



**EYFS - Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Personal, Social and Emotional Development ELG: Self-Regulation**

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

**ELG: Managing Self**

Children at the expected level of development will: - 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; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Building Relationships**

Children at the expected level of development will: - 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.

**Non- Negotiables**

- Each session will be relevant to 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	
	<a href="#">Being Me in My World</a>	<a href="#">Celebrating Difference (including anti-bullying)</a>	<a href="#">Dreams and Goals (can be extended into a whole school entrepreneurial event/garden party)</a>	<a href="#">Healthy Me</a>	<a href="#">Relationships</a>	<a href="#">Changing Me (including Sex Education)</a> <b>Be aware – some children are withdrawn from any lessons that go beyond the science Y1/2 curriculum</b>
Resources	Jigsaw Charter, Jigsaw Chime, ‘Calm’ pictures, ‘Calm Me’ script, Number cards, Jigsaw Jo, basket/bag, monster worries resource sheet, Responsibility PowerPoint, Jigsaw Jo’s bag of rewards, Jigsaw Song: Together as One’, picture cards, , ‘What Might Happen?’ PowerPoint, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, art materials, Whole School Learning Charter, , Learning Charter, Children’s pictures from last week, A4 paper,	Jigsaw Chime, ‘Calm Me’ script, Jigsaw song: There’s a Place, Spot the similarities pictures, Jigsaw Jo, Jigsaw Jo’s bag, Four photo cards of children, Four description cards, Shield templates, Difference shield templates, Scenario picture/description cards, Paper person chain template, PowerPoint story ‘Billy, Bella and B’, Jigsaw Friend, Birthday present template, Pair cards, Jigsaw Jo, 3D Trophy template	Jigsaw Jack, Jigsaw Chime, ‘Calm Me’ script, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, ‘Calm Me’ script, Success pictures, Treasure chest template, Jigsaw Jo’s Challenge PowerPoint, Jigsaw Song: ‘There’s a Place’, Book: ‘The Owl and the Pussy Cat’ by Edward Lear, Materials for the challenge: French numbers 1-20, Mandarin/Chinese numbers 1-10, Macarena dance moves, Card and colouring materials, Gentle music, Garden PowerPoint slides, Art materials/ modelling materials/ paints, Treasure chest boxes, Special objects, Dream birds, Treasure chest template	Jigsaw Chime, ‘Calm Me’ script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Jerrie Cat, Jigsaw Jo, Jigsaw Song: ‘Make a Good Decision’, PowerPoint slides, Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, A range of healthy food choices/ snack ingredients, Basic cookery equipment, Recipe cards, Happy Healthy Me Recipe templates, Optional: large pieces of paper for life-size child body outlines	Family game cards, Jigsaw Chime, ‘Calm Me’ script, ‘Welcome to Planet Zarg’ PowerPoint, My Jigsaw Learning PowerPoint slide, Jigsaw Jo, Jigsaw Jerrie Cat, Mixing bowl, post -it notes, wooden spoon, Happy Home recipe sheets, PowerPoint of different types of contact, , PowerPoint picture of children, ‘Mending Friendships’ chart, printed on A3 or displayed on whiteboard, Wrapped gift box, Jigsaw Jo, Picture of ‘good secret’ and ‘worry secret’, People cards, Flipchart paper, String, Coloured paper cut into triangular flag shapes,	Jigsaw Jack, Find your pair cards, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Song: A New Day, PowerPoint slides of seasonal changes , PowerPoint of lifecycle images, PowerPoint - young to old, Photos from home, Card leaf templates A4 size - one per child, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls’ and boys’ clothes including underwear and swim suits, Flip chart, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: ‘What about you?’, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions
Vocabulary	Worries, hopes, fear, belonging, rights, responsibilities, responsible, actions, praise, reward, consequences, positive, negative, choices,	Boys, Girls, Similarities, Differences, Assumptions, Shield, Stereotypes, Special, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Kindness, Fairness, Friends, Special, Unique, Value,	Proud, Success, Achievement, Goal, Realistic, Celebrate, Strengths, Persevere, Challenge, Difficult, Easy, Learning together, Partner, Team work, garden,	Healthy, Healthy choices, Lifestyle Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious,	Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings	Growing up, Old, Young, Lifecycle, Respect, Appearance, Physical, Changes, Life cycle, Baby, Adulthood Change, Baby, Toddler, Child, Teenage, Independent, Timeline, Freedom, Responsibilities, Adult, Grown up, Baby, Adult, Mature, Change, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, Private, Touch Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable Uncomfortable, New, Grow, Change, Feelings, Anxious Worried, Excited, Coping
Lesson 1	<b>Hopes and Fears for the Year</b> <b>Year 1:</b> To identify some of my hopes and fears for this year <b>Year 2:</b> To identify some of my hopes and fears for this year	<b>Boys and Girls</b> <b>Year 1/2</b> To begin to understand that sometimes people make assumptions about boys and girls (stereotypes) <b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a> <b>Children will know:</b>	<b>Goals to Success</b> <b>Year 1:</b> To be able to set simple goals <b>Year 2:</b> To be able to choose a realistic goal and think about how to achieve it. <b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a> <b>Children will know:</b>	<b>Being Healthy</b> <b>Year 1:</b> To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. <a href="#">(Links to science Aut 1)</a> <b>Year 2:</b> To know what I need to keep my body healthy <b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a>	<b>Families</b> <b>Year 1:</b> To identify the members of my family and understand that there are lots of different types of families. <b>Year 2:</b> To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	<b>Life cycles in Nature</b> <a href="#">(Link to science Sum 1)</a> <b>Year 1/ 2:</b> To recognise cycles of life in nature <b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a> <b>Children will know:</b>

