hopes and dreams Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 3: I can tell you about a person who has faced difficult challenges and achieved success. <i>I respect and admire people who overcome</i>	Being Fit and Healthy links to science Cycle B Sum 1 Year 3/4: To understand how exercise affects my body and know why my heart and lungs are such important organs. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 3/4: I understand how exercise affects my body and know why my heart and lungs are such important organs. <i>I can set myself a fitness challenge</i> (add to the Sports board)	Family Roles and Responsibilities Year 3/4: To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes: Year 3/4: I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. <i>I can describe how taking some responsibility in my family makes me feel.</i>	How Babies Grow Year 3: To 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 Year 4: I understand that some of my personal characteristics have come from my birth parents. Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class Outcomes:

	<p>myself and know how to make someone else feel welcome and valued</p> <p>Year 4: I know my attitudes and actions make a difference to the class team. I know how good it feels to be included in a group and understand how it feels to be excluded</p> <p>I try to make people feel welcome and valued.</p>	<p>Year 4: I understand that, sometimes, we make assumptions based on what people look like. I try to accept people for who they are.</p>	<p>obstacles and achieve their dreams and goals (e.g. through disability)</p> <p>Year 4: I can tell you about some of my hopes and dreams. I know how it feels to have hopes and dreams.</p>			<p>Year 3: 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>Year 4: I understand that some of my personal characteristics have come from my birth parents. I appreciate that I am a truly unique human being</p>
Lesson 2	<p>Our Nightmare School</p> <p>Year 3: To be able to face new challenges positively, make responsible choices and ask for help when I need it</p> <p>Year 4: To understand who is in my school community, the roles they play and how I fit in</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: I can face new challenges positively, make responsible choices and ask for help when I need it. I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</p> <p>Year 4: I understand who is in my school community, the roles they play and how I fit in. I can take on a role in a group and contribute to the overall outcome.</p>	<p>Family Conflict</p> <p>Year 3/4: To understand that differences and conflicts sometimes happen among family members.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: 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>My dreams and ambitions</p> <p>Year 3/4: To identify a dream/ambition that is important to me.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition</p>	<p>Being Fit and Healthy</p> <p>Year 3/4: To know that the amount of calories, fat and sugar I put into my body will affect my health</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: 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>Friendship</p> <p>Year 3/4: To identify and put into practice some of the skills of friendship eg. taking turns, being a good listener.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.</p>	<p>Babies</p> <p>Year 3: To understand how babies grow and develop in the mother’s uterus.</p> <p>Year 4: To correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: I understand how babies grow and develop in the mother’s uterus. I 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>Year 4: I can correctly label 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 can express how I feel about having children when I am an adult.</p>
Lesson 3	<p>Our Dream School</p> <p>Year 3: To understand why rules are needed and how they relate to rights and responsibilities</p> <p>Year 4: To understand how democracy works through the School Council.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: I understand why rules are needed and how they relate to rights and responsibilities. I know how to make others feel valued.</p> <p>Year 4: I understand how democracy works through the School Council. I can recognise my contribution to making a Learning Charter for the whole school</p>	<p>Witnesses and Feelings</p> <p>Year 3: To know what it means to be a witness to bullying.</p> <p>Year 4: To know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: 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>Year 4: I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I’m not sure. I know how it might feel to be a witness to and a target of bullying.</p>	<p>A new Challenge</p> <p>Year 3/4: To enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>A garden design/decoration</p> <p>Outcomes:</p> <p>Year 3/4: I enjoy facing new learning challenges and working out the best ways for me to achieve them. I can break down a goal into a number of steps and know how others could help me to achieve it.</p>	<p>What do I know about drugs?</p> <p>Year 3/4: To explain my knowledge and attitude towards drugs.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.</p>	<p>Keeping Myself Safe Online</p> <p>Year 3/4: To know and can use some strategies for keeping myself safe online</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I know and can 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>Outside Body Changes</p> <p>Year 3/4: To understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: 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>Year 4:</p>
Lesson 4	<p>Rewards and Consequences</p> <p>Year 3: To understand that my actions affect myself and others and I care about other people’s feelings.</p> <p>Year 4: To understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p>	<p>Witnesses and Solutions</p> <p>Year 3: To know that witnesses can make the situation better or worse by what they do.</p> <p>Year 4: To explain why witnesses sometimes join in with bullying and sometimes don’t tell.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p>	<p>Our new Challenge</p> <p>Year 3/4: To be motivated and enthusiastic about achieving our new challenge.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I am motivated and enthusiastic about achieving our new challenge. I know that I am</p>	<p>Being Safe</p> <p>Year 3/4: To 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.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Keeping Safe task</p> <p>Outcomes:</p>	<p>Being a Global citizen 1</p> <p>Year 3/4: To explain how some of the actions and work of people around the world help and influence my life.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I can explain how some of the actions and work of people around the world</p>	<p>Inside Body Changes</p> <p>Year 3: I can identify how boys’ and girls’ bodies change on the inside during the growing up process grow up.</p> <p>Year 4: I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult.</p>

