

PSHE Key Content Spring MTP 2021-2022

EYFS	Spring 1/2	Key concepts	Prior Learning			At the end of this unit of work Children will know:		
	Unit of work Dreams and Goals Healthy me	Dreams and Goals (Achievement, goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society Healthy me (Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest, and exercise)	Verbalise feelings – feeling proud Feelings of determination Recognise different jobs in the world of work Recognise what their body needs Begin to talk about how to be healthy			Children can identify targets Children never give up when faced with a problem Children can identify obstacles and think of ways to overcome them. Children know what it is to be healthy and can talk about unhealthy and healthy choices for food Children can talk about importance of sleep and exercise for their bodies.		
	Key Content	I can make links between what I learn now and jobs in the future						
		I can say how I feel when I achieve goals						
		I understand that I need exercise to keep my body healthy						
YEAR 1	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			5 Key Questions	
	Unit of work Dreams and Goals	Dreams and Goals (Achievement, goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)	Children should know about: Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	<ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle Can store feelings of success so that they can be used in the future Express how you can succeed and work collaboratively to achieve a goal. 			 What goals have you set at school?  What goal would you like to set for home?  What do you need to do achieve your goal?  Proud/success/obstacle  How do you feel when something is difficult?	
	Suggested lessons	Lesson 1: Reflective question:	Lesson 2: Reflective question	Lesson 3: Reflective question:	Lesson 4: Reflective question	Lesson 5: Reflective question:	Lesson 6:	

	<p>What is success? The children will create their own treasure chest and will add their own success coins to this.</p>	<p>How do you feel when something is difficult? The children will choose a challenge and discuss steppingstones to learn the challenge.</p>	<p>How do you feel when you succeed? They will design a welly. The welly will illustrate goals. This can be added to a display of a garden of dreams and goals</p>	<p>What is challenge? The children will make a stretchy flower to add to the garden of dreams and goals</p>	<p>What do you need to achieve your goal? Use of the book – bear hunt or Paul's journey. The children will act out each of the steps for Paul's trip along the steppingstones</p>	<p>Children to discuss the following: What sort of feelings do you have when you're successful? Is it important to have an internal treasure chest and how can this help us in the future?</p>
Key Content	<p>I can explain how I feel when I am successful and how this can be celebrated positively I know how to set simple goals I know how to identify obstacles and how to overcome them.</p>					
Second order concepts	<p>Emotional literacy: I can develop my motivation to aim for a goal (self-awareness, social skills, empathy, motivation and managing feelings) Resilience: I can develop strategies for resilience (Developing strategies for resilience, ambition, personal best and managing emotions) Written and oral expression I can discuss the steps I would take towards my goals (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>					
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			5 Key Questions
Unit of work	<p>Healthy me (Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest, and exercise)</p>	<p>Children should know about: Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<ul style="list-style-type: none"> Understand how your body has changed from being a baby and describe the private parts of your bodies. Understand what kinds of things are healthy or unhealthy Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy 			<p> Can you give me an example of a healthy / unhealthy choice?</p> <p> How do you feel when you make a healthy choice?</p> <p> Can you tell me something that is special about you?</p> <p> Healthy/unhealthy/choices</p> <p> Who can you ask for help when you feel frightened?</p>
Suggested lessons	<p>Lesson 1: Reflective questions What does healthy mean? Explain to the children that there are lots of ways to keep ourselves healthy. Ask them to tell you some of the ways they know and emphasise that the ones in the song are very important..</p>	<p>Lesson 2: Reflective question: What does unhealthy mean? In pairs, children identify as many healthy choices as they can. Take feedback from the children about their healthy choices. Do the Healthy Balance Sum from the previous Piece. Ask if anyone remembers the actions from last time.</p>	<p>Lesson3: Reflective question: How can we keep safe? Sort pictures of household items/products into the rooms where they would be found, either kitchen or bathroom; then each pair takes, for instance, the kitchen pictures and sorts those into items safe for them to use/not safe for them to use. Debrief reasons why some items are</p>	<p>Lesson 4: Reflective question: How does being healthy make you feel? Play healthy/unhealthy game Children feedback their responses and ask whether everyone in the group agreed where to put each picture. Discuss some of the answers about which the children disagreed: why was this?</p>	<p>Lesson 5: Reflective question What makes us feel unsafe? 'Take a child through the 6 steps for crossing the road while the other children tell him what to do next to stay safe. Take all children through this and let them practise in groups. Ask the children who they could ask to help them if they didn't feel safe crossing the road. Draw out from them</p>	<p>Lesson 6: Children create their own individual templates, writing or drawing in each box as necessary. Can you think of any unhealthy choices that might be harmful to a person's body? Why do healthy choices help us to be happy? Why might unhealthy choices make us feel unhappy?</p>