	<p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can identify some of my hopes and fears for this year. I feel special and safe in my class</p> <p><b>Year 2:</b> I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help.</p> <p><b>British Values:</b> IL, MR</p>	<p><b>Year 1:</b> I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends</p> <p><b>Year 2:</b> I am starting 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.</p> <p><b>British Values:</b> IL, MR, T</p>	<p><b>Year 1:</b> I can set simple goals. I can tell you about a thing I do well.</p> <p><b>Year 2:</b> I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel.</p> <p><b>British Values:</b> IL</p>	<p><b>Children will know:</b></p> <p><b>Year 1:</b> 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.</p> <p><b>Year 2:</b> I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices.</p> <p><b>British Values:</b> IL</p>	<p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family.</p> <p><b>British Values:</b> D, IL, MR, T</p>	<p><b>Year 1/2:</b> I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this.</p> <p><b>British Values:</b> IL, MR</p>
Lesson 2	<p><b>Rights and Responsibilities</b></p> <p><b>Year 1/2:</b> To understand the rights and responsibilities for being a member of my class and school.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I know that I belong to my class. I understand the rights and responsibilities as a member of my class</p> <p><b>Year 2:</b> I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help.</p> <p><b>British Values:</b> D, RofL, IL, MR, T</p>	<p><b>Boys and Girls</b></p> <p><b>Year 1:</b> To identify differences between people in my class</p> <p><b>Year 2:</b> To begin to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can identify differences between people in my class. I can tell you some ways I am different from my friends.</p> <p><b>Year 2:</b> I am starting 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.</p> <p><b>British Values:</b> IL, MR, T</p>	<p><b>My Learning Strengths</b></p> <p><b>Year 1:</b> To set a goal and work out how to achieve it.</p> <p><b>Year 2:</b> To carry on trying (persevering) even when I find things difficult.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can set a goal and work out how to achieve it. I can tell you how I learn best.</p> <p><b>Year 2:</b> I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a learner.</p> <p><b>British Values:</b> IL, MR</p>	<p><b>Being Relaxed</b></p> <p><b>Year 1/2:</b> To be able to show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> 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.</p> <p><b>British Values:</b> IL</p>	<p><b>Keeping Safe – exploring physical contact</b></p> <p><b>Year 2:</b> To 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><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> 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. I know which types of physical contact I like and don't like and can talk about this.</p> <p><b>British Values:</b> RofL, IL, MR, T</p>	<p><b>Growing from young to old</b></p> <p><b>Year 1/2:</b> To explain about the natural process of growing from young to old and understand that this is not in my control.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> 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.</p> <p><b>British Values:</b> MR, T</p>
