

Progression in PSHE at Haddenham Community Junior School.

Year 3	Puzzle 1 - Being Me in My World	Puzzle 2 - Celebrating Difference	Puzzle 3 - Dreams and Goals	Puzzle 4 - Healthy Me	Puzzle 5 - Relationships	Puzzle 6 - Changing Me
<p><b>Statement</b></p>	<p>To show an understanding of setting personal goals, self-identity and worth and to examine the value of positivity in challenges;</p> <p>To discuss rules, rights and responsibilities;</p> <p>To investigate rewards and consequences, responsible choices and seeing things from others' perspectives</p>	<p>To understand that families are all different and that sometimes they fall out with each other.</p> <p>To practise methods to calm themselves down and discuss the 'Solve it together' technique.</p> <p>To understand the concepts of bullying and of being a witness (bystander).</p> <p>To explore some problem-solving techniques in bullying situations.</p> <p>To discuss name-calling, choosing not to use hurtful words, giving and receiving compliments and the feelings associated with this.</p>	<p>To discuss people who have overcome challenges to achieve success and to know what they can learn from these stories.</p> <p>To identify their own dreams and ambitions and discuss how it will feel when they achieve them.</p> <p>To identify learning challenges and their own strategies for overcoming these.</p> <p>To consider obstacles that might stop them from achieving their goals and how to overcome these.</p> <p>To reflect on their progress and successes and identify what they could do better next time.</p>	<p>To understand the importance of exercise and how it helps your body to stay healthy.</p> <p>To know about the role and importance of the heart and lungs.</p> <p>To know about calories, fat and sugar and to understand how the amount they consume can affect their health.</p> <p>To know about different types of drugs, the ones you take to make you better, as well as other drugs.</p> <p>To discuss things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<p>To discuss family relationships and identify the different expectations and roles that exist within the family home.</p> <p>To identify why stereotypes can be unfair and inaccurate and explore why stereotypes can be unfair in this context of careers.</p> <p>To understand that families should be founded on love, respect, appreciation, trust and co-operation.</p> <p>To revisit the Solve it together technique and the concept of a win-win outcome.</p> <p>To explore online relationships through gaming and apps and discuss rules for staying safe online.</p> <p>To understand that they are part of a global community and they are connected to others they don't know in many ways.</p> <p>To explore the wants and needs of other children who are less fortunate and compare these with their own.</p> <p>To discuss children's universal rights.</p>	<p>To understand what babies need to grow and develop including parenting.</p> <p>To know that it is the female that carries the baby in nature.</p> <p>To know about some of the outside body changes in males and females.</p> <p>To understand that puberty is a natural part of growing up and a process for getting their bodies ready to make a baby when grown-up.</p> <p>To know that females have eggs (ova) in their ovaries and these are released monthly. If fertilised by a male's sperm, it passes out of the body as a period.</p> <p>To discuss how they feel about puberty and growing up.</p>
<p><b>Outcome (PSHE)</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- recognise their self-worth and identify positive things</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- understand what it means to be a witness to bullying</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- explain that they are</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- describe how exercise affects their bodies.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- understand that different family members carry out</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- demonstrate their understanding that the</li> </ul>

	<p>about themselves and their achievements.</p> <ul style="list-style-type: none"> <li>- discuss new challenges and how to face them with appropriate positivity.</li> <li>- discuss the need for rules and how these relate to rights and responsibilities.</li> <li>- explore choices and consequences, working collaboratively and seeing things from other people's points of view.</li> <li>- recognise different feelings in themselves and others.</li> <li>- establish the Jigsaw Charter.</li> </ul>	<p>and that a witness can make the situation worse or better by what they do.</p> <ul style="list-style-type: none"> <li>- recognise that conflict is a normal part of relationships.</li> <li>- understand that some words are used in hurtful ways and that this can have consequences.</li> <li>- explain why families are important, that everybody's family is different and that sometimes family members don't get along and some reasons for this.</li> </ul>	<p>responsible for their own learning.</p> <ul style="list-style-type: none"> <li>- identify what obstacles are, how they can hinder achievement and how to take steps to overcome them.</li> <li>- identify dreams and ambitions that are important to them.</li> <li>- describe specific people who have overcome difficult challenges to achieve success.</li> <li>- describe their own strengths as a learner and identify how they can best overcome learning challenges.</li> <li>- evaluate their own learning progress and identify how it can be better.</li> </ul>	<ul style="list-style-type: none"> <li>- know that the amount of calories, fat and sugar that they put into their bodies will affect their health.</li> <li>- know that there are different types of drugs.