



 **St. Thomas'**  
CofE PRIMARY ACADEMY  
*Learning for life with Jesus*



PSHE / RSE Learning Journey  
2025/ 2026

# RSE Intent, Implementation and Impact

## Learning for life with Jesus

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with skills and aspirations to reach their full potential in mind, body, heart and spirit.

### Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject, is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.

Children at St Thomas' leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Thomas' Relationships and Sex Education (RSE) learning journey is for children to develop positive relationships, that are fundamental to our ethos and being a happy, safe and caring school, prepare for the wider world beyond primary school: a world in which they can keep themselves safe and healthy and thrive with the support of the positive relationships they forge with those around them. RSE has a key part to play in the personal, social, moral and spiritual development of young people.

Our RSE lead in school is Mrs J Ashton

### Implementation

St Thomas' RSE Learning journey combines the aspects of statutory relationship education and non-statutory sex education in a spiral based curriculum. RSE is taught as explicit lessons through the PSHE and science curriculums but it is also embedded in other areas of the curriculum and day to day life of the school. In Y1-Y6 PSHE, RSE is specifically covered in the PSHE units 'Relationships' and 'Changing Me' and in science 'Animals Including Humans' and 'Living Things and Their Habitats'. For children in Nursery and Reception, this unit will follow the guidance of the EYFS PSED prime area.

RSE is taught for 1 hour each week in the final summer half-term of each year. For identified lessons linked to puberty and human reproduction, children in mixed classes will be taught their correct age unit lessons. In KS2 classes, children will be taught separately as boys and girls, due to the sensitive content and so that the staff member is able to spend more time on specific topics, e.g. menstruation for girls. In these identified lessons, there will also be 2 members of staff in each room. This is so that one member of staff is able to teach the lesson and the second member of staff is able to facilitate and answer questions where they arise.

As with all PSHE units, each new unit of learning is introduced through a 'Know, Want, Learnt' KWL grid to check the current knowledge and understanding of the topic. At this point, pupils are also asked what they would like to learn about within the broader topic. Children are then introduced to the key knowledge which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. Following this, the Class Charter should also be shared and discussed with the children. During the lesson, activities are differentiated where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. At the end of each unit of learning, children will add to their initial KWL grid with new knowledge and understanding in the *Learnt* column, this will feed into future planning.

In PSHE, work is recorded through the use of class floorbooks. This may be in the form of photographs, quotes from children, drawings and written work.

### Impact

In addition to the outcomes shown on our curriculum tree, the specific personal, social and health impact of the St Thomas' RSE Learning Journey is that children will:

- Demonstrate confidence and awareness about sex and relationships in an independent and safe way
- Have a good understanding about safety and risks in relationships
- Be prepared for the physical and emotional changes they undergo during puberty
- Prepare learners for the challenges, opportunities, and responsibilities of adult life

We continuously assess the implementation and impact of our RSE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future. This is carried out through staff voice and training, pupil voice, parent consultations of RSE materials and planning scrutinies by the RSE lead. Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. In PSHE, there is no summative assessment.

# PSHE Intent, Implementation and Impact

## Learning for life with Jesus

Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with skills and aspirations to reach their full potential in mind, body, heart and spirit.

### Intent

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills are progressive as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.

Children at St Thomas' leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences, which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Thomas' Personal, Social and Health Education (PSHE) learning journey is first and foremost to maximise the outcomes for every child by equipping them with the knowledge of how to make healthy choices, become independent and responsible members of society and to have the confidence to give their opinion on many moral, social and cultural issues that they may come across during their life. As a school, we strive to provide our children with many opportunities for them to learn about human rights and responsibilities, to appreciate what it means to be a member of our diverse society and to make a positive contribution to school life and the wider community.

Our PSHE lead in school is Mrs J Ashton

### Implementation

St Thomas' PSHE Learning journey combines the aspects of Personal, Social and Health education. Throughout the journey from nursery to Year 6, we follow a spiral curriculum to ensure progression of knowledge and skills on 6 key topics which are each taught for a half-term. At the start of each half-term, an assembly will introduce the theme of each topic for the school.

The PSHE units focus on 6 key areas

- Being Me
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

PSHE is taught for 1 hour each week, each new unit of learning is introduced through a mind map to check the current knowledge and understanding of the topic. At this point, pupils are also asked what they would like to learn about within the broader topic. Children are then introduced to the key knowledge which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. Following this, the Class Charter should also be shared and discussed with the children. During the lesson, activities are differentiated where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. At the end of each unit of learning, children will add to their initial mind map with new knowledge and understanding, this will feed into future planning.

In PSHE, work is recorded through the use of class floorbooks. This may be in the form of photographs, quotes from children, drawings and written work.

### Impact

In addition to the outcomes shown on our curriculum tree, the specific personal, social and health impact of the St Thomas' PSHE Learning Journey is that children will have the ability to develop:

- Happy and positive relationships
- Empathy and compassion
- The confidence to make the most of their abilities
- Value and respect of diversity
- Respect for others' rights to their own values and beliefs
- Evaluation (and appropriate challenge) of the opinions and arguments of others
- Leadership and presentation skills
- Strategies for managing influence
- Enterprise skills and attributes
- Skills for employability (aspiration, communication, creativity, goal setting)
- Taking positive risks

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. In PSHE, there is no summative assessment.

## PSHE Whole School Overview

	Autumn Term		Spring Term		Summer Term	
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Nursery</b>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Reception</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles - animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Year 1</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Year 2</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings	Exercise Fitness Challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen. Being aware of how my choices affect others Awareness of how other children have	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

			Simple budgeting		different lives Expressing appreciation for family and friends	
<b>Year 3</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Year 4</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Year 5</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, Difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliment	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Year 6</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education



# Whole School Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being Me in my World</b>	<p>I understand how it feels to belong and that we are similar and different</p> <p>I can start to manage my feelings</p> <p>I enjoy working with others.</p> <p>I understand why it is good to be kind.</p> <p>I am starting to understand children's rights.</p> <p>I am learning what being responsible means</p>	<p>I understand my rights and responsibilities in my class.</p> <p>I know my views are valued.</p> <p>I can recognise the choices I make and understand the consequences</p>	<p>I can identify some of my hopes and fears for this year.</p> <p>I understand my rights and responsibilities in my class.</p> <p>I can listen to other people and contribute my own ideas.</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p>I recognise my worth and can identify positive things about myself.</p> <p>I can set personal goals.</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I understand why rules are needed.</p> <p>I understand that my actions affect myself and others.</p> <p>I can make responsible choices.</p> <p>I understand my actions affect others and try to see things from their points of view</p>	<p>I know my attitudes and actions make a difference to others.</p> <p>I understand who is in my school community , the roles they play and how I fit in.</p> <p>I understand how democracy works.</p> <p>I understand that my actions affect myself and others.</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>I can face new challenges and set personal goals.</p> <p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I can make choices about my own behaviour.</p> <p>I understand how an individual's behaviour can impact others.</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p>	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know that there are universal rights for all children.</p> <p>I understand that my actions affect other people locally and globally</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand how an individual's behaviour can impact on a group.</p> <p>I understand how democracy and having a voice benefits everyone.</p>
<b>Celebrating difference</b>	<p>I can identify something I am good at and understand everyone is good at different things</p> <p>I understand that being different makes us all special.</p> <p>I know we are all different but the same in some ways.</p> <p>I can tell you why I think my home is special to me.</p> <p>I can tell you how to be a kind friend.</p> <p>I know which words to</p>	<p>I can identify similarities and differences between people in my class.</p> <p>I can tell you what bullying is.</p> <p>I know who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p> <p>I can tell you some ways I am different from my friends.</p>	<p>I am starting to understand stereotypes.</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself .</p> <p>I understand that it is OK to be different from other people.</p>	<p>I understand that everybody's family is different.</p> <p>I understand that differences and conflicts sometimes happen.</p> <p>I know what it means to be a witness.</p> <p>I recognise that some words are used in hurtful ways</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were</p>	<p>I understand that, sometimes, we make assumptions.</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on.</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can identify what is special and unique about me.</p> <p>I can tell you a time when my first impression of someone</p>	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I understand what racism is.</p> <p>I understand bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I can compare my life with people in the developing world.</p> <p>I can understand a different culture from</p>	<p>I understand there are different perceptions of 'normal'.</p> <p>I understand how being different could affect someone's life.</p> <p>I can explain the ways that someone can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I can explain ways in which difference can be</p>

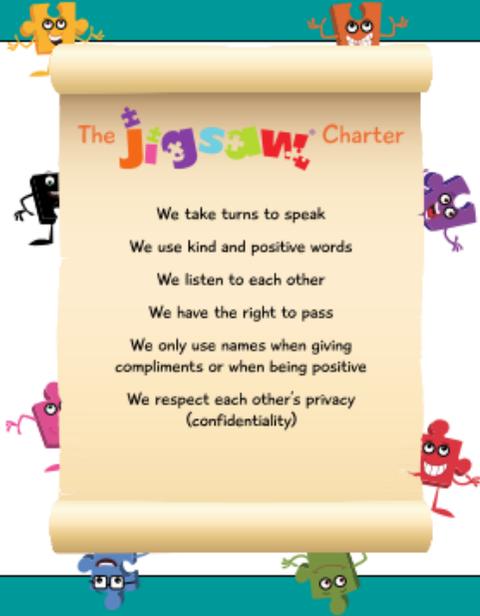
	use to stand up for myself.				changed.	my own.	a source of conflict and a cause for celebration.
<b>Dreams and Goals</b>	<p>I understand that if I persevere I can tackle challenges.</p> <p>I can tell you about a time I didn't give up.</p> <p>I can set a goal and work towards it.</p> <p>can use kind words.</p> <p>I understand the link between what I learn now and the job I might like to do when I'm older.</p> <p>I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>I can set simple goals.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p> <p>I can identify things which make it more difficult to achieve my challenge and can work out how to overcome them.</p> <p>I can tell you how I felt when I succeeded in a new challenge.</p>	<p>I can choose a realistic goal and think about how to achieve it.</p> <p>I carry on trying (persevering) even when I find things difficult.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with .</p> <p>I can work well in a group.</p> <p>I can tell you some ways I worked well with my group.</p> <p>I know how to share success with other people .</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>I can identify a dream/ambition that is important to me.</p> <p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I am motivated and enthusiastic about achieving our new challenge.</p> <p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p>	<p>I can tell you about some of my hopes and dreams.</p> <p>I understand that sometimes hopes and dreams do not come true and that this can hurt.</p> <p>I know that reflecting on positive and happy experiences can help me to counteract disappointment.</p> <p>I know how to make a new plan and set new goals.</p> <p>I know how to work out the steps I need to achieve a goal.</p> <p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>I understand that I will need money to help me achieve some of my dreams.</p> <p>I know about a range of jobs and have explored how much people earn in different jobs</p> <p>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>I can describe the dreams and goals of young people in a culture different to mine.</p> <p>I understand that communicating with someone in a different culture means we can learn from each other.</p> <p>I can encourage my peers to meet their aspirations, and suggest ways we might do this.</p>	<p>I know my strengths and can set challenging but realistic goals.</p> <p>I can work out the steps I need to take to reach my goal and understand how to motivate myself to work on these</p> <p>I can identify problems in the world that concern me and talk to other people about them.</p> <p>I can work with other people to help make the world a better place.</p> <p>I know what some people in my class like or admire about me and can accept their praise.</p>
<b>Healthy Me</b>	<p>I understand that I need exercise to keep my body healthy.</p> <p>I understand how moving and resting are good for my body</p> <p>I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p>I know how to help myself go to sleep and understand why sleep is good for me.</p> <p>I can wash my hands thoroughly and understand why this is important.</p> <p>I know what a stranger</p>	<p>I understand the difference between being healthy and unhealthy.</p> <p>I know how to make healthy lifestyle choices.</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly.</p> <p>I understand that medicines can help me</p>	<p>I know what I need to keep my body healthy .</p> <p>I understand what relaxed means. I understand how medicines work in my body and how important it is to use them safely.</p> <p>I know which foods my body needs every day to keep me healthy.</p> <p>I can make some healthy snacks and explain why they are good for my body. I can decide which foods to</p>	<p>I understand how exercise affects my body and why my heart and lungs are so important.</p> <p>I know that what I put into my body will affect my health.</p> <p>I can tell you my knowledge and attitude towards drugs</p> <p>I can identify things, people and places that I need to keep safe from.</p> <p>I can tell you some strategies for keeping myself safe.</p> <p>I can identify when something feels safe or</p>	<p>I recognise how different friendship groups are formed.</p> <p>I understand there are people who take on the roles of leaders or followers in a group. I know the role I take on in different situations.</p> <p>I understand the facts about smoking and its effects on health.</p> <p>I understand the facts about alcohol and its effects on health, particularly the liver.</p> <p>I can recognise when people are putting me under pressure and can</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol.</p> <p>I know how to help in emergency situations.</p> <p>I understand how the media, social media and celebrity culture promotes certain body types.</p> <p>I can describe the different roles food can play in people's lives and can explain how</p>	<p>I can take responsibility for my health and make choices that benefit my health and well-being</p> <p>I know about different types of drugs, their uses and their effects on the body.</p> <p>I understand that some people can be exploited.</p> <p>I know why some people join gangs and the risks this involves.</p> <p>I understand what it means to be emotionally well and people's attitudes towards mental health.</p>