Lesson 3	<p><b>Rewards and Consequences</b></p> <p><b>Year 1:</b> To understand the rights and responsibilities for being a member of my class</p> <p><b>Year 2:</b> To understand the rights and responsibilities for being a member of my class.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn</p> <p><b>Year 2:</b> I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place</p> <p><b>British Values:</b> D, RofL, IL, MR, T</p>	<p><b>“Why does bullying happen?”</b></p> <p><b>Year 1:</b> To know what bullying is</p> <p><b>Year 2:</b> To understand that bullying is sometimes about difference</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can tell you what bullying is. I understand how being bullied might feel.</p> <p><b>Year 2:</b> I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels.</p> <p><b>British Values:</b> IL, MR, T</p>	<p><b>Learning With Others</b></p> <p><b>Year 1:</b> To understand how to work well with a partner.</p> <p><b>Year 2:</b> To recognise who I work well with and who it is more difficult for me to work with.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I understand how to work well with a partner. I can celebrate achievement with my partner.</p> <p><b>Year 2:</b> I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.</p> <p><b>British Values:</b> D, MR, T</p>	<p><b>Medicine Safety</b></p> <p><b>Year 1:</b> To understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p><b>Year 2:</b> To understand how medicines work in my body and how important it is to use them safely</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> 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><b>Year 2:</b> 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.</p> <p><b>British Values:</b> RofL, IL</p>	<p><b>Friends and Conflict</b></p> <p><b>Year 1/2:</b> To identify some of the things that cause conflict with my friends.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p> <p><b>British Values:</b> D, MR, T</p>	<p><b>The Changing Me</b></p> <p><b>Year 1:</b> To know how my body has changed since I was a baby.</p> <p><b>Year 2:</b> To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.</p> <p><b>Year 2:</b> I can 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><b>British Values:</b> IOL, MR</p>
Lesson 4	<p><b>Rewards and Consequences 2</b></p> <p><b>Year 1:</b> To be able to listen to other people</p> <p><b>Year 2:</b> To be able to listen to other people and contribute my own ideas about rewards and consequences.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I know my views are valued and can contribute to the Learning Charter.</p>	<p><b>Standing up for myself and others</b></p> <p><b>Year 1:</b> To know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p><b>Year 2:</b> To recognise what is right and wrong and know how to look after myself.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied</p>	<p><b>A Group Challenge – Puzzle Outcome Dream Birds</b></p> <p><b>Year 1:</b> To be able to tackle a new challenge and understand this might stretch my learning.</p> <p><b>Year 2:</b> To be able to work well in a group.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Year 2 challenge:</b> Dream Birds</p> <p><b>Children will know:</b></p>	<p><b>Health Eating</b></p> <p><b>Year 1/2:</b> To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>To have a healthy relationship with food and know which foods I enjoy the most.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p>	<p><b>Secrets</b></p> <p><b>Year 1/2:</b> To recognise and appreciate people who can help me in my family, my school and my community</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I 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><b>British Values:</b> RofL, IL, MR</p>	<p><b>Boys' and girls' bodies</b></p> <p><b>Year 1:</b> To identify the parts of the body that make boys different to girls (and can use the correct names for these: penis, testicles, vagina, vulva, anus)</p> <p><b>Year 2:</b> To recognise the physical differences between boys and girls, (use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private).</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p>