	<p>Outcomes:</p> <p>Year 3: 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>Year 4: 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>Year 3: 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>Year 4: 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>responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p>	<p>Year 3/4: 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>help and influence my life. I can show an awareness of how this could affect my choices.</p>	<p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p> <p>Year 4: 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 have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
Lesson 5	<p>Our Learning Charter</p> <p>Year 3: To be able to make responsible choices and take action</p> <p>Year 4: To understand how groups come together to make decisions.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: I can make responsible choices and take action. I can work cooperatively in a group</p> <p>Year 4: 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>Words that harm</p> <p>Year 3/4: To recognise that some words are used in hurtful ways.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I recognise that some words are used in hurtful ways. I try hard not to use hurtful words (e.g. gay, fat)</p>	<p>Our New Challenge – Overcoming obstacles</p> <p>Year 3/4: To recognise obstacles which might hinder my achievement and take steps to overcome them.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I can recognise obstacles which might hinder my achievement and can take steps to overcome them. I can manage the feelings of frustration that may arise when obstacles occur.</p>	<p>Safe or Unsafe?</p> <p>Year 3: To identify when something feels safe or unsafe.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I can identify when something feels safe or unsafe. I can take responsibility for keeping myself and others safe.</p>	<p>Being a Global citizen 2</p> <p>Year 3/4: To understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I understand how my needs and rights are shared by children around the world and can 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>Year 4:</p>	<p>Family Stereotypes</p> <p>Year 3/4: To begin to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes</p>
Lesson 6	<p>Owning Our Learning Charter (Assessment opportunity)</p> <p>Year 3: To understand my actions affect others and try to see things from their points of view.</p> <p>Year 4: To understand how democracy and having a voice benefits the school community.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: I understand my actions affect others and try to see things from their points of view. I am choosing to follow the Learning Charter</p> <p>Year 4: 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>Celebrating Difference – Compliments (Assessment opportunity)</p> <p>Year 3/4: To be able to explain about a time when my words affected someone’s feelings and what the consequences were.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: 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>Celebrating My Learning (Assessment opportunity)</p> <p>Year 3/4: To evaluate my own learning process and identify how it can be better next time</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I can evaluate my own learning process and identify how it can be better next time</p>	<p>My Amazing Body (Assessment opportunity)</p> <p>Year 3/4:To understand how complex my body is and how important it is to take care of it.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: 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>Celebrating my web of friendships (Assessment opportunity)</p> <p>Year 3/4:To know how to express my appreciation to my friends and family.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3/4: I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups.</p>	<p>(Assessment opportunity)</p> <p>Year 3: To identify what I am looking forward to when I move to my next class.</p> <p>Year 4: To identify what I am looking forward to when I move to a new class.</p> <p>Activities: See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</p> <p>Outcomes:</p> <p>Year 3: To identify what I am looking forward to when I move to my next class. To start to think about changes I will make next year and know how to go about this.</p> <p>Year 4: I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.</p>

Assessment Criteria							
Y3/4	Working Towards	Being Me in My World I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	Celebrating Difference (including anti-bullying) I can tell you about a conflict that I have witnessed or been involved with. I can tell you how a conflict that I have seen or been involved with made me feel.	Dreams and Goals I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good.	Healthy Me I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell.	Relationships I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me.	Changing Me (including Sex Education) I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies. I can tell you something I like and something that worries me about the idea of growing up.
	Working at ARE	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
	Working beyond	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.	I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.	I can analyse my learning strengths and use this to design clear steps to help me improve. I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.	I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.	I can describe fully the changes that take place inside/outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up. I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.
	Curricular Links	Working Towards	I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	Aspects covered in Cycle B I can tell you about my first impressions of someone. I can also give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.	Cycle B I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive	Cycle B I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.	Cycle B I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.
Y3/4	Working at ARE	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestion about how I might manage my feelings when changes happen.
	Working beyond AGE	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair. Link to mapping document Link to British Values coverage Link to SMSC coverage	I can explain how first impressions can be misleading. I can also appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.	I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having a greater chance of success.	I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.	I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.	I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.