	<p>is and how to stay safe if a stranger approaches me</p>	<p>if I feel poorly and I know how to use them safely.</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>eat to give my body energy.</p>	<p>unsafe.</p> <p>I understand how complex my body is and how important it is to take care of it</p>	<p>explain ways to resist this when I want.</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong.</p>	<p>people can develop eating problems.</p> <p>I know what makes a healthy and happy lifestyle.</p>	<p>I can recognise stress and the triggers that cause this. I understand how stress can cause drug and alcohol misuse.</p>
<b>Relationships</b>	<p>I can identify some of the jobs I do in my family and how I belong. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends.</p> <p>I am starting to understand the impact of unkind words. I can use Calm Me time to manage my feelings. I know how to be a good friend.</p>	<p>I can identify the members of my family and that all families are different. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends.</p> <p>I know who can help me. I can recognise my qualities as a person and a friend I can tell you why I appreciate someone who is special to me.</p>	<p>I can decide which foods to eat to give my body energy. I understand that there are lots of forms of physical contact and that some are acceptable and some are not.</p> <p>I can identify some of the things that cause conflict. I understand that sometimes it is good to keep a secret and sometimes it is not good. I recognise and appreciate people who can help me. I can express my appreciation for the people in my special relationships</p>	<p>I can identify the roles and responsibilities of each member of my family. I can identify and put into practice some of the skills of friendship. I know and can use some strategies for keeping myself safe online.</p> <p>I can explain how other people around the world help and influence my life.</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family.</p>	<p>I can recognise situations which can cause jealousy. I can identify someone I love and can express why they are special to me.</p> <p>I can tell you about someone I know that I no longer see. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I understand what having a boyfriend/ girlfriend might mean. I know how to show love and appreciation to the people and animals who are special to me</p>	<p>I have an accurate picture of who I am. I understand that belonging to an online community can have positive and negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can recognise when I am spending too much time using devices. I can explain how to stay safe when using technology to communicate with my friends</p>	<p>I know that it is important to take care of my mental health I know how to take care of my mental health I understand that there are different stages of grief. I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family</p>
<b>Changing Me</b>	<p>I can name parts of the body.</p> <p>I can tell you some things I can do to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I</p>	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p>	<p>I can recognise cycles of life in nature</p> <p>I can tell you about the natural process of growing and understand that this is not in my control.</p> <p>I can recognise how my body has changed since</p>	<p>I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby</p> <p>I understand how babies grow and develop</p>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I can correctly label</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking</p>	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking</p>

	<p>feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>I can share my memories of the best bits of this year in Reception.</p>	<p>I can tell you how my body has changed since I was a baby.</p> <p>I can identify and name the parts of the body that make boys different to girls. (penis, testicles, vagina, vulva, anus)</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I can tell you about changes that have happened in my life</p>	<p>I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise and name the physical differences between boys and girls. (penis, anus, testicles, vagina, vulva)</p> <p>I appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>in the mother's uterus.</p> <p>I understand what a baby needs to live and grow.</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process. and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I can start to recognise stereotypical ideas. I can identify what I am looking forward to when I move to my next class</p>	<p>the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can identify what I am looking forward to when I move to a new class</p>	<p>after yourself physically and emotionally.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>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.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>I can identify what I am looking forward to when I move to my next class.</p>	<p>after yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>
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# Adaptive Teaching Strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> <li>• Alternative methods of recording (talking tins, laptops, creative tasks)</li> <li>• Differentiated tasks</li> <li>• Visual supports</li> <li>• Word banks</li> <li>• Pre-teaching of vocabulary</li> <li>• Teaching of key skills</li> <li>• Coloured overlays</li> <li>• Timers and chunked activities</li> <li>• Use of practical apparatus</li> <li>• Sit close to the board</li> <li>• Allow extra time</li> </ul>	<ul style="list-style-type: none"> <li>• Talking tins</li> <li>• Pre-teaching language</li> <li>• Visuals to support</li> <li>• Social stories</li> <li>• Now/Next</li> <li>• Increased focus on Oracy and developing talk opportunities</li> <li>• Thinking time</li> <li>• Explicit instructions</li> <li>• Makaton signs</li> <li>• Steps to success (one task at a time)</li> </ul>	<ul style="list-style-type: none"> <li>• Brain and movement breaks</li> <li>• Calmbrain</li> <li>• Reward time</li> <li>• Reflection areas (weighted blankets)</li> <li>• Sensory/fidget toys</li> <li>• Sit near to the teacher</li> <li>• Steps to success (one task at a time)</li> <li>• Peer buddies</li> </ul>	<ul style="list-style-type: none"> <li>• Own learning space (workstation)</li> <li>• Brain breaks</li> <li>• Appropriate seating</li> <li>• Fidget toys</li> <li>• Adapted resources (scissors, rulers etc)</li> <li>• Sloping board</li> <li>• Alternative methods of recording</li> <li>• Wobble cushions</li> <li>• Chew buddies</li> <li>• Pencil grips/sloping boards</li> </ul>

Being Me in My World			
THREE KEY QUESTIONS			
1) How can we make sure that we are all safe/happy/learning in school?	2) What makes you unique?	3) What does happy, sad, cross and excited look like?	
VOCABULARY	JIGSAW LESSON RESOURCES	LESSON RULES	
<p><b>Unique</b> - One of a kind.</p> <p><b>Rights</b> - Belong to every person.</p> <p><b>Rules</b> - How to be good.</p>	 <p>'Jigsaw Jenie' is one of the Jiggies (Jigsaw pieces) who belongs to Nursery and Reception. Jenie comes to all our PSHE lessons.</p>  <p>Hello I'm Jigsaw Jenie</p>  <p>The Jigsaw chime – brings mindfulness to our lessons.</p>	 <p><b>The Jigsaw! Charter</b></p> <ul style="list-style-type: none"> <li>We take turns to speak</li> <li>We use kind and positive words</li> <li>We listen to each other</li> <li>We have the right to pass</li> <li>We only use names when giving compliments or when being positive</li> <li>We respect each other's privacy (confidentiality)</li> </ul>	
LEARN HOW TO			
Understand how it feels to belong somewhere and someone.	Recognise how I am feeling and to manage my responses.	Understand that we can be similar and enjoy the same things.	To accept that some people look and think differently to us.

### FUN FACT

Your smile is infectious. Try smiling at someone, it is nearly impossible for them not to smile back at you! 😊

### Gospel Value:

**Forgiveness** - To be considerate in the choices we make and how they could affect others

## Celebrating Differences

### THREE KEY QUESTIONS

1) Can you name something you are good at?

2) What words could you use to invite others to join your games?

3) What do we say at The Priory to bullies? 'Stop it, I...'

### VOCABULARY

**Same** – look alike, nothing different  
**Different** – not the same as another or each other  
**Celebrate** -happy day or event to recognise something.  
**Bully** – Someone who repeats unwanted words or behaviours on another person

### Reflecting upon Jigsaw lessons



Jigsaw 'Jerrie Cat' would like you to 'pause' and say something kind to someone. **That's a nice... Oh I like how you...**

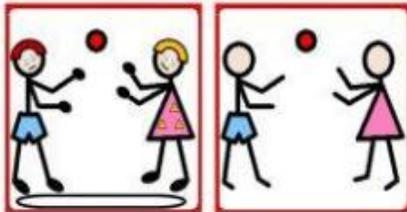
'Jigsaw Jenie' wants to know all about you. Can you name 5 things that make you and your family special?



The Jigsaw chime – brings mindfulness to our lessons. Close your eyes and say out loud 'Stop it, I don't like it, if you do it again I will tell someone!'



#### Spot the Difference



### LEARN HOW TO

Accept that everyone is different.

Include others when working and playing.

Help, if someone is being bullied.

Use kind words when speaking to adults and friends.

### FUN FACT

Not one person in this World is exactly the same as another! 😊

### Gospel Value:

**Trust**- To be grateful to God for being a special human being that is unique and trust in his plan for us.

## Dreams and Goals

### THREE KEY QUESTIONS

How do you keep trying even when it is difficult?

What have you done this term that makes you feel proud?

What job might you like to do when you are older?

### VOCABULARY

**Persevere** – To keep going, never give up.  
**Goal** – To have a plan to achieve something.  
**Challenge** – To do something that you find mentally and physically hard.  
**Proud** – Feeling very satisfied with your efforts or results.



- Choose something you want to get better at.
- What will help you achieve your goal?
- How will you know you have reached your goal?

How to plan your goal!

### Reflecting upon Jigsaw lessons



'Jigsaw Jenie' wants you to practise saying to friends:

- Well done for...
- I like the way you...
- You are good at...



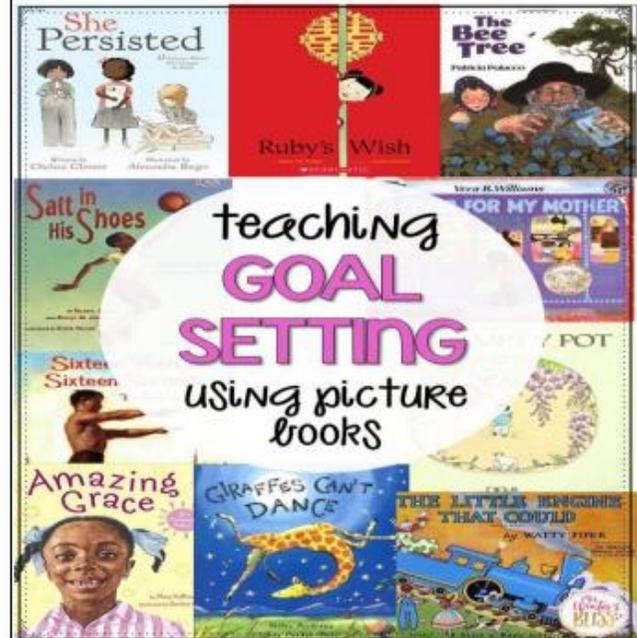
Jigsaw 'Jerrie Cat' would like you to 'pause' and tell him one new skill you hope to achieve this week



The Jigsaw chime – brings mindfulness to our lessons.

Can you name three things you learnt in school this week?

### Book suggestions



### LEARN HOW TO

Persevere and tackle challenges

Set a goal and work towards it

Use kind words to encourage people

Be proud of my efforts in achieving a goal

### FUN Quote

May your hopes and dreams be bigger than your fears! 😊

### Gospel Value:

**Celebration** - To be celebratethe new year and what we can do.

Healthy Me			
THREE KEY QUESTIONS			
Why is sleep good for you?	Why is it important to wash your hands thoroughly?	What do you say and do if a stranger approaches you?	
VOCABULARY	Reflecting upon Jigsaw lessons	Healthy Choices	
<p><b>Healthy</b> – good physically or mentally  <b>Rest</b> – allow to be inactive in order to regain strength or health  <b>Stranger</b> – a person who you do not know  <b>Uncomfortable</b> - causing a feeling of pain or worry</p> 	 <p>'Jigsaw Jenie' wants you to practise:</p> <p>Step away, yell "No!" if a stranger makes you feel uncomfortable.</p>  <p>Hello I'm Jigsaw Jenie</p>  <p>The Jigsaw chime – brings mindfulness to our lessons.</p> <p>Can you name three things you eat that are healthy?</p>	<p><b>Kid's Healthy Eating Plate</b></p>  <p>© 2015, Harvard T.H. Chan School of Public Health</p>	
LEARN HOW TO...			
Exercise to keep my body healthy	Understand how moving and resting are good for my body	Know which foods are healthy and not so healthy and can make healthy eating choices	Help myself go to sleep and understand why sleep is good for me

**FUN Quote**

**Early to bed, early to rise, makes you healthy, fit and wise!**

**Gospel Value:**

*Intentional and Prophetic*- To plan to live a healthy life by eating the right foods and exercising.