</li> <li>- explain why their hearts and lungs are such important organs.</li> <li>- know that their bodies are complex and need taking care of.</li> <li>- identify that there are things, places and people that can be dangerous, identify when something feels safe or unsafe and know a range of strategies to keep themselves safe.</li> </ul>	<p>different roles or have different responsibilities.</p> <ul style="list-style-type: none"> <li>- discuss some of the skills of friendship, e.g. taking turns, being a good listener.</li> <li>- remember some strategies for keeping themselves safe online.</li> <li>- explain that they and all children have rights (UNCRC).</li> <li>- understand and give examples of some unfair gender stereotypes.</li> <li>- describe some of the actions and work of people around the world that help and influence their lives.</li> <li>- describe how the lives of children around the world can be different from their own.</li> </ul>	<p>male and female body needs to change at puberty so their bodies can make babies when they are adults -</p> <ul style="list-style-type: none"> <li>- describe some of the outside and inside body changes that happen during puberty.</li> <li>- explain some of the changes that happen between conception and growing up in animals and humans.</li> <li>- explain that in nature it is usually the female that carries the baby and that in humans a mother carries the baby in her uterus (womb) and this is where it develops.</li> <li>- explain that babies need love and care from their parents/carers.</li> <li>- describe some of the changes that happen between being a baby and a child.</li> </ul>
<p><b>Outcome (Social and Emotional Learning)</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- make other people feel valued.</li> <li>- start to show compassion and empathy for others.</li> <li>- work collaboratively.</li> <li>- recognise self-worth and identify personal strengths.</li> <li>- set a personal goal.</li> <li>- recognise feelings of happiness, sadness, worry and fear in themselves and</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- use the 'Solve it together' technique to calm and resolve conflicts with friends and family.</li> <li>- 'problem-solve' a bullying situation accessing appropriate support if necessary.</li> <li>- show appreciation for their families, parents and carers.</li> <li>- empathise with people who are bullied and use strategies to help them.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- break down a goal into small steps and manage feelings of frustration linked to facing obstacles.</li> <li>- imagine how it will feel when they achieve their dream/ambition.</li> <li>- recognise other people's achievements in overcoming difficulties.</li> <li>- recognise how other people can help them to achieve their goals.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- respect their own bodies and appreciate what they do.</li> <li>- take responsibility for keeping themselves and others safe.</li> <li>- identify how they feel about drugs.</li> <li>- express how being anxious or scared feels.</li> <li>- set themselves a fitness challenge.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- identify the responsibilities they have within their family.</li> <li>- explain how to access help if they are concerned about anything on social media or the internet.</li> <li>- empathise with people from other countries who may not have a fair job or are less fortunate.</li> <li>- describe how they are connected to the global</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- express how they feel about puberty.</li> <li>- say who they can talk to about puberty if they have any worries.</li> <li>- suggest ways to help them manage feelings during changes they are more anxious about.</li> <li>- Identify stereotypical family roles and challenge these ideas.</li> <li>- express how they feel about babies.</li> </ul>

	others	<ul style="list-style-type: none"> <li>- recognise, accept and give compliments.</li> <li>- recognise feelings associated with receiving a compliment.</li> </ul>	<ul style="list-style-type: none"> <li>- share their success with others.</li> <li>- store feelings of success (in their internal treasure chest) to be used at another time.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise what it feels like to make a healthy choice.</li> </ul>	<ul style="list-style-type: none"> <li>community in many different ways.</li> <li>- use Solve it together in a conflict scenario and find a win-win outcome.</li> <li>-identify similarities in children's rights around the world.</li> <li>-Identify their own wants and needs and how these may be similar or different from other children in school and the global community.</li> </ul>	<ul style="list-style-type: none"> <li>-describe the emotions that a new baby can bring to a family.</li> <li>-identify changes they are looking forward to in the next year.</li> </ul>
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Year 4	Puzzle 1 - Being Me in My World	Puzzle 2 - Celebrating Difference	Puzzle 3 - Dreams and Goals	Puzzle 4 - Healthy Me	Puzzle 5 - Relationships	Puzzle 6 - Changing Me