	<p>I recognise how it feels to be proud of an achievement</p> <p><b>Year 2:</b> I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place</p> <p><b>British Values: D, MR, T</b></p>	<p><b>Year 2:</b> I can 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</p> <p>I know how to get help if I am being bullied.</p> <p><b>British Values: MR, T</b></p>	<p><b>Year 1:</b> 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><b>Year 2:</b> I can work well in a group. I can work with others in a group to solve problems.</p> <p><b>British Values: D, RofL, MR, T</b></p>	<p><b>Year ½:</b> I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy</p> <p>I have a healthy relationship with food and know which foods I enjoy the most.</p> <p><b>British Values: IL</b></p>		<p><b>Year 1:</b> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I respect my body and understand which parts are private.</p> <p><b>Year 2:</b> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.</p> <p><b>British Values: RofL, IL, MR</b></p>
Lesson 5	<p><b>Our Learning Charter</b></p> <p><b>Year 1/2</b></p> <p>To understand how following the Learning Charter will help me and others learn.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2</b> I understand how following the Learning Charter will help me and others learn. I can work cooperatively.</p> <p><b>British Values: D, RofL, IL, MR, T</b></p>	<p><b>Gender Diversity</b></p> <p><b>Year ½:</b></p> <p>To understand that it is OK to be different from other people and to be friends with them.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2</b></p> <p><b>2:</b> I understand that it is OK to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different.</p> <p>I know how it feels to be a friend and have a friend.</p> <p><b>British Values: MR, T</b></p>	<p><b>Continuing our group challenge</b></p> <p><b>Year 1/2</b></p> <p>To explain some ways I worked well with my group.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p>Continue with challenges</p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I can tell you some ways I worked well with my group. I can tell you how I felt about working in my group.</p> <p><b>British Values: D, RofL, MR, T</b></p>	<p><b>Healthy Eating</b></p> <p><b>Year 1/2:</b> To know how to make some healthy snakes and explain how they are good for my body.</p> <p>To know how it feels to share healthy food with friends.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I know how to make some healthy snakes and explain how they are good for my body.</p> <p>I know how it feels to share healthy food with friends.</p> <p><b>British Values: IL</b></p>	<p><b>Trust and Appreciation</b></p> <p><b>Year ½</b> To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p> <p><b>British Values: IL, MR</b></p>	<p><b>Assertiveness</b></p> <p><b>Year 1/2:</b> To understand there are different types of touch and can tell you which ones I like and don't like.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.</p> <p><b>British Values: RofL, IL, MR</b></p>
Lesson 6	<p><b>Owning Our Learning Charter (Assessment opportunity)</b></p> <p><b>Year 1:</b> To understand my rights and responsibilities within our Learning Charter</p> <p><b>Year 2:</b> To recognise the choices I make and understand the consequences.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I understand my rights and responsibilities within our Learning Charter. I understand my choices in following the Learning Charter</p> <p><b>Year 2:</b> I can recognise the choices I make and understand the consequences. I am choosing to follow the Learning Charter.</p> <p><b>British Values: D, RofL, IL, MR, T</b></p>	<p><b>Celebrating difference and still being friends (Assessment opportunity)</b></p> <p><b>Year 1:</b> To explain some ways I am different from my friends.</p> <p><b>Year 2:</b> To explain some ways I am different from my friends</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p> <p><b>Year 2:</b> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p> <p><b>British Values: MR, T</b></p>	<p><b>Celebrating our achievement (Assessment opportunity)</b></p> <p><b>Year 1/2:</b> To know how to share success with other people.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1/2:</b> I know how to share success with other people. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.</p> <p><b>British Values: D, MR, T</b></p>	<p><b>Happy Healthy me</b></p> <p><b>Year ½</b> To know which foods to eat to give my body energy.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p>Year 2 - Healthy recipes challenge</p> <p><b>Children will know:</b></p> <p><b>Year ½</b> I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body</p> <p><b>British Values: IL, MR</b></p>	<p><b>Celebrating special relationships (Assessment opportunity)</b></p> <p><b>Year 1:</b> To explain why I appreciate someone who is special to me</p> <p><b>Year 2:</b> To express my appreciation for the people in my special relationships.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p>Year 1 challenge: balloons</p> <p>Year 2 challenge</p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p> <p><b>Year 2:</b> I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.</p> <p><b>British Values: MR, T</b></p>	<p><b>Looking Ahead (Assessment opportunity)</b></p> <p><b>Year 1:</b> To explain about changes that have happened in my life.</p> <p><b>Year 2:</b> To identify what I am looking forward to when I move to my next class.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Children will know:</b></p> <p><b>Year 1:</b> I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <p><b>Year 2:</b> 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 when I am in Year 3 and know how to go about this.</p> <p><b>British Values: IL, MR</b></p>

**Assessment Criteria**

	<b>Being Me in My World</b>	<b>Celebrating Difference (including anti-bullying)</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me (including Sex Education)</b>
<b>Working Towards</b>	I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.	I can name some differences and similarities between me and other people in my class. I can give a reason why a friend is special to me.	I can tell you what I did to help my group create an end product. I can say how I felt about working in a group.	I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy.	When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.	I can tell you how I am different now to when I was a baby and say 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. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.
<b>Working at ARE</b>	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.
<b>Working beyond AGE</b>	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.	I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.	I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.	I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body. I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.	I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.
<b>Curricular Links</b>	<a href="#">Link to mapping document</a> <a href="#">Link to British Values coverage</a> <a href="#">Link to SMSC coverage</a>					