# Relationships

## THREE KEY QUESTIONS

What helpful jobs do you do for your family?

What is a good friend?

Can you think of ways to stay friends?

### VOCABULARY



### Books About Friendship

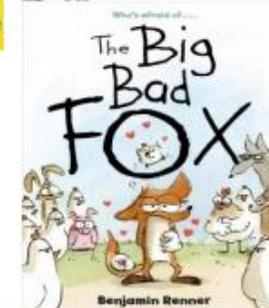
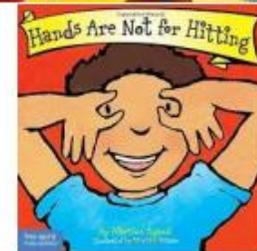
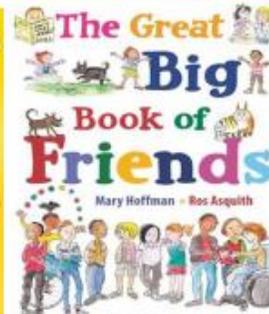
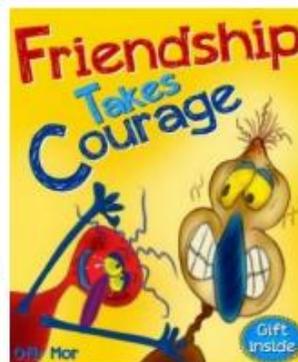


### How to calm down

**Friendship** - being friends with someone special

**Promises** - telling someone that you will do something and not change your mind

**Relationship** - the way in which two or more people or things are connected



➡ Turn that Frown Upside Down



➡ Blow Out the Birthday Candle



➡ Throw Away the Angry Ball



 <b>The Flash</b> DC Universe "Life doesn't give us purpose. We give life purpose."	 <b>Olaf</b> Frozen "Some people are worth melting for."	 <b>Merida</b> Brave "Our fate lives within us, you only have to be brave enough to see it."	 <b>Spongebob SquarePants</b> "I'm ready! I'm ready! I'm ready!"
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## LEARN HOW TO...

How to make friends to stop myself from feeling lonely

Understand the impact of unkind words

Use 'Calm Me' time to manage my feelings

### FUN Quote

😊 Friends are the special people that make your smile get bigger! 😊

### Gospel Value:

*Compassionate and Loving*- To show kindness to our friends.

# Changing Me

## THREE KEY QUESTIONS

How do you feel about moving to Year 1?

What have been the best bits about Reception?

Are there anything worries you want to talk about?



### Vocabulary



### Books

### Parts of the Body

#### LIFE STAGES



**Newborn**  
a baby that was just born



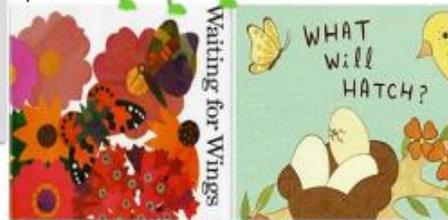
**Baby**  
from birth to 1 year old



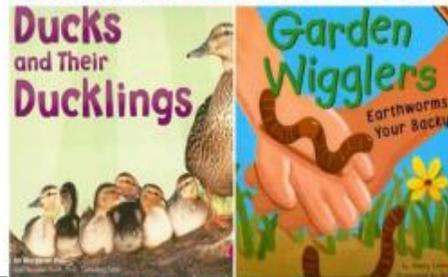
**Toddler**  
between 12 months and 2-3 years old.



**Child**  
someone younger than a teenager



#### BOOKS ABOUT LIFE CYCLES



**Pre-teen**  
10-12 years old



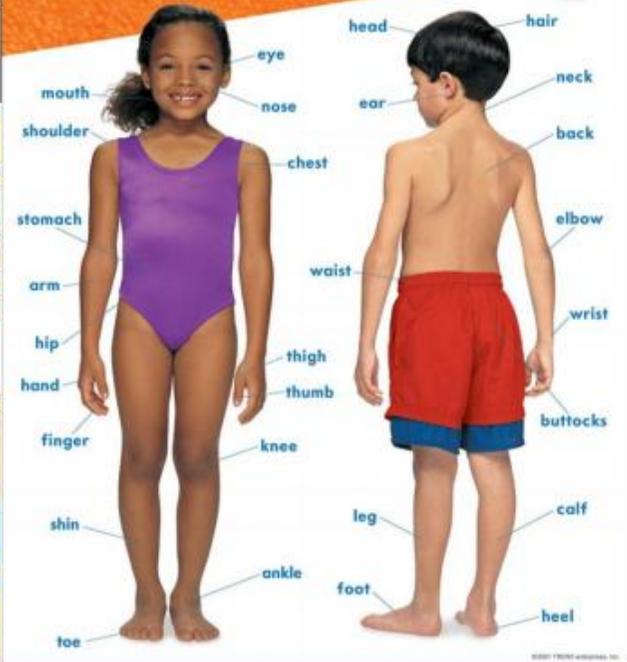
**Teenager**  
13-19 years old



**Adult**  
over the age of 19



**Elderly**  
60+ years old



#### LEARN HOW TO...

Understand that we all grow from babies to adults

Tell of some things you can do and foods you can eat to be healthy

Name parts of the body

#### FUN Quote

😊 Let your smile change the World! 😊 Every day, smile like a ray of sunshine! 😊

#### Gospel Value:

**Curious and Active-** To be curious about the way our bodies change and to actively look after ourselves.

## Being Me in My World

### THREE KEY QUESTIONS

Should we have consequences for people who choose not to be kind, or to listen, or make it hard for others to learn?

How do we stay safe in school?

What rights do we have in school?

### VOCABULARY

- Safe** Not in danger or in harm.
- Belonging** To feel happy or comfortable
- Rights** Is morally correct or honourable.
- Responsibilities** Something you are expected to do.
- Rewards** Something that is given in return for good.
- Consequences** A result of an unwanted or unpleasant act.



Be Kind



Be Safe



Be Responsible



Jigsaw 'Jerrie Cat' is used in our PSHE lessons. When he shows his paws, we 'pause' to reflect.

'Jigsaw Jack' is one of the Jiggies (Jigsaw pieces) who belongs to Year 1. Jack attends to all our PSHE lessons.

Hello  
I'm Jigsaw Jack



The Jigsaw chime – brings mindfulness to our lessons.

### LESSON RULES

#### The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### LEARN HOW TO

Explain why my class is a happy and safe place to learn.

Give different examples where I or others make my class happy and safe.

### FUN FACT

Everyone has the right to be safe, happy and healthy! 😊 Spread the word!

### Gospel Value:

*Attentive and Discerning*- To be considerate in the choices we make and how they could affect others.

**Celebrating Differences**

**THREE KEY QUESTIONS**

What is 'bullying'?

What do I do about bullying?

How do you make new friends?

**VOCABULARY**

**Reflecting upon Jigsaw lessons**

**Book suggestions**

- **Different**      Not the same as something or someone else
- **Individual**      To be separate.
- **Special**      Not the usual, better than.
- **Talent**      Natural skill.

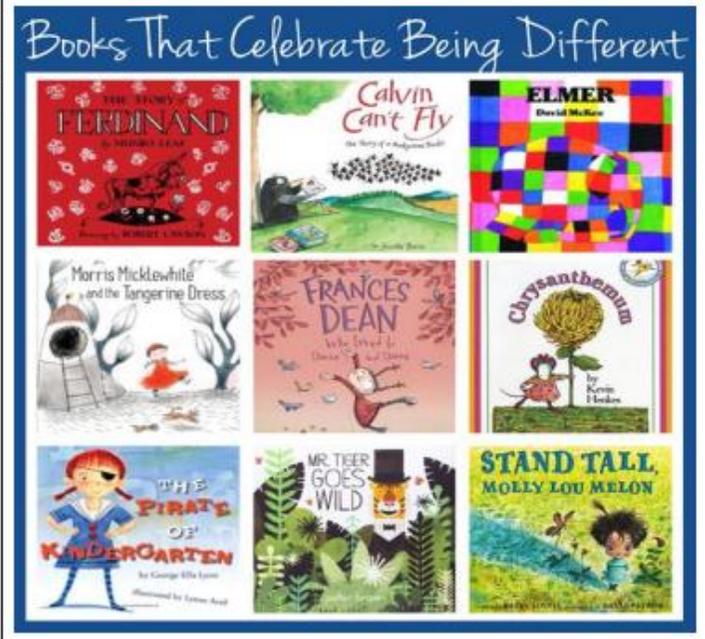


Jigsaw 'Jerrie Cat' is used in our PSHE lessons. Pause for a moment and say 3 kind words you have used today

'Jigsaw Jack' would like you to name 3 things that are the same about you and a special friend



The Jigsaw chime – say out loud 'Stop it, I don't like it, if you do it again I will tell someone!'



**LEARN HOW TO**

Know how to give and receive compliments.

Accept that everyone is different.

Include others when working and playing.

Know how to help if someone is being bullied.

**FUN FACT**

**Bullying is not cool to have in school! Tell someone if you see bullying!**

**Gospel Value:**

*Grateful and Generous*- To be grateful to God for being a special human being that is unique.

## Dreams and Goals

### THREE KEY QUESTIONS

What is your goal?  
What would like to get better at?

How do you learn best?

How do you know you have reached your goal?

#### VOCABULARY

- **Succeed**      achieve a goal.
- **Partnership**      work together to achieve a goal.
- **Obstacles**      something that gets in the way.
- **Positive attitude**      believing that you will succeed.



#### Reflecting upon Jigsaw lessons



Jigsaw 'Jerrie Cat' is used in our PSHE lessons. Jerrie wants you to pause and think of something you do well.

'Jigsaw Jack' would like you to say how you feel when you are faced with a new challenge.

Hello  
I'm Jigsaw Jack.



The Jigsaw chime – helps us be mindful. What can you do today to help you achieve your goal?



#### Book suggestions



What feelings of success are in your internal treasure chest?



#### LEARN HOW TO

Stay motivated when doing something challenging.

Overcome Obstacles.

Work well with a partner.

Fun quote

If you believe you can achieve, you will! 😊

#### Gospel Value:

*Faith-filled and Hopeful*- To be hopeful for the new year and what we can achieve.

# Healthy Me

## THREE KEY QUESTIONS

What is a healthy lifestyle?

What healthy activity can make you happy?

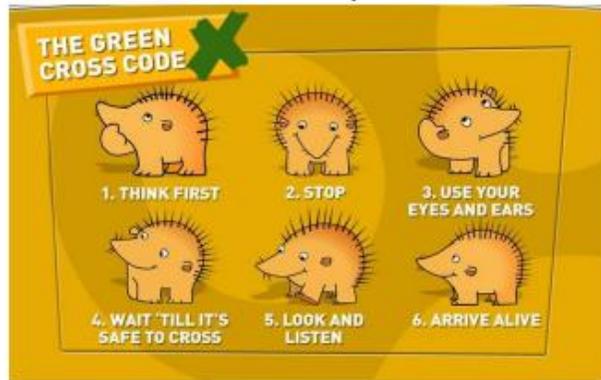
Who can you tell if something worries you?

### VOCABULARY

**Lifestyle –** the way in which a person lives.

**Disease –** Something that causes illness

**Illness –** Sickness affecting the body or mind



### Reflecting upon Jigsaw lessons

Jigsaw 'Jerrie Cat' is used in our PSHE lessons. Jerrie wants you to pause and name 3 types of fruit and vegetables

'Jigsaw Jack' would like you to say the Green Cross Code

Hello I'm Jigsaw Jack

The Jigsaw chime – helps us be mindful. Close your eyes and imagine yourself lying in the park. What sounds can you hear?

### Making Healthy Choices

**My Health**  
Eat healthy.

Take a bath.

Get plenty of sleep.

Exercise regularly.

How many healthy activities have you done today?