<b>Statement</b>	<ul style="list-style-type: none"> <li>To explore being part of a team</li> <li>To understand how their attitudes and actions can affect the whole class.</li> <li>To discuss their school and its community roles</li> <li>To discuss democracy in the context of their own School Council, what its purpose is and how it works.</li> <li>To understand that in group work people can have different roles, make positive contributions and make collective decisions</li> <li>To explore how to deal with conflict and to consider other people's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>To know that families are all different and that sometimes they fall out with each other.</li> <li>To understand how to calm down and use the 'Solve it together' technique.</li> <li>To know what it means to be a witness (bystander) in a bullying situation and how the actions of a witness can affect this situation.</li> <li>To discuss problem-solving techniques in bullying situations.</li> <li>To explore name-calling and choosing not to use hurtful words.</li> <li>To discuss giving and receiving compliments and the feelings associated with</li> </ul>	<ul style="list-style-type: none"> <li>To consider their hopes and dreams and discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment.</li> <li>To discuss making new plans and setting new goals even if they have been disappointed.</li> <li>To explore group work and overcoming challenges together.</li> <li>To reflect on their own successes and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>To explore their friendship groups, their role within them, how they are formed and how they have leaders and followers</li> <li>To reflect on friendships and explore how different friendships make them feel.</li> <li>To understand the effects of smoking and alcohol on health.</li> <li>To explore the reasons why people might drink or smoke.</li> <li>To discuss peer pressure and how to deal with it successfully.</li> </ul>	<ul style="list-style-type: none"> <li>To explore jealousy and loss/bereavement and identify emotions associated with these relationship changes, possible reasons for the change and strategies for coping.</li> <li>To understand that change is natural and inevitable in relationships.</li> <li>To explore skills of negotiation particularly to help manage a change in a relationship.</li> <li>To understand that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe and that relationship endings can be amicable.</li> </ul>	<ul style="list-style-type: none"> <li>To revisit some of the bodily changes that occur at puberty</li> <li>To know about sanitary health and personal hygiene in relation to menstruation.</li> <li>To discuss conception and sexual intercourse and to understand that a baby is formed by the joining of an ovum and sperm.</li> <li>To understand that the ovum and sperm carry genetic information that carry personal characteristics.</li> <li>To discuss feelings associated with change and how to manage these by using Jigsaw's Circle of change model.</li> </ul>

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<b>Outcome (PSHE)</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-discuss the school's shared values.</li> <li>-explain why school rules are needed and how these relate to choices and consequences.</li> <li>-explain that actions can affect others' feelings.</li> <li>-recognise that others may hold different views.</li> <li>-understand that they are important.</li> <li>-describe a personal goal and a personal challenge.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>-discuss reasons why witnesses sometimes join in with bullying and don't tell anyone.</li> <li>-explain that sometimes people make assumptions about a person because of the way they look or act and discuss how first impressions can change.</li> <li>-describe influences that can affect how we judge a person or situation</li> <li>-discuss what to do if they think bullying is or might be taking place</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-set new goals, even after a setback</li> <li>-work as part of a successful group.</li> <li>-describe their own hopes and dreams and know that they don't always come true.</li> <li>-understand that reflecting on positive and happy experiences can help counteract disappointment.</li> <li>-work out the necessary steps to take to achieve a goal</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-identify that there are leaders and followers in groups and know that they can take on different roles according to the situation</li> <li>-know how different friendship groups are formed, how they fit into them and which friends they value most</li> <li>-know the facts about smoking and alcohol and their effects on health.</li> <li>-explain some of the reasons why some people may start to drink or smoke.</li> <li>-identify what they think is right and wrong and describe ways to resist when people are putting pressure on them</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-identify reasons why people feel jealousy and understand that jealousy can be damaging to relationships.</li> <li>-explain that loss is a normal part of relationships and that negative feelings are a normal part of loss.</li> <li>-explain that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe.</li> <li>- understand that memories can support us when we lose a special person or animal.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain that babies are made by a sperm joining with an ovum.</li> <li>-explain that personal characteristics are inherited from birth</li> <li>-recall the names of the internal and external body parts that are needed to make a baby.</li> <li>-know how female and male bodies change at puberty.</li> <li>-know that personal hygiene is important during puberty and as an adult.</li> <li>-know that change is a normal part of life, that some change cannot be controlled but that it can bring about a range of different emotions.</li> </ul>