		Concentrate on easy-to-remember message: foods high in sugar are not good for our bodies and teeth.	Act this out with the children several times together, and then ask them to do it without instructions from the teacher.	safe/unsafe for them at this age.		that it is OK to feel frightened doing things like crossing the road and that there are people to help you.	
	Key Content	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy</p> <p>I can give examples where being healthy can help me feel happy.</p> <p>I know about people who keep me safe</p> <p>Responsibility I can identify ways to stay safe and keep healthy (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)</p> <p>Resilience I can discuss how to achieve my personal best (Developing strategies for resilience, ambition, personal best and managing emotions)</p> <p>Written and oral expression: I can discuss personal experiences (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>					
YEAR 2	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
	Unit of work Dreams and Goals	Dreams and Goals (Achievement, goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)	Children should know about: 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	<ul style="list-style-type: none"> Express how you can succeed and work collaboratively to achieve a goal. Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling 		What goals have you set at school? What do you need to do achieve your goal? How do you feel when something is difficult? Strength/persevere/teamwork How do you feel when you have achieved a goal?	
	Suggested lessons	<p>Lesson 1: Reflective question How does success feel? Children create their own treasure chest using the template, they explain their successes and feelings associated with this, they decide on a realistic challenge to complete for the week after e.g., learning number 1-10 in foreign language</p>	<p>Lesson 2: Reflective question: What are your goals? The children use the ladder template and identify the steps they need to take to achieve their goals or challenges.</p>	<p>Lesson 3: Reflective question: What are challenges? The children work in teams or partners and show challenge to the class and they reflect on their achievements from this.</p>	<p>Lesson 4: Reflective question: How do we feel when we cooperate? The children work cooperatively to create imaginary birds for a garden of goals and dreams</p>	<p>Lesson 5: Reflective question: How does it feel to face a challenge? The children continue to work as a team to design 'dream bird'. The children work cooperatively to design the bird for their garden of dreams and goals.</p>	<p>Lesson 6: The children get shown a precious stone/gem and talk about what is precious to them. What special dreams or goals do you have? What skills do you need to work as a team? What would you do differently to make your group a better team?</p>
	Key Content	<p>I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other</p> <p>I know that it is important to persevere</p> <p>I know how to share success with other people</p>					
	Second order concepts	<p>Emotional literacy: I can identify ways in which I can motivate myself (self-awareness, social skills, empathy, motivation and managing feelings)</p> <p>Resilience: I can talk about perseverance and resilience and how important they are (Developing strategies for resilience, ambition, personal best and managing emotions)</p> <p>Written and oral expression: I can share my successes with others in the class (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>					
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions		

	Unit of work	<p>Healthy me (Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest, and exercise)</p>	<p>Children should know about: Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicines safety / safety with household items Road safety Linking health and happiness</p>	<ul style="list-style-type: none"> • Understand how your body has changed from being a baby and describe the private parts of your bodies. • Understand what kinds of things are healthy or unhealthy. • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Express how it feels to share healthy food with their friends 	 What snacks could you eat before exercise?  What types of medicine have I given you?  What does your body need to stay healthy?  Lifestyle/motivation/medicines  What makes you feel relaxed / stressed?		
	Suggested lessons	<p>Lesson 1: Reflective question How can we keep healthy? Think of four things that keep people healthy. Discuss all ideas as a class and have Jigsaw Jo in a prominent position to receive feedback from the children. Congratulate the children on all the different ways they helped Jigsaw Jo stay motivated and make healthy choices.</p>	<p>Lesson 2: Reflective question: How can we keep relaxed? Rank the pictures from least relaxed to most relaxed. Ask some children to hold up printed pictures and the rest of the class instructs them where they should stand on the imaginary line. You should end up with a continuum of relaxation. Draw out from them that there are strong feelings and weak feelings - at both ends of the spectrum..</p>	<p>Lesson 3: Reflective question: How can you keep safe? Prepare a bag of empty children's medicine packets/bottles (e.g., cough medicine) / inhaler / bee sting cream / plaster / bandage / germolene / etc for this activity.. Elicit that they must NEVER take each other's medicine. Medicine must be kept in a locked cupboard out of children's reach at home. Make the point that there are lots of ways we can try to help ourselves feel better without taking medicine, but sometimes medicine can help us get better.</p>	<p>Lesson 4: Reflective question What food groups do you already know? Children are given a set of food cards and a set of food group word cards (carbohydrate, protein, dairy, fruit & vegetables, and foods high in sugar/salt). Children sort the cards into the different food groups. Ask the children to work together so that everyone has a turn; they will need to decide as a team if there are any disagreements about where particular foods go.</p>	<p>Lesson 5: Reflective questions: How does being healthy feel? Give each group a recipe card to follow and the correct ingredients. Ask the children to make the snacks according to the instructions on the recipe cards. Offer help if they are unsure. Once all the snacks are made, invite the children to taste their own snack and each others' snacks. Perhaps set up a 'café area in the classroom if there is space. Ask each group to explain why their snack is healthy and good for their bodies. If time, ask the children to rate each snack and list any improvements that they would make.</p>	<p>Lesson 6: Show the children the Healthy Happy Me Recipe template and explain how they are to complete it. If desired, the children could work in pairs or in ability groups so the task can be differentiated. (Alternatively, teachers may wish for the children to work in groups and use a full-size body outline of a child drawn onto large paper). Model the types of answers the children might include for each section of the template / body outline. Can you think of any unhealthy choices that might be harmful to a person's body? Why are healthy choices good for us? Why can unhealthy choices be harmful to us?</p>
	Key Content	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices I can make healthy choices for snacks I can make safe choices regarding medicines Responsibility I can identify strategies to keep myself safe and healthy (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health) Resilience I can strive to always be my personal best (Developing strategies for resilience, ambition, personal best and managing emotions)</p>					
	Written and oral expression I can discuss my personal experience and the experience of others (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)						
>	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions		