## LEARN HOW TO

Know how to keep myself clean and healthy, and understand how germs cause disease/illness

Keep safe when crossing the road, and about people who can help me to stay safe

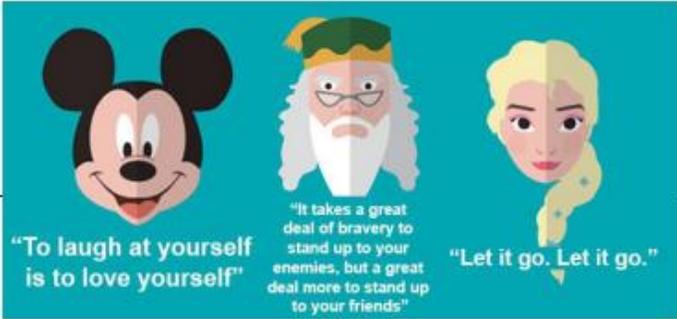
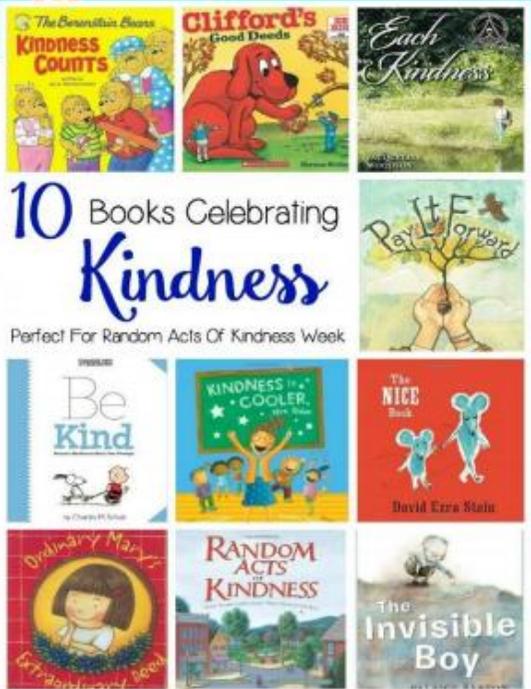
Know that all household products including medicines can be harmful if not used properly

### Fun quote

An apple a day helps you work, rest and play! 😊

### Gospel Value:

*Intentional and Prophetic*- To plan to live a healthy life by eating the right foods and exercising.

Relationships		
THREE KEY QUESTIONS		
Who is important to you?	How do you look after family members?	How do you show someone you love them?
<p><b>VOCABULARY</b></p> <p><b>Acceptable behaviour</b> Behaviour that is acceptable to everyone present</p> <p><b>Community</b> a group of people living or working together</p> <p><b>Appreciate</b> recognize the true meaning of someone or something</p>  <p>"To laugh at yourself is to love yourself"</p> <p>"It takes a great deal of bravery to stand up to your enemies, but a great deal more to stand up to your friends"</p> <p>"Let it go. Let it go."</p>	<p><b>Calm Down Toolkit</b></p> <p>I Can <b>calm down</b> When I have BIG emotions...</p> <ol style="list-style-type: none"> <li>I can go for a walk.</li> <li>I can push the wall.</li> <li>I can count my breaths.</li> <li>I can think happy thoughts.</li> <li>I can trace my hand.</li> <li>I can hug a toy.</li> <li>I can ask for help.</li> </ol>	<p><b>Kindness books</b></p>  <p>10 Books Celebrating Kindness</p> <p>Perfect For Random Acts Of Kindness Week</p>
LEARN HOW TO		
Identify the members of my family and understand that there are lots of different types of families	Identify what being a good friend means to me	Know appropriate ways of physical contact to greet my friends and know which ways I prefer

**FUN FACT**

😊 A good friend is like a sunny day – spreading brightness all around 😊

**Gospel Value:**

*Compassionate and Loving*- To be kind, compassionate and loving to our friends and family.

# Changing Me

## THREE KEY QUESTIONS

Can you tell me some things about you that have changed and some things about you that have stayed the same?

What changes have happened in your life?

What new things have you learned in Year 1?



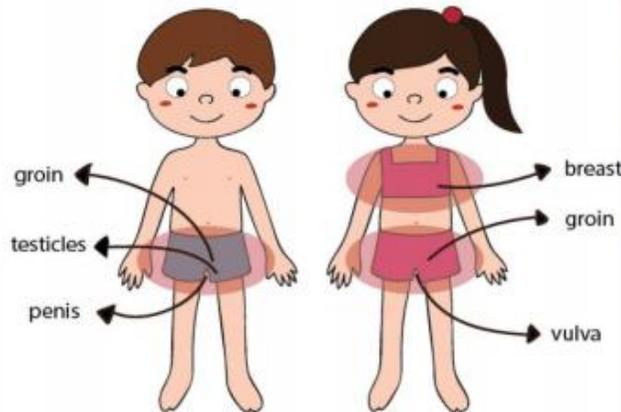
### VOCABULARY

### Growing Up!

### Lifecycle Books



What are private body parts?



## stages of life

As we get older, we grow and change in many ways. We go through different stages of life.

- \* Childhood
- \* Adolescence
- \* Adulthood
- \* Old age



## LEARN HOW TO

Understand the life cycles of animals and humans

Tell how my body has changed since being a baby

Understand that there are parts of your body that are private

### FUN FACT

☺ A dream is a wish your heart makes, when you're fast asleep ☺ Walt Disney

### Gospel Value:

*Curious and Active*- To be curious about the way our bodies change and to actively look after ourselves.

## Being Me in My World

### THREE KEY QUESTIONS

Does every behaviour have a consequence?

How can we make the Learning Charter work in our class?

Why is it important to be responsible?

### VOCABULARY

<b>Co-operate</b>	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
<b>Problem-solving</b>	The process of finding solutions to problems.
<b>Positive</b>	Full of hope and confidence, or giving reason for hope and confidence.
<b>Negative</b>	Expressing no. A negative sentence or phrase is one that contains a word such as "not", "no", "never", or "nothing".
<b>Consequences</b>	A result of a particular action or situation, often one that is bad or not convenient.



### JIGSAW LESSON RESOURCES



Jigsaw 'Jerrie Cat' is used in our PSHE lessons. When he shows his paws, we 'pause' to reflect.

'Jigsaw Jo' is one of the Jiggies (Jigsaw pieces) who belongs to Year 2. Jo attends to all our PSHE lessons.



The Jigsaw chime – brings mindfulness to our lessons.

### LESSON RULES

**Before Making a Choice, Ask Yourself...**



### LEARN HOW TO

Explain why my behaviour can impact on other people in my class.

Compare my own and my friends' choices and can express why some choices are better than others.

### FUN FACTS



To make a friend, you must first be friendly!



Smiling, kind words and kind hands=friendship!



### Gospel Value:

*Attentive and Discerning*- To be considerate in the choices we make and how they could affect others.

# Celebrating Differences

## THREE KEY QUESTIONS

Why does bullying happen?

How do you include others when working and playing?

What is a compliment?

### VOCABULARY

### Reflecting on our lessons

### Book ideas

**By-stander**

- Someone who watches but doesn't help.

**Gender**

- Boy, girl, man, woman.

**Race**

- Where in the world someone is from.

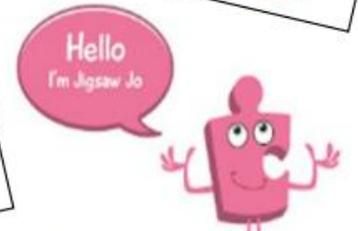
**Religion**

- The faith someone worships.

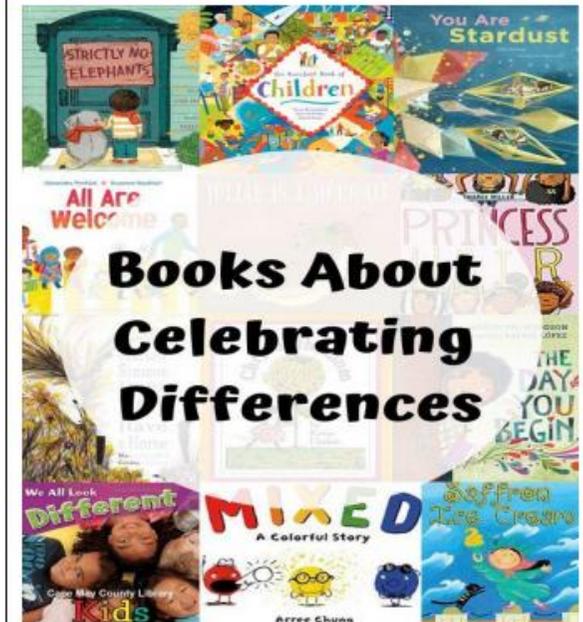


Jigsaw 'Jerrie Cat' wants you to pause and say 'Stop it, I don't like it, if you do it again I will tell someone'

'Jigsaw Jo' says always get help and tell an adult if someone is being bullied! It is not ok to be a by-stander



The Jigsaw chime – Close your eyes and think of things you and your friends like to do together



## Books About Celebrating Differences

### LEARN HOW TO

Describe how someone who is bullied feels

Understand we shouldn't judge people if they are different.

### FUN Quotes

😊 What makes you different makes you beautiful. 😊 Every flower opens when it is the right time for it. 😊

### Gospel Value:

*Grateful and Generous*- To be grateful to God for being a special human being that is unique.

## Dreams and Goals

### THREE KEY QUESTIONS

How does teamwork help you learn?

What have you achieved so far in Year 2?

What has your teacher said you need to improve in maths or literacy?

### VOCABULARY

- Persevere** Never giving up.
- Realistic goal** Something that is possible to achieve.
- Teamwork** Working in a group with different roles to achieve one goal.
- Personal strengths** Skills that you are particularly good at.



### Reflecting on our lessons



Jigsaw 'Jerrie Cat' wants you to tell him something you have achieved this week and say how that makes me feel

'Jigsaw Jo' asks if you can name 3 of your personal strengths as a learner

Hello I'm Jigsaw Jo

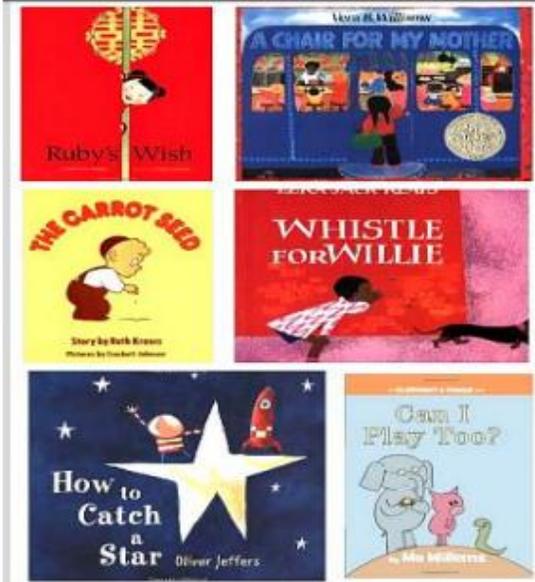


The Jigsaw chime – Close your eyes and think of yourself doing your dream job



### Book ideas

#### Children's Books about Perseverance



### LEARN HOW TO

Stay motivated when doing something challenging.

Work well in a group.

#### FUN Quotes

☺ Every day is a new day to hope and dream and try again ☺

#### Gospel Value:

*Faith-filled and Hopeful* - To be hopeful for the new year and what we can achieve.

# Healthy Me

## THREE KEY QUESTIONS

Why do we need food?

Why is too much sugar unhealthy?

Where should medicines be kept?

### VOCABULARY

- Relaxed** Be looser/less tense.
- Medicines** Treatment or prevention of disease
- Healthy snacks** a small amount of food that is good for you, to be eaten between meals.
- Motivate** a reason for doing something



### Reflecting on our lessons



Jigsaw 'Jerrie Cat' wants you to tell him 3 things you can do to stay healthy

'Jigsaw Jo' asks 'What motivates you to exercise and choose healthy snacks?'



The Jigsaw chime mindfulness challenge – lie down, close your eyes and count to ten, take a deep breath and get up again



### Healthy ideas

Healthy Me

I eat HEALTHY foods.

Circle the foods that are good for your body.

### LEARN HOW TO

Know what I need to keep my body healthy.

Decide which foods to eat to give my body energy.