<b>Outcome (Social and Emotional Learning)</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-make other people feel valued.</li> <li>-discuss compassion and empathy for others.</li> <li>- work collaboratively</li> <li>-recognise self-worth.</li> <li>-identify personal strengths.</li> <li>-set a personal goal</li> <li>-recognise feelings of happiness, sadness, worry and fear in themselves and</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain the importance of being comfortable with the way they look and identify their own uniqueness</li> <li>-discuss the importance of accepting people for who they are, not judging those who are different and identify when a first impression that they had was right or wrong.</li> <li>-identify influences that have made them think or feel positively/negatively</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-identify the importance of a positive attitude.</li> <li>- identify a time where they have felt disappointed and know how to cope with disappointment both for themselves and by helping others.</li> <li>-explain the idea of resilience.</li> <li>-talk about their hopes and dreams and the feelings associated with these.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-identify the feelings that they have about their friends and different friendship groups.</li> <li>-recognise negative feelings in peer pressure situations.</li> <li>-understand how to tap into their inner strength and how to be assertive.</li> <li>- recognise how different people and groups they interact with have an</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-identify emotions that accompany jealousy and suggest positive strategies for managing these emotions.</li> <li>- identify people who are special to them.</li> <li>-identify the emotions that accompany loss and suggest strategies for managing these emotions.</li> <li>-describe someone they no longer see.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-appreciate their own uniqueness and that of others.</li> <li>- express any concerns they have about puberty and say who they can talk to about their concerns.</li> <li>-discuss strategies for managing emotions relating to change, including applying the circle of change model to themselves.</li> </ul>

	others.	about a situation. -identify feelings that a bystander might feel in a bullying situation and analyse why a bystander may join in with bullying.  -revisit the 'Solve it together' technique to practise conflict and bullying scenarios.	-enjoy being part of a group challenge and share their success with others.  -store feelings of success (in their internal treasure chest) to be used at another time.	impact on them. -identify which people they most want to be friends with.	-suggest ways to manage relationship changes including how to negotiate.	-express how they feel about having children when they are grown up.
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Year 5	Puzzle 1 - Being Me in My World	Puzzle 2 - Celebrating Difference	Puzzle 3 - Dreams and Goals	Puzzle 4 - Healthy Me	Puzzle 5 - Relationships	Puzzle 6 - Changing Me
<b>Statement</b>	<p>To set goals and challenges for the year ahead.</p> <p>To explore the rights and responsibilities of a member of a class, school, community and country.</p> <p>To discuss the impact of behaviour on a group.</p> <p>To explore choices, rewards, consequences and the feelings associated with each.</p> <p>To understand how democracy benefits the school and how they can contribute towards it.</p>	<p>To explore culture and cultural differences.</p> <p>To understand the meaning of racism and to be aware of their own feelings towards people from different cultures.</p> <p>To explain the difference between direct and indirect bullying and to discuss indirect bullying such as rumour spreading and name-calling.</p> <p>To understand how to encourage others to avoid bullying behaviours.</p> <p>To discuss the meaning of happiness regardless of material wealth.</p>	<p>To explore their dreams and goals and understand how they might need money to help them achieve them.</p> <p>To discuss jobs that people they know do and understand that some jobs pay more money than others.</p> <p>To reflect on what types of jobs they might like to do when they are older.</p> <p>To explore similarities and differences between their own dreams and goals and those of someone from a different culture.</p>	<p>To understand the risks associated with smoking and how it affects the lungs, liver and heart.</p> <p>To understand the risks associated with alcohol misuse.</p> <p>To explore a range of basic first aid and emergency procedures (including the recovery position).</p> <p>To know how to contact the emergency services when needed.</p> <p>To investigate how body types are portrayed in the media, social media and celebrity culture.</p> <p>To investigate eating disorders and people's relationships with food and how this can be linked to negative body image</p>	<p>To know the importance of self-esteem and ways this can be boosted.</p> <p>To reflect upon a variety of positive and negative online/social media contexts including gaming and social networking and to understand age-limits and age-appropriateness.</p> <p>To explore the SMARRT internet safety rules and how to apply these in different situations.</p> <p>To understand how to identify when something online or in social media feels uncomfortable or unsafe.</p> <p>To explore the meaning of grooming and how people online can pretend to be whoever they want.</p>	<p>To explore perceptions of ourselves and others and that social media and the media can promote unhelpful comparison and how to manage this.</p> <p>To explain the bodily changes in males and females that occur in puberty.</p> <p>To understand that sexual intercourse can lead to conception and pregnancy and to understand that having a baby is a personal choice.</p> <p>To explore the development of the foetus and understand alternative ways of conception, e.g. IVF.</p> <p>To explore the increase in freedom, rights and responsibilities that might come with becoming a</p>



				pressures.	To discuss ways of reducing screen time.	teenager.  To explore the perceptions and stereotypes that surround teenagers.
<b>Outcome (PSHE)</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain how democracy and having a voice benefits the school community.</li> <li>-discuss the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>-understand how to face new challenges positively and how to set personal goals</li> <li>-explain how an individual's behaviour can affect a group and the consequences of this.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-recall external forms of support in regard to bullying e.g. Childline.</li> <li>-explain the difference between direct and indirect bullying, both online and offline and provide examples of both (e.g. rumour spreading).</li> <li>-explain the meaning of racism and why it is unacceptable.</li> <li>-explain that differences in culture can sometimes be a source of conflict.</li> <li>-understand that their life can be different from the lives of children in the developing world.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-discuss a range of jobs.</li> <li>-explore different jobs that they might like to do when they are older, know that they will need money to achieve some of their dreams and understand that some jobs pay more money than others.</li> <li>-know that young people from different cultures may have different dreams and goals.</li> <li>-understand that communicating with someone from a different culture means that they can learn from them and vice versa and discuss ways of supporting young people in their own culture and abroad.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain basic emergency procedures, including the recovery position and know how to get help in emergency situations.</li> <li>-know how smoking tobacco affects the lungs, liver and heart.</li> <li>- explain some of the risks linked to misusing alcohol, including antisocial behaviour.</li> <li>-discuss how the media, social media and celebrity culture promotes certain body types.</li> <li>-explain the different roles food can play in people's lives and know that eating problems/disorders can be related to body image pressure.</li> <li>-discuss what makes a healthy lifestyle.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-understand that there are rights and responsibilities in an online community or when playing a game online and that belonging to an online community can have positive and negative consequences.</li> <li>-explain that too much screen time isn't healthy.</li> <li>-discuss how to stay safe when using technology to communicate with friends.</li> <li>-understand that a personality is made up of many different characteristics and attributes.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</li> <li>-explain that sexual intercourse can lead to conception.</li> <li>-understand that some people need help to conceive and might use IVF.</li> <li>-know that becoming a teenager involves changes and also brings growing responsibility.</li> <li>-discuss the meaning of perceptions and how they can be right or wrong.</li> </ul>
<b>Outcome (Social and Emotional Learning)</b>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-show empathy for people whose lives are different from their own.</li> <li>-discuss their own actions and the effect they have on themselves and others and help friends make positive choices.</li> <li>-discuss how to regulate their emotions.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-appreciate the value of happiness regardless of material wealth.</li> <li>-identify their own culture and different cultures within their class community.</li> <li>-explain the importance of respecting people from faith and cultural</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-explain what they would like their life to be like when they are grown up</li> <li>-understand the contributions made by people in different jobs.</li> <li>-reflect on the differences between themselves and someone from a different culture and understand</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>-respect and value their own bodies and know the importance of a positive body image.</li> <li>-recognise strategies for resisting pressure.</li> <li>-identify ways to keep themselves calm in an emergency.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>identify ways to build the self-esteem of themselves and others.</li> <li>identify when an online community/social media group feels unsafe or uncomfortable, know strategies for staying safe online and suggest ways to manage unhelpful pressure online.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- celebrate what they like about their own and others' self and body image.</li> <li>- suggest ways to boost the self-esteem of themselves and others.</li> <li>- explain that puberty is a natural process that happens to everybody and</li> </ul>