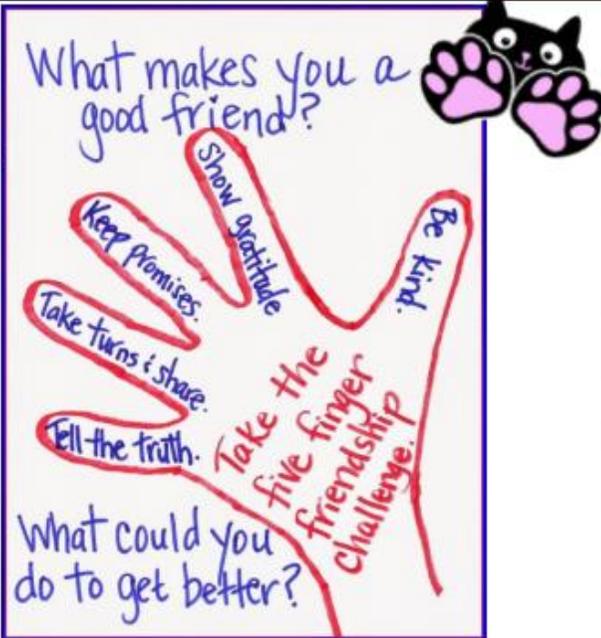
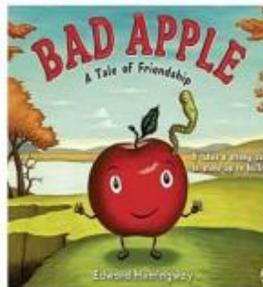
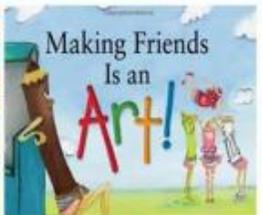
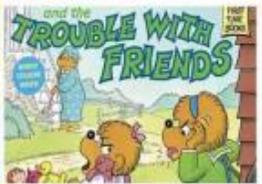
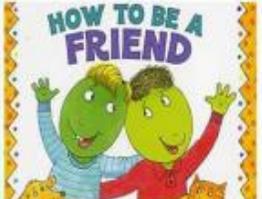
Know the importance of medicines and to use them safely.

### FUN Quotes

Feed your mind and soul! 😊 Good food always equals a good mood! 😊

### Gospel Value:

*Intentional and Prophetic*- To plan to live a healthy life by eating the right foods and exercising.

Relationships		
THREE KEY QUESTIONS		
When is it good to keep a secret?	Who can help me in my family, my school and my community?	How do you express appreciation for the people in your special relationships?
VOCABULARY	Reflecting on our lessons	Friendship Books
<p><b>Special relationships</b> being friends (or friendly) in a friendship.</p> <p><b>Secret</b> something that is kept or meant to be kept unknown or unseen by others</p> <p><b>Cooperate</b> working closely together</p>   	<p>What makes you a good friend?</p>   <p>What could you do to get better?</p>	    
LEARN HOW TO		
Know why it is important to share and cooperate	Understand physical contact within a family and that some of this is acceptable and some is not	Identify some of the things that cause conflict with friends

**FUN Quotes**

☺ 'A good friend helps you get up when you fall and dries your tears with laughter' ☺

**Gospel Value:**

*Compassionate and Loving*- To be kind and loving towards our friends.

# Changing Me

## THREE KEY QUESTIONS

What changes have happened to you this year?

Can you name 6 parts of the body?

How do you like to be comforted when you are upset?

### VOCABULARY

**Maturing**

Growing up and getting older

**Independent**

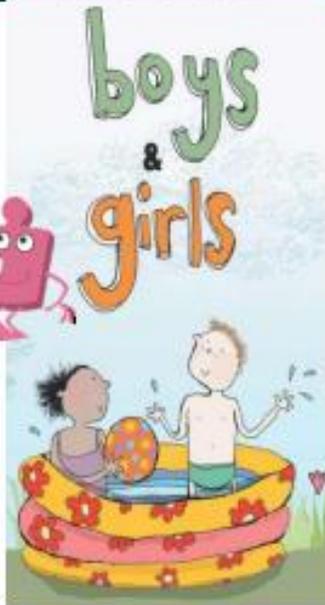
Being able to do things without help

**Gender**

Being a male (boys) or female (girl)



### Reflect on the differences...



### The different stages of maturity



These pictures show the stages you go through as you grow from a baby into an adult.

Which of these stages are you at now?



### LEARN HOW TO

Recognise cycles of life in nature

The natural process of growing from young to old and understand that this is not in my control

Recognise the physical differences between boys and girls, use the correct names for parts of the body

### FUN Quotes

😊 Even when you grow up, you will always be your parent or carer's child 😊

### Gospel Value:

*Curious and Active*- To be curious about the way our bodies change and to actively look after ourselves.

## Being Me in My World

### THREE KEY QUESTIONS

Do you know how and when you learn the best?

Why is it important to feel valued/ that we belong?

What rights do we have in school?

#### VOCABULARY

<b>Acknowledge</b>	To accept, admit, or recognise something, or the truth or existence of something.
<b>Affirm</b>	To state something as true. To publicly show your support for an opinion or idea.
<b>Solution</b>	The answer to a problem.
<b>Fairness</b>	The quality of treating people equally or in a way that is right or reasonable.
<b>Personal goal</b>	Set by an individual to achieve objectives that will 'better' themselves.
<b>Co-operate</b>	To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do.
<b>Valued</b>	Useful and important.

#### JIGSAW RESOURCES



Jigsaw 'Jerrie Cat' is used in our PSHE lessons. When he shows his paws, we 'pause' to reflect.

'Jigsaw Jino' is one of the Jiggies (Jigsaw pieces) who belongs to Year 3. Jino attends to all our PSHE lessons.

Hello I'm Jigsaw Jino



The Jigsaw chime – brings mindfulness to our lessons.



#### FUN FACTS

You can't talk and listen at the same time!

#### ACTIVITY

Can you copy these facial expressions?



#### LEARN HOW TO

Recognise how my behaviour can affect how others feel and behave.

Understand why it is important to have rules and how that helps me and others in my class learn.

Explain why it is important to feel valued.

#### Gospel Value:

*Attentive and Discerning*- To be considerate in the choices we make and how they could affect others.

# Celebrating Difference

## THREE KEY QUESTIONS

Who is in your family?

How do you calm yourself down if you are cross?

How would you help solve a bullying situation?

### VOCABULARY

### Jigsaw reflections

### Suggested books about families

- Family** Those who belong to you
- Parent/carer** Someone who is legally responsible for your care
- Adopt** Legally (by law) have someone's child and bring it up as one's own
- Conflict** a serious disagreement



Jigsaw 'Jerrie Cat' says 'Stop it, I don't like it, if you do it again I will tell someone!'

'Jigsaw Jino' wants you to name 5 words (adjectives) that describes how it feels to be bullied.

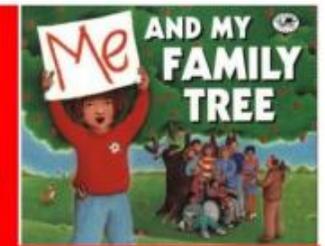
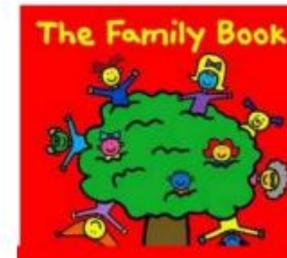
Hello I'm Jigsaw Jino



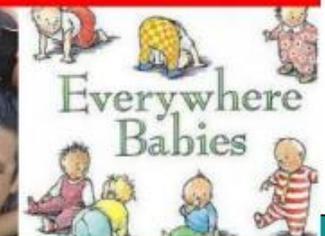
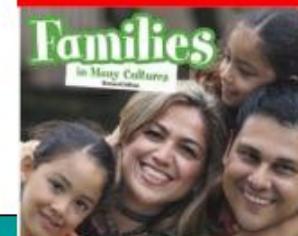
The Jigsaw chime – eyes closed and remember a time when words caused upset. How did this get resolved?



Can you write a book about your family?



### BOOKS ABOUT FAMILIES



### LEARN HOW TO...

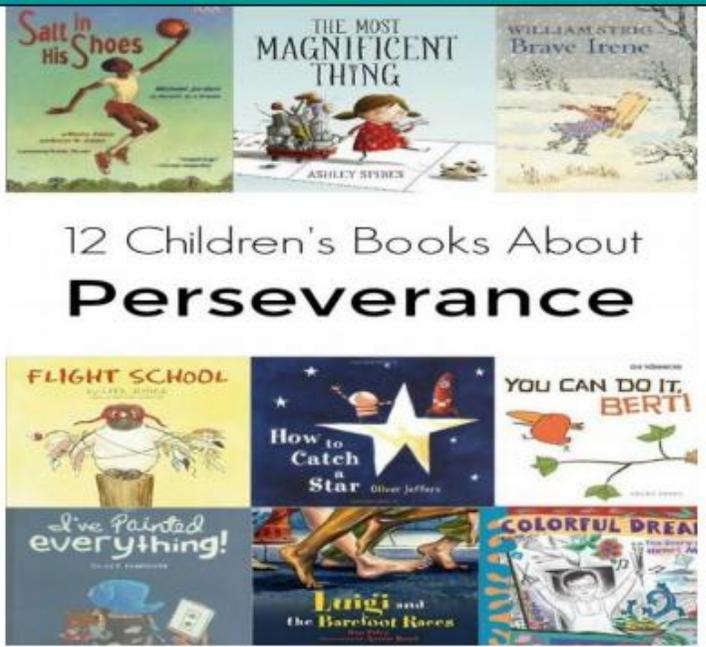
Understand that everybody's family is different and important to them

Recognise differences and conflicts sometimes happen among family members

Know what it means to be a witness to bullying

### Gospel Value:

*Grateful and Generous*- To be grateful to God for being a special human being that is unique.

Dreams and Goals		
THREE KEY QUESTIONS		
What is your learning goal this year?	Who can help you achieve your goal?	What will you do if there are obstacles in your way?
VOCABULARY	Jigsaw reflections	Suggested books
<p><b>Learning challenges</b> describes moving from the unknown to understanding something.</p> <p><b>Ambition</b> desire and determination to achieve success.</p> <p><b>Motivated</b> a reason for doing something.</p> <p><b>Achievement</b> something done successfully with effort, skill, or courage.</p> 	 <p><b>Jigsaw 'Jerrie Cat'</b> says pause when things get tough - count to 3 and try, try, try again!</p> <p><b>'Jigsaw Jino'</b> wants you to recognise and manage the feelings of frustration when you find something.</p>  <p><b>The Jigsaw chime</b> – eyes closed and imagine how you will feel when you achieve your dream/ambition.</p> 	 <p>12 Children's Books About Perseverance</p>
LEARN HOW TO...		
Identify a dream/ambition that is important to me.	Accept new learning challenges and work out the best ways to achieve them.	Recognise obstacles which might hinder my achievement and can take steps to overcome them.

**FUN Quote**

You can never fail if you don't stop trying! 😊

**Gospel Value:**  
*Faith-filled and Hopeful*- To be filled with faith and hope for the new year.

# Healthy Me

## THREE KEY QUESTIONS

Where do you feel safe?

Who can you go to for help if you feel unsafe?

What types of foods should we avoid in large amounts?

### VOCABULARY



**Fitness** - the condition of being physically fit and healthy.

**Drugs** - a medicine or other substance which affects the body

**Calories** - A calorie is a unit of energy.

**Organs** - Parts of the body with a specific vital function.



### Jigsaw reflections



Jigsaw 'Jerrie Cat' says pause and feel your heart beating. Is it fast or slow?

'Jigsaw Jino' wants you to look around you and identify 3 things that could cause you harm if you weren't careful.



The Jigsaw chime - eyes closed and imagine 3 healthy fruit or vegetables that are not the same colour



### Healthy Exercises



## LEARN HOW TO...

Understand how exercise affects my body and know why my heart and lungs are such important organs

Know that the number of calories, fat and sugar I put into my body will affect my health

Identify things, people and places that can keep me safe from harm

### Gospel Value:

*Intentional and Prophetic* - To intentionally live a healthy life and look after our bodies.

# Relationships

## THREE KEY QUESTIONS

What strategy do you use to keep you safe online?

What do you feel is the most important thing about friendship?

What do you do each day to help family at home and friends at school?

### VOCABULARY

Hello I'm Jigsaw Jim



**Responsibilities** something you are required to do as part of a job

**Strategies** a plan of action designed to achieve a long-term or overall aim.

**Negotiate** try to reach an agreement



### Jigsaw reflections

#### 6 Internet Safety Tips Every Kid Should Know

- 1 **Keep Your Passwords Secret**  
Except from Parents.
- 2 **Don't Talk to Strangers**  
Only talk to people you've met in person.
- 3 **Don't Give out Your Phone #**  
Unless a parent says it's okay.
- 4 **Close and Tell an Adult**  
When you see something bad online.
- 5 **Ask Before you Download**  
Or Your Computer Could get Sick.
- 6 **Only Say/Share Nice Things**  
Always Be Kind!