	<ul style="list-style-type: none"> <li>- work as part of a group, listening and contributing effectively.</li> <li>- identify what they value most about school and identify hopes for the school year.</li> <li>- understand why the school community benefits from a Learning Charter.</li> </ul>	<p>backgrounds different from their own.</p> <ul style="list-style-type: none"> <li>- identify strategies for managing their own feelings in bullying situations.</li> <li>- identify strategies to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</li> </ul>	<p>differences between their own learning goals and those of someone from a different culture.</p> <ul style="list-style-type: none"> <li>- understand why they are motivated to make a positive contribution to supporting others.</li> <li>- appreciate the opportunities learning and education can give them.</li> </ul>	<ul style="list-style-type: none"> <li>- make informed decisions about whether or not they choose to smoke or drink alcohol when they are older.</li> <li>- accept and respect themselves for who they are.</li> <li>- explain why it is important to stay healthy and happy.</li> </ul>	<p>explain how to report unsafe online/social network activity.</p> <ul style="list-style-type: none"> <li>- identify when an online game is safe or unsafe.</li> <li>- suggest ways to monitor and reduce screen time.</li> </ul>	<p>ask questions to seek clarification.</p> <ul style="list-style-type: none"> <li>- express how they feel about having a romantic relationship when they are an adult.</li> <li>- express how they feel about having children when they are an adult.</li> <li>- express how they feel about becoming a teenager and identify who to talk to if they are concerned about puberty or becoming a teenager/adult.</li> </ul>
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Year 6	Puzzle 1 - Being Me in My World	Puzzle 2 - Celebrating Difference	Puzzle 3 - Dreams and Goals	Puzzle 4 - Healthy Me	Puzzle 5 - Relationships	Puzzle 6 - Changing Me
Statement	<p>To set goals and discuss fears and worries about the future.</p> <p>To know about the United Nations Convention on the Rights of the Child and to understand these are not met for all children worldwide.</p> <p>To explore how an individual's choices and actions can have far-reaching effects, locally and globally.</p> <p>To understand how behaviour can result in rewards and consequences and have an impact on a group.</p> <p>To explore how democracy benefits the school.</p>	<p>To discuss differences and similarities and that for some people, being different is difficult.</p> <p>To explore bullying and how people can have power over others in a group.</p> <p>To identify strategies for dealing with occasions of bullying and wider bullying issues.</p> <p>To explore disability and to learn about disabled people who have amazing lives and achievements.</p>	<p>To discuss individual strengths and to explore how to set challenging and realistic goals.</p> <p>To identify the learning steps to take to achieve a goal and how to stay motivated.</p> <p>To explore global issues, including identifying places where people may be suffering or living in difficult situations;</p> <p>To identify what others admire about individuals in the class and to give each other compliments.</p>	<p>To explore individual responsibility for choices related to physical and emotional health.</p> <p>To know about different types of drugs and the effects these can have on people's bodies.</p> <p>To know about the risks of exploitation and gang culture.</p> <p>To explore mental health/illness and that people have different attitudes towards this.</p> <p>To recognise the triggers for and feelings of being stressed and to understand strategies to manage stress.</p>	<p>To know about mental health and how to take care of their own mental well-being.</p> <p>To explore the grief cycle and its various stages, and discuss the different causes of grief and loss.</p> <p>To identify people who can try to control them or have power over them.</p> <p>To investigate online safety, how to judge if something is safe and helpful and to know how to communicate with friends and family in a positive and safe way.</p>	<p>To know about puberty in boys and girls, the changes that will happen and the feelings that might be associated with these changes.</p> <p>To understand the process of childbirth and the stages of development of a baby, starting at conception.</p> <p>To explore what it means to be physically attracted to someone and the effect this can have upon the relationship.</p> <p>To know about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something.</p> <p>To discuss self-esteem, why</p>

						<p>it is important and ways to develop it.</p> <p>To discuss the transition to secondary school, and how to prepare for any worries or fears.</p>
<p><b>Outcome (PSHE)</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- start to explain children's universal rights (United Nations Convention on the Rights of the Child.</li> <li>- discuss the lives of children in other parts of the world.</li> <li>- explain how personal choices can affect others locally and globally</li> <li>- set goals for the year ahead.</li> <li>- describe their and others' fears and worries.</li> <li>- understand that their own choices result in different consequences and rewards.</li> <li>- understand how democracy benefits the school community and how to contribute towards the democratic process.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- identify that people can hold power over others individually or in a group</li> <li>- explain that power can play a part in a bullying or conflict situation.</li> <li>- understand that there are different perceptions of 'being normal' and where these might come from.</li> <li>- understand that difference can be a source of celebration as well as conflict and that being different could affect someone's life.</li> <li>- know why some people choose to bully others.</li> <li>- explain that people with disabilities can lead amazing lives</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- identify their own learning strengths.</li> <li>- identify what their classmates like and admire about them.</li> <li>- explore a variety of problems that the world is facing and identify ways in which they could work with others to make the world a better place.</li> <li>- know the learning steps they need to take to achieve their goal.</li> <li>- set realistic and challenging goals.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- identify the need to take responsibility for their own health.</li> <li>- explain what it means to be emotionally well.</li> <li>- discuss how to make choices that benefit their own health and well-being.</li> <li>- know about different types of drugs and their uses and explain how different types of drugs can affect people's bodies, especially their liver and heart.</li> <li>- identify that stress can be triggered by a range of things and that being stressed can cause drug and alcohol misuse.</li> <li>- identify that some people can be exploited and made to do things that are against the law.</li> <li>- explain why some people join gangs and the risk that this can involve.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- understand the importance of taking care of their own mental health.</li> <li>- identify ways to take care of their own mental health.</li> <li>- understand the stages of grief and that there are different types of loss that cause people to grieve.</li> <li>- understand that sometimes people can try to gain power or control them.</li> <li>- explain some of the dangers of being 'online'.</li> <li>- explain how to use technology safely and positively to communicate with friends and family.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</li> <li>- explain how a baby develops from conception through the nine months of pregnancy and how it is born.</li> <li>- explain how being physically attracted to someone changes the nature of the relationship.</li> <li>- identify the importance of self-esteem and what they can do to develop it.</li> <li>- identify what they are looking forward to and what they are worried about when thinking about transition to secondary school.</li> </ul>
<p><b>Outcome (Social and Emotional Learning)</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- talk about their own wants and needs.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- empathise with people who are different.</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- explain why it is important to stretch the boundaries of their current</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- start to care for their own physical and emotional health,</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- explain that some people can have problems with their mental health and</li> </ul>	<p>Children can:</p> <ul style="list-style-type: none"> <li>- identify ways to develop their own self-esteem.</li> </ul>



	<ul style="list-style-type: none"> <li>- compare their life with the lives of those less fortunate.</li> <li>- demonstrate empathy and understanding towards others.</li> <li>- demonstrate attributes of a positive role-model.</li> <li>- take positive action to help others.</li> <li>- Know what effective group work is and contribute towards a group task.</li> <li>- identify how to regulate their emotions.</li> <li>- make others feel welcomed and valued.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify feelings associated with being excluded.</li> <li>- recognise when someone is exerting power negatively in a relationship.</li> <li>- discuss prejudice and discrimination, analyse why it happens and their feelings about it</li> <li>- use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict.</li> <li>- Identify different feelings of the bully, bullied and bystanders in a bullying scenario.</li> <li>- appreciate people for who they are.</li> <li>- show empathy.</li> </ul>	<p>learning.</p> <ul style="list-style-type: none"> <li>- give praise and compliments to other people when they recognise that person's achievements.</li> <li>- empathise with people who are suffering or living in difficult situations.</li> <li>- set success criteria so that they know when they have achieved their goal.</li> <li>- discuss the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances.</li> </ul>	<ul style="list-style-type: none"> <li>- suggest strategies someone could use to avoid being pressured.</li> <li>- use different strategies to manage stress and pressure.</li> <li>- discuss ways to be happy and cope with life's situations without using drugs.</li> <li>- identify ways that someone who is being exploited could help themselves.</li> <li>- recognise that people have different attitudes towards mental health/illness.</li> </ul>	<p>that it is nothing to be ashamed of.</p> <ul style="list-style-type: none"> <li>- help themselves and others when worried about a mental health problem.</li> <li>- recognise feelings of grief and have strategies to manage the grieving process.</li> <li>- explain ways to stand up for themselves and their friends in situations where others are trying to gain power or control.</li> <li>- resist pressure to do something online that might hurt themselves or others.</li> <li>- take responsibility for their own safety and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>- express how they feel about the changes that will happen to them during puberty.</li> <li>- understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to.</li> <li>- recognise how they feel when they reflect on the development and birth of a baby.</li> <li>- celebrate what they like about their own and others' self-image and body image.</li> <li>- use strategies to prepare themselves emotionally for the transition to secondary school.</li> </ul>
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