PlanningPlaytime.com

### What have you helped your friend find?

Good friends help you to find important things when you have lost them...your smile, your hope, and your courage.



### LEARN HOW TO...

Identify the roles and responsibilities of each member of my family

Identify and put into practice some of the skills of friendship. For example taking turns and being a good listener

Know and can use some strategies for keeping myself safe online

### FUN Quote

Friends are like stars, you don't always see them, but you know they are there when times get dark

### Gospel Value:

*Learned and Wise*- To be wise and identify when something online is not correct and know what action you should take.

# Changing Me

## THREE KEY QUESTIONS

Can you name something only adults can do?

What can you do now that you couldn't do as a baby?

What would your dream job be?

### VOCABULARY



**Womb** The **womb** (uterus) is a pear-shaped organ where a baby is carried during pregnancy.

**Conception** the action of creating a child

**ova** An egg produced by a woman

**Stereotypes** idea of what a person should do, look-like or act like?



### Jigsaw reflections

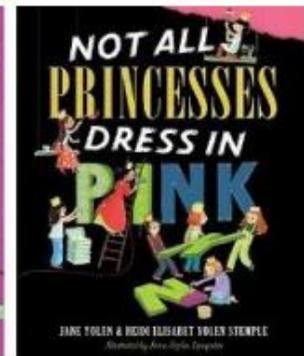
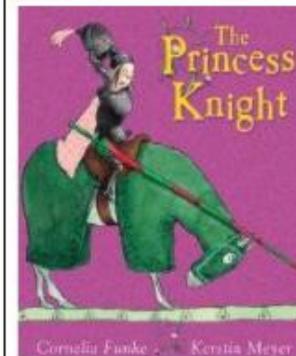
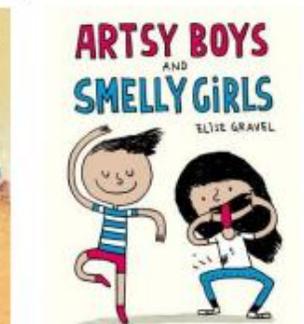
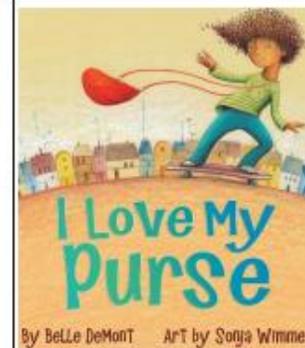
We have been learning to challenge stereotypes!

Can you answer the following question? Why do you think this?

Are some toys only for boys and some for girls?



### Books that challenge stereotyping



### LEARN HOW TO...

Recognise and can explain changes to my body

Identify and name parts of boys and girls bodies

Explain where and how human babies grow

### FUN Quote

☺ Why fit in when you were born to stand out! ☺ Dr Seuss

### Gospel Value:

*Curious and Active*- To be curious about the way our bodies change and to actively look after ourselves.

## Being Me in My World

### THREE KEY QUESTIONS

How can we make sure everyone feels valued and included in our class team?

Is one member of the school community more important than anyone else?

How do you feel about democracy in this school?

### VOCABULARY

### JIGSAW RESOURCES

### ACTIVITY

<b>Included</b>	To have or contain as a part.
<b>Excluded</b>	To prevent someone or something from entering a place or taking part in an activity.
<b>Democracy</b>	"Rule by the people."
<b>Democratic</b>	Relating to or supporting democracy or its principles
<b>Authority</b>	The power or right to give orders, make decisions, and enforce obedience.
<b>Contribution</b>	Something that you contribute or do to help produce or achieve something together with other people, or to help make something successful.
<b>UN Convention on Rights of Child</b>	UNCRC, is the basis of all of Unicef's work. It applies to all children and young people under 18. Its aim is to recognise the rights of children and young people and ensure that they grow up in the spirit of <b>peace, dignity, tolerance, freedom, equality and solidarity.</b>



Jigsaw 'Jerrie Cat' is used in our PSHE lessons. When he shows his paws, we 'pause' to reflect.

'Jigsaw Jaz' is one of the Jiggies (Jigsaw pieces) who belongs to Year 4. Jaz attends to all our PSHE lessons.

**YOUR VOICE MATTERS.**

Hello I'm Jigsaw Jaz

The Jigsaw chime – brings mindfulness to our lessons.



**How are we a Democracy in school?**

Something to **think** about

**FUN FACT** When you talk, you repeat something you already know! Only when you listen, can you learn something new!

Listen And Learn

### LEARN HOW TO

Recognise why being listened to and listening to others is important in my school community.

Understand why being democratic is important and can help me and others feel valued

### Gospel Value:

**Attentive and Discerning-** To be considerate in the choices we make and how they could affect others.

# Celebrating Differences

## THREE KEY QUESTIONS

How would you solve a bullying situation?

Why do you think people bully others?

How would you describe your character?

### VOCABULARY



**Influence**

To have an effect on the character or behaviour of someone.



**Bullying behaviour**

Repeatedly picking on someone using words, actions or ignoring them.

**Impression**

An idea, feeling, or opinion about someone/something.

**Tolerance**

The willingness to accept opinions of others.

**Origin**

Where someone comes from.



### Jigsaw resources



Jigsaw 'Jerrie Cat' wants you to tell of a time your first impression of someone changed

'Jigsaw Jaz' asks you to complete the anti-bullying sentence 'Stop it, ...'



The Jigsaw chime – to reflect upon a time you helped someone who was being bullied, what did you do?



### Activity



Can you draw and label your family tree?  
Do you know the origin of your family?

Family Quote

*Family is where life begins and love never ends*

## LEARN HOW TO

Identify what is special about you and value the ways in which you are unique.

Spot bullying and to know what to do if you think it is going on.

### Gospel Value:

*Grateful and Generous*- To be grateful to God for being a special human being that is unique.

## Dreams and Goals

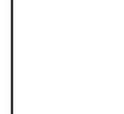
### THREE KEY QUESTIONS

What are your hopes and dreams?

How do you cope with disappointment?

What helps you to keep a positive attitude?

### VOCABULARY

-  **Positive attitude** - an optimistic mindset that focuses on the good.
-  **Disappointment** - sadness or displeasure caused by the non-fulfilment of one's hopes or expectations.
-  **Resilience** - the capacity to recover quickly from difficulties; toughness.

### Building Resilience in Kids



Family Quote

With a new day, comes renewed strength and thoughts! 😊

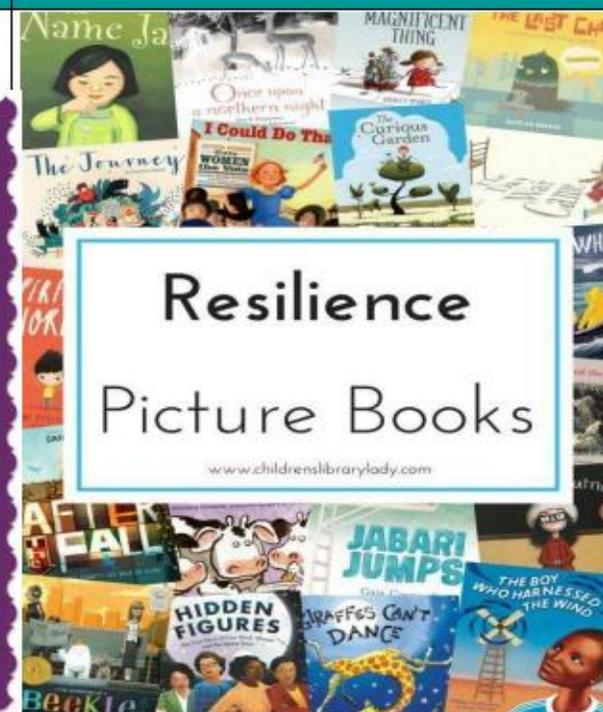
### Jigsaw reflections



Remember you are good enough  
 Everyone is different  
 Stop comparing yourself  
 Individuality rocks 🌱  
 Learn something new daily  
 Involve yourself in what you love doing  
 Enjoy things that make you happy  
 Not everyone can be 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>  
 Care about yourself and others  
 Expect that some days won't be great

[www.easypeasykids.com.au](http://www.easypeasykids.com.au)

### Suggested books



### LEARN HOW TO

Stay motivated when doing something challenging.

Work well with a partner or in a group.

Help others to achieve their goals.

### Gospel Value:

*Faith-filled and Hopeful*- To be filled with faith and hope for the new year.

# Healthy Me

## THREE KEY QUESTIONS

Have you ever felt embarrassed?

How do you resist peer pressure?

How many different groups of friends do you have?

### VOCABULARY

### Jigsaw reflections

### Can you try some yoga poses?



- Peer pressure** Being influenced to follow the words and actions of peers
- Anxiety** A feeling of worry, nervousness, or unease
- Assertive** Having or showing a confident and forceful personality.
- Inadequacy** Inability to deal with a situation or with life.

Hello I'm Jigsaw Jaz

'Jigsaw Jaz' wants you tell of healthy ways of dealing with stress. How can you relax?

Jigsaw 'Jerrie Cat' says pause and think of a time your friends wanted you to join in with something you didn't want to do.

The Jigsaw chime – eyes closed and imagine leading a game in the playground, being assertive.



## LEARN HOW TO...

Recognise how different friendship groups are formed, how I fit into them and the friends I value the most.

Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations.

Understand the facts about smoking and alcohol, their effects on health, and also some of the reasons some people start to smoke or drink.

### FUN Quote

Health is real wealth, not pieces of gold or silver! Mahatma Gandhi

### Gospel Value:

*Intentional and Prophetic*- To intentionally live a healthy life and look after our bodies.

# Relationships

## THREE KEY QUESTIONS

Who do you love? Why are they special to you?

Is there anyone you can remember that you no longer see?

How do you solve problems with friends?

### VOCABULARY



- Jealousy** upset because someone seems interested in another person
- Compromise** an agreement or settlement of a dispute
- Pressure** persuade someone into doing something
- Couples** two people who choose to be together



### Jigsaw reflections

**Whole Body Listening**

I am proud when I use Whole Body Listening!

### Book suggestions

**10 kids books on grief**

### LEARN HOW TO

Recognise situations which can cause jealousy in relationships

Know how to make new friends and how to manage when I fall out with my friend

Understand that boyfriend/girlfriend relationships are personal and special

Relationships Quote

*Good friends are never apart, maybe in distance but never in heart ☺*

### Gospel Value:

**Compassionate and Loving-** To be compassionate towards others and their needs; love and support friends in difficult times.

# Changing Me

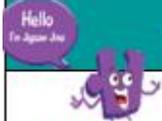
## THREE KEY QUESTIONS

What are you made from?

How does a girl's body get ready to have babies?

How long does a baby take inside its' mother to get ready to be born?

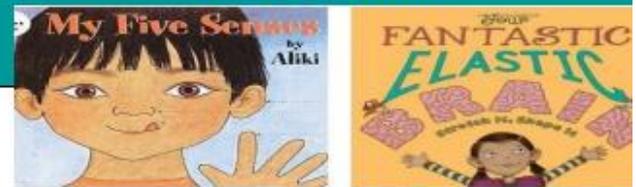
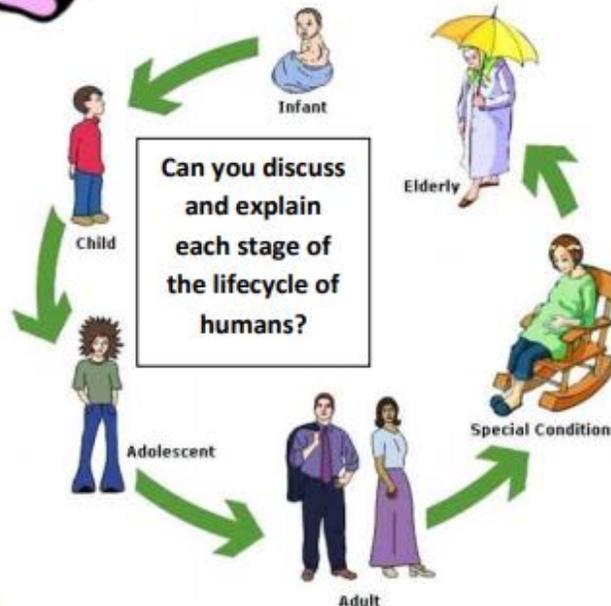
### VOCABULARY



- Menstruation** Having **periods** (releasing an egg that is shed each month if not fertilised)
- Puberty** Physical (body and mind) changes that happen when children become adults
- Egg and sperm** An egg and sperm joins together to make a baby



### Jigsaw reflections



THE BEST BOOKS FOR LEARNING ABOUT THE BODY  
ChildLedLife.com



### LEARN HOW TO...

Identify changes that have been and may continue to be outside of my control that I learnt to accept

Explain how the circle of change works and can apply it to changes I want to make in my life

Correctly label the internal and external parts of male and female bodies that are necessary for making a baby

### FUN Quote

☺ Your body hears everything your mind says, so always use kind words to yourself ☺

### Gospel Value:

*Curious and Active*- To be curious about the way our bodies change and to actively look after ourselves.

Being me in my world

THREE KEY QUESTIONS

What new challenges will I face this year?

What are my responsibilities as a citizen and as a Year 5 pupil?

How does my behaviour affect others?

VOCABULARY

Reflecting on our lessons

Our Learning Charter

**Education-** a right for all to learn

**Motivation-** reason for acting in a particular way

**Citizen-** an inhabitant of a particular place

**Conflict-** a disagreement

**Prejudice-** preconceived opinion not based on fact or reason

**Collaboration-** working together



LEARN HOW TO

-Compare my life with other people who live in a different country

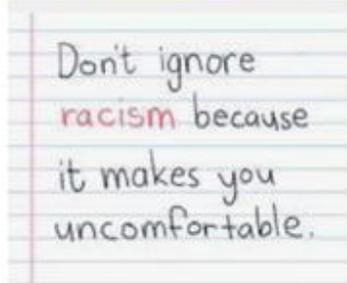
-Explain how the actions of one person can affect others

FUN Quote

Being myself is what got me to who I am! 😊

Gospel Value:

*Attentive and Discerning-* To be discerning in the choices we make and how they could affect others.

Celebrating Difference		
THREE KEY QUESTIONS		
How are we different?	What is cyber bullying?	Does money matter?
VOCABULARY	Reflecting on our lessons	What can I do?
<p><b>Racism-</b> prejudice or discrimination against an individual because of their race or ethnic group</p> <p><b>Culture-</b> Ideas, customs and social behaviour of a particular group</p> <p><b>Difference-</b> a point or way in which people are different</p> <p><b>Homophobic-</b> A dislike of people who are gay</p> <p><b>Developing world-</b> Countries who have a low living standard because of low income and a high population</p>		 
LEARN HOW TO		
<p>-Explain the difference between direct and indirect bullying</p> <p>-Offer strategies to deal with circumstances of bullying</p>	<p>-Explain why racism and other forms of bullying are unkind</p> <p>-Express how I feel about discriminatory behaviour</p>	

**FUN Quote**

Rules for life: see the person, notice the differences and celebrate them! 🌍

**Gospel Value:**

*Grateful and Generous-* To be grateful to God for the variety and people and generous in the way we include everyone.

Dreams and Goals		
THREE KEY QUESTIONS		
What dreams do you have?	What career path do I want to take?	What might you need to do in order to achieve your dream?
<b>VOCABULARY</b>	<b>Reflecting on our lessons</b>	<b>What study and experience do I need to do my dream job?</b>
<ul style="list-style-type: none"> <li>• <b>Dream</b> – a cherished ambition</li> <li>• <b>Hope</b> – a strong desire to achieve something</li> <li>• <b>Job/Career</b>- an occupation</li> <li>• <b>Goal</b>- an aim or a desired result</li> <li>• <b>Determination</b>- purposefully trying to achieve</li> <li>• <b>Perseverance</b>- persistence in doing something</li> <li>• <b>Motivation</b> – reasons for doing something; enthusiasm</li> </ul> 	<p>Now we are post-Covid, which jobs do you think made a difference to peoples' lives throughout the pandemic?</p> <p>What makes a job worthwhile?</p> 	 <p>University</p>  <p>SCHOOL</p>  <p>Work Experience</p>
LEARN HOW TO		
<ul style="list-style-type: none"> <li>• Identify a job I would like to do when I grow up</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what motivates me and what I need to do to achieve it</li> </ul>	

### FUN Quotes

Always remember that the future comes one day at a time! 🕒

### Gospel Value:

*Faith-filled and Hopeful*- To be filled with faith and hope for the new year.

Healthy Me		
THREE KEY QUESTIONS		
What makes a healthy/unhealthy choice?	What influences you to make the right choice?	How can I make better healthy choices?
VOCABULARY	Reflecting on our lessons	Healthy or unhealthy?
<ul style="list-style-type: none"> <li>• <b>Pressure</b>- persuasion or intimidation to encourage someone to do something</li> <li>• <b>Influence</b>- capacity to affect someone</li> <li>• <b>Choice</b>- choosing between two or more possibilities</li> <li>• <b>Healthy</b>- a choice that positively affects your health</li> <li>• <b>Unhealthy</b>- a choice that negatively affects your health</li> <li>• <b>Body image</b>- the perception you have of your own physical appearance</li> </ul>		
LEARN HOW TO		
<ul style="list-style-type: none"> <li>• Give some reasons why people may worry about how they look</li> </ul>	<ul style="list-style-type: none"> <li>• Describe healthy and unhealthy ways that people use food and substances in their life</li> </ul>	

**FUN Quotes**

The six best doctors: sunshine, water, rest, air, exercise and diet! ☺

**Gospel Value:**

*Intentional and Prophetic*- To intentionally live a healthy life and look after our bodies.

Relationships		
THREE KEY QUESTIONS		
How do you build good self esteem?	What is your recipe for friendship?	How can you reduce your screen time?
Vocabulary	Being a Good Friend	Staying Safe Online
<p><b>Vocabulary</b> Love &amp; Relationships</p> <p><b>to have a crush on someone</b> to have strong feelings of love or affection for someone (often for a short time and with no results) Last month she had a crush on Ted, but this month she has a huge crush on Sam.</p> <p><b>to hit it off</b> to get along well with someone from the first time that you meet the person Ben and Jane hit it off on their first date.</p> <p><b>to fall for someone</b> to begin to feel love for someone I think I'm falling for Jess. I can't stop thinking about him.</p> <p><b>to make up</b> to become friendly with someone again after an argument We had a huge fight yesterday, but we made up today.</p> <p><b>to break up</b> to end a relationship They broke up last week, but they are trying to remain friends.</p>	<p> /UsefulGen</p> <p><b>GOOD FRIENDS</b> care for each other, <b>CLOSE FRIENDS</b> understand each other, But <b>TRUE FRIENDS</b> stay forever.. beyond Words, beyond Distance, beyond Time..!</p>	<p><b>stay safe online</b></p> <p>Remember the 5 SMART rules when using the internet and mobile phones.</p> <p><b>S SAFE</b>: Keep safe by being careful not to give out personal information – such as your full name, email address, phone number, home address, photos or school name – to people you are chatting with online.</p> <p><b>M MEET</b>: Meeting someone you have only been in touch with online can be dangerous. Only do so with your parents' or carers' permission and even then only when they can be present.</p> <p><b>A ACCEPTING</b>: Accepting emails, IM messages, or opening files, pictures or texts from people you don't know or trust can lead to problems – they may contain viruses or nasty messages!</p> <p><b>R RELIABLE</b>: Information you find on the internet may not be true, or someone online may be lying about who they are. Make sure you check information before you believe it.</p> <p><b>T TELL</b>: Tell your parent, carer or a trusted adult if someone or something makes you feel uncomfortable or worried, or if you or someone you know is being bullied online.</p>
LEARN HOW TO		
Recognise situations which can cause jealousy in relationships	Understand my rights and responsibilities in an online community or social network	Understand that belonging to an online community can have positive and negative consequences
<b>Quote</b>	😊 Anything is possible if you have the right people to support you! 😊	

**Gospel Value:**

*Learned and Wise*- To be wise and identify when something online is not correct and know what action you should take.

# Changing Me

## THREE KEY QUESTIONS

What are you most looking forward to about being a teenager?

What happens to you during puberty?

What would advise would you give someone to develop good self-esteem?

### Vocabulary

### How bodies change as they go through puberty

**Body image** - the thoughts and feelings that a person has of their physical self.

**Self-esteem** - confidence in one's own worth or abilities; self-respect.

**Puberty** - the period during which adolescents reach sexual maturity and become capable of reproduction.

**Sexual Intercourse** - is the physical act of sex between two people.

**Conception** - the action of conceiving a child.





### LEARN HOW TO

understand that sexual intercourse can lead to conception and that is how babies are usually made

explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally

Quote

😊 *Be who you are and say what you feel, those who mind don't matter and those who matter don't mind* 😊

Dr. Seuss

Gospel Value:

Curious and Active- To be curious about the way our bodies change and to actively look after ourselves.

## Being Me in My World

### THREE KEY QUESTIONS

What is your ambition for when you leave school?

How do you feel about some of your needs being met and some of them not yet being met?

Which are the six most important rights you would like us to all share at our school?



### VOCABULARY

<b>Maslow's hierarchy of human needs</b>	The most fundamental needs at the bottom and the need for self-actualization and self-transcendence at the top.
<b>Empathy</b>	The ability to understand and share the feelings of another.
<b>Collaboration</b>	The action of working with someone to produce something.
<b>Legal</b>	Relating to the law. 'A legal requirement'
<b>Illegal</b>	Contrary to or forbidden by law, especially criminal law.
<b>Lawful</b>	Conforming to, permitted by, or recognised by law or rules.
<b>Democracy</b>	"Rule by the people."

### Jigsaw resources

**The Jigsaw Charter**

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Before you make a choice, think about the outcome and how it will affect others

Bad ↔ Good

### Maslow's Triangle



### LEARN HOW TO

Explain how my choices can have an impact on people in my immediate community and globally.

Empathise with others in my community and globally and explain how this can influence the choices I make.

#### FUN FACT

Voting is an important democratic process in our country through which leaders are selected to make laws.

#### Gospel Value:

*Attentive and Discerning*- To be discerning in the choices we make and how they could affect others.

## Celebrating Differences

### THREE KEY QUESTIONS

Can you explain some of the reasons why people use bullying behaviours?

Can you explain some of the ways in which one person or a group can have power over another?

How can being different could affect someone's life?

### VOCABULARY



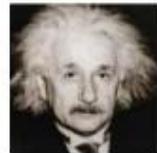
### Famous people with disabilities

### Can you explain this poster?

**Ethnicity** – the state of belonging to a social group that has a common national or cultural tradition.  
**Prejudice** - preconceived opinion that is not based on reason or actual experience.  
**Discrimination** - is defined as distinguishing differences between things or treating someone as inferior based on their race, gender, national origin, age or other characteristics.  
**Disability** - a physical or mental condition that limits a person's movements, senses, or activities.  
**Equality** – means treated the same (equal) in some particular way.  
**Diversity** - means understanding that each individual is unique, and recognizing our individual differences.



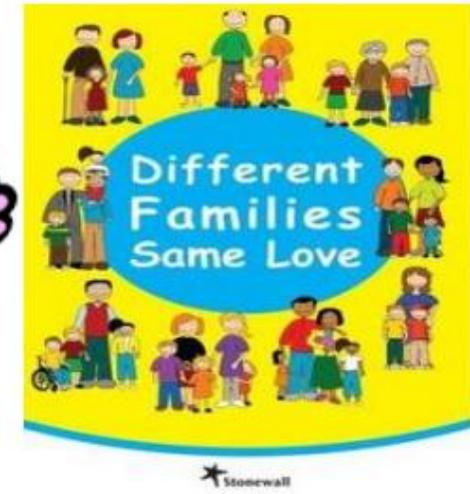
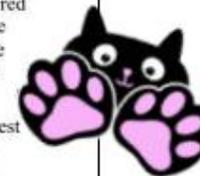
**Walt Disney:** Walt was fired from the Kansas City newspaper for not being creative enough and was considered "slow" as a child. He is now considered one of the best known motion picture producers in the world, and holds the record for the most awards and most nominations.



**Albert Einstein:** Arguably the greatest physicist of all time. Known for his theory of relativity and  $E=mc^2$ . He revolutionized the way we think of the universe and opened up our eyes to the possibilities in front of us.



**Winston Churchill:** Was Prime Minister of the United Kingdom and one of the greatest political leaders of the twentieth century. Known for his powerful speeches it's ironic that he had a stuttering problem and hated school and math.



### LEARN HOW TO



- Empathise with people who are different.
- Be aware of my attitude towards people who are different.
- Appreciate people for who they are.

- Explain ways in which difference can be a source of conflict and a cause for celebration.
- Use a range of strategies for managing bullying situations.

### Quote

*Tolerance, is giving to every other human being every right that you claim for yourself!*

### Gospel Value:

*Grateful and Generous-* To be grateful to God for being a special human being that is unique.

# Dreams and Goals

## THREE KEY QUESTIONS

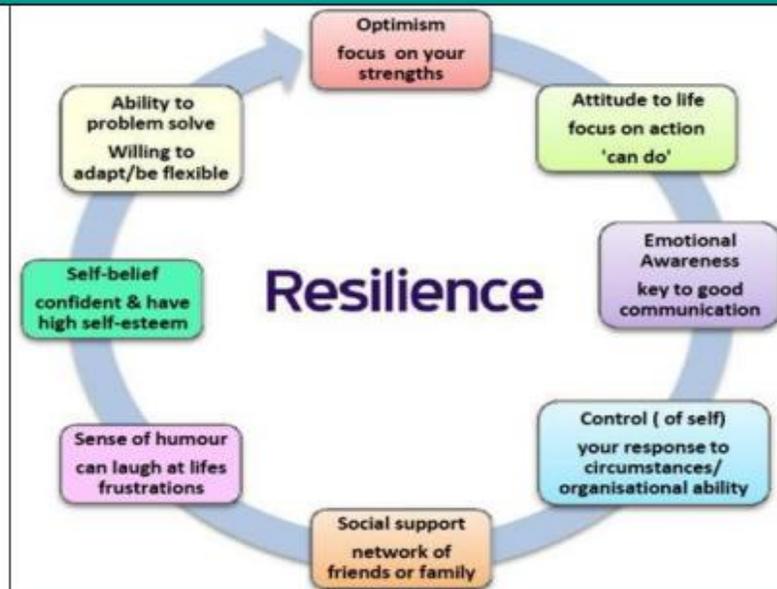


Why is it important to stretch the boundaries of your current learning?

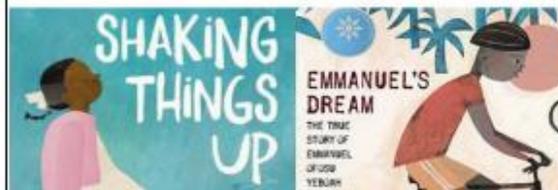
How can you help someone who is finding it difficult to achieve their goals?

What motivates you to learn?

### VOCABULARY



## PERSISTENCE BOOKS for kids



### GET PLANNING!

- 1 DECLUTTER
- 2 REMOVE DISTRACTIONS
- 3 GET ORGANIZED
- 4 AUTOMATE
- 5 SET GOALS
- 6 CREATE A PLAN
- 7 DISCOVER TOOLS

### LEARN HOW TO

- Stay motivated when doing something challenging.
- Work well with a partner or in a group.

- Have a positive attitude.
- Help others to achieve their goals.

Quote

Don't be pushed by your problems; be driven by your dreams! 😊

### Gospel Value:

*Faith-filled and Hopeful* - To be filled with faith and hope for the new year.

# Healthy Me

## THREE KEY QUESTIONS

What motivates you to be healthy in mind and body?

Why do some people join gangs?

Can you suggest strategies someone could use to avoid being pressurised?

### Healthy Mind!

### VOCABULARY

**B** Build a brain healthy lifestyle

**R** Relax and reduce stress and rewire old patterns

**A** Activity exercising body and brain

**I** Inner work in reducing automatic negative thoughts

**N** Nourish with brain specific nutrition

**Mental health** - a person's condition regarding their psychological and emotional well-being

**Pressurised** – attempts to persuade or coerce (force) someone into doing something

**Exploited** - to use someone, usually selfishly for profit or self-gain

**Drug misuse** - the use of a drug for purposes for which it was not intended



### LEARN HOW TO...

Take responsibility and make choices that benefit my health and well-being.

Know about different types of drugs and their effects on the body.

Recognise that some people can be made to do things that are against the law.

Understand what it means to be emotionally well.

### FUN Quote

🗣️ It is better to walk alone than with a crowd that are walking the wrong pathway! Stay true to your values! 🗣️

### Gospel Value:

*Intentional and Prophetic*- To intentionally live a healthy life and look after our bodies.

# Relationships

## THREE KEY QUESTIONS

What does good mental health look like?

How do you resist pressure to follow your peers?

How do you take responsibility for your own safety and well-being?

### Become a Digital Citizen

### VOCABULARY

### Online Safety

**I am a Digital Citizen!**



**I will use my EYES!**

- I will visit approved websites that **PROMOTE LEARNING** and are for educational purposes.
- I will not look at inappropriate websites.

**I will use my HEAD!**

- I will make good choices when I'm online.
- I will protect my **PRIVATE INFO** and the information of others.
- I will log out, and not share my login or password with others.

**I will use my HEART!**

- I will be respectful when I am online and use kind words.
- I will **THINK** and make sure what I do online is
  - True
  - Helpful
  - Inspiring
  - Necessary
  - Kind.

**I will use my FEET!**

- I will stand up and say "No!" to **CYBERBULLYING**.
- I will remember that my "digital footprint" should not harm others.

**I will use my VOICE!**

- I will **TELL AN ADULT** if someone is being hurtful or unkind online.

**I will use my HANDS!**

- I will only use the assigned WIFI network when I'm at school.
- I will keep my device safe and secure at all times.
- I will follow Copyright Laws, and will remember to cite the sources I use for all my projects.

**Hashtag** - # tag indicates that you want to participate in a larger, ongoing conversation

**Tweet** – posting short messages for anyone who follows you on Twitter

**Follow**-represents a user who chooses to see all another user's posts in their content feed

**ZZZ**- "Sleeping, Bored, Tired" of listening

**Chatroom** -are online spaces where users communicate with one another



**Stay Safe**  
Don't give out your personal information to people or places that you don't know!

**Don't Meet up**  
Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust!

**Accepting Files**  
Accepting emails, files pictures or texts from people you don't know can cause problems!

**Reliable?**  
Check information before you believe it! Is the person or website telling the truth?

**Tell Someone!**  
Tell an adult if someone or something makes you feel worried or uncomfortable!

### LEARN HOW TO...

<p>Understand different stages of grief and loss that cause people to grieve</p>	<p>Recognise when people are trying to gain power or control</p>	<p>Judge whether something online is safe and helpful for you</p>	<p>Use technology positively and safely to communicate with my friends and family</p>
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**FUN Quote** 😊 If you are always trying to follow peers, you will never find out how uniquely amazing you really are! 😊

**Gospel Value:**  
*Compassionate and Loving*- To show compassion and love towards our family and friends.

Changing me

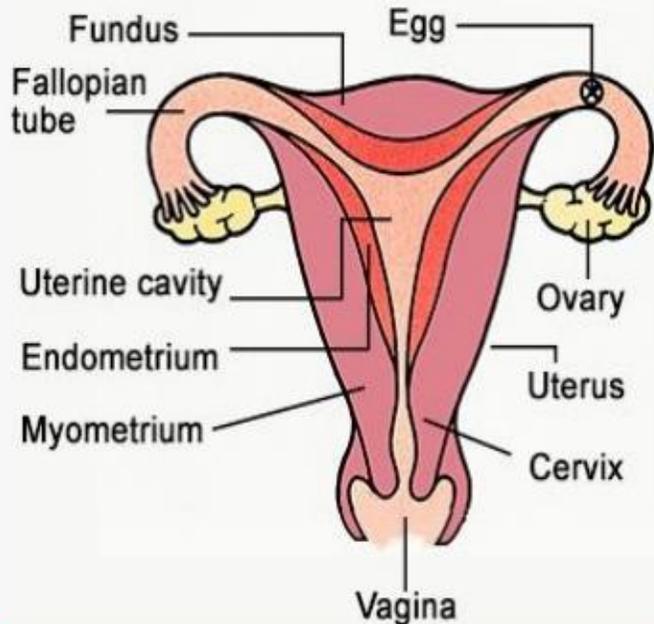
THREE KEY QUESTIONS

How does a baby develop from conception to birth?

What are you looking forward to about going to High School?

What does going out as boyfriend and girlfriend mean?

Female Reproduction Vocab

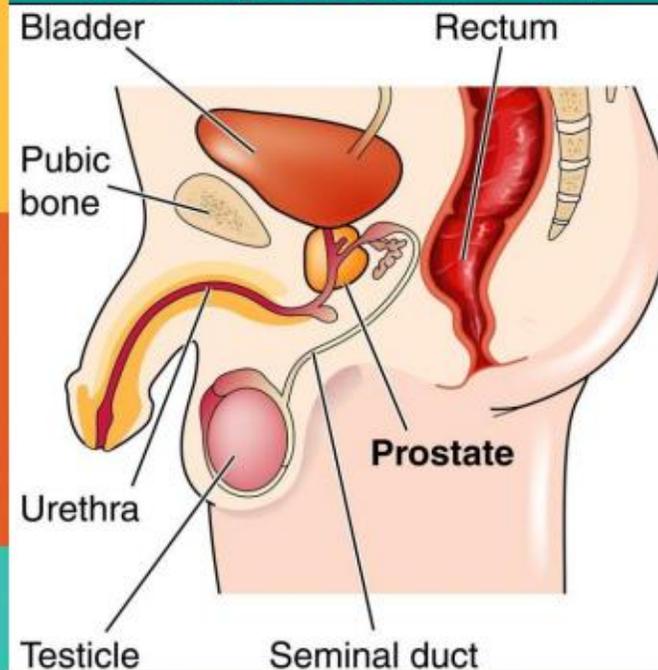


Sexual consent:

If they didn't say yes, **it's no.**



Male Reproduction Vocab



LEARN HOW TO...

explain how girls' and boys' bodies change during puberty.

understand the importance of looking after your sexual health physically and emotionally .

understand how being physically attracted to someone changes the nature of the relationship

FUN Quote

🐷 Piglet 'How do you spell love?' Winnie the Pooh 'You don't spell it, you feel it!' 🐻

Gospel Value:

*Curious and Active-* To be curious about the way our bodies change and to actively look after ourselves.

## Appendix 1: RSE Curriculum map

The grid below shows specific learning intentions for each year group. These specific 6 lessons are taught in the Summer term and look at change and coping with change in lots of contexts, so changes as we grow up and enter puberty are seen as one sort of change that we can all cope with. The map below highlights the statutory and non-statutory elements of this curriculum. Parents have the right to remove their child from the non- statutory elements of this curriculum only

# The Reception Curriculum:

Pieces	Learning Intentions
1. My Body	I can name parts of the body
2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
3. Growing Up	I understand that we all grow from babies to adults
4. Fun and Fears Part 1	I can express how I feel about moving to Year 1
5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1
6. Celebration	I can share my memories of the best bits of this year in Reception

# The Year 1 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body <b>Statutory</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
4. Boys' and Girls' Bodies <b>Statutory</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
5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes

# The Year 2 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Life Cycles in Nature	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
2. Growing from Young to Old <b>Statutory</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
3. The Changing Me <b>Statutory</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
4. Boys' and Girls' Bodies <b>Statutory</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
5. Assertiveness <b>Statutory</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
6. Looking Ahead Assessment Opportunity ★	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

# The Year 3 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. How Babies Grow	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
2. Babies <b>Statutory</b>	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
3. Outside Body Changes <b>Statutory</b>	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
4. Inside Body Changes <b>Statutory</b>	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
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

# The Year 4 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. How Babies Grow	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
2. Having a Baby <b>Non-statutory</b>	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
3. Girls and Puberty <b>Statutory</b>	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
4. Inside Body Changes <b>Statutory</b>	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
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

# The Year 5 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
<b>My Self Image</b>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
<b>2. Puberty for Girls</b>  <b>Statutory</b>	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
<b>3. Puberty for boys</b>  <b>Statutory</b>	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
<b>4. Conception</b>  <b>Non-statutory</b>	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
<b>Boyfriends and Girlfriends</b>	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
<b>6. Looking Ahead 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 next year and know how to go about this.

# The Year 6 Curriculum:

Pieces	PSHE learning intention	Social and emotional development learning intention
1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty <b>Statutory</b>	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
3. Babies: Conception to Birth Assessment Opportunity ★ <b>Non-statutory</b>	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
4. Boyfriends and Girlfriends	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
5. Real self and ideal self	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'
6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.