Unit of work Dreams and Goals	Dreams and Goals (Achievement, goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)	Children should know about: Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others	 What might it feel like when you achieve your goal?  What ambition is important to you?  What can you do if something is difficult?  Challenge/Ambitions/Aspirations  How does it feel to be stuck?		
Suggested lessons	Lesson 1: Reflective question: What do we mean by perseverance? Children are given some back stories/interpretations of other children's dreams and goals. Children to discuss these stories and consider each person's feelings	Lesson 2: Reflective question: How does it feel to achieve ambition/dream? Children create their own flowers and have their dreams and goals on petals on a flower, this will be added to a garden of dreams and goals.	Lesson 3: Reflective question: What strategies do we need to be resilient? The children will work together to design garden of dreams and goals First of all they will decide on different job roles e.g., leader, landscaper etc	Lesson 4: Reflective question What makes an effective team? They will work as a team and continue to design a garden; they will plan cooperatively their garden.	Lesson 5: Reflective question: How does it feel to be challenged? The children will share designs/events to open the garden of dreams and goals	Lesson 6: Children to consider the following: What did you do well in the challenge? What did you learn? How can these feelings help learning in the future?
Key Content	I can explain the different ways that help me learn and what I need to do to improve. I can talk about obstacles and how I need to overcome these to achieve I know what dreams and goals are important to me					
Second order concepts	Emotional literacy I can develop my motivational strategies (self-awareness, social skills, empathy, motivation and managing feelings) Resilience I can develop strategies for resilience (Developing strategies for resilience, ambition, personal best and managing emotions) Written and oral expression I can make comparisons to my experience and those of others when feeling challenged (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)					
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work	Healthy me (Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest, and exercise)	Children should know about: Motivation Healthier choice Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do		 Can we talk about how we keep each other safe in our family?  Can you tell me about a time when you felt unsafe?  What drugs do you know about? How do you feel about drugs?  Responsibility/respect/dangerous	

					<p>Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these?</p>		
	Suggested lessons	<p>Lesson 1: Reflective Question What does it mean to be healthy? Children need to be active for at least one hour every day'. Ensure the children understand that they can choose what activities they do in order to keep their bodies healthy. Explain that everyone is going to make up their own fitness challenge: everyone's fitness challenge will be different and will be unique</p>	<p>Lesson 2: Reflective question: What makes our bodies unique and individual? With the children in groups hand out the 'How much sugar?' game to each group. The challenge is to try and match how much sugar is in each food item. After an appropriate amount of time, go through the answers with the children</p>	<p>Lesson 3: Reflective question: What does it mean to be unhealthy? Working in pairs and using the 'Feelings word template', ask the children to choose 5 words from the list that describe their feelings about drugs and to highlight their choices. Then ask each pair to come up with another word to add to the list that describes how they feel about drugs. Feedback to the class and take a vote on the most popular words to describe how the children feel about drugs.</p>	<p>Lesson 4: Reflective question: What are your thoughts and feelings about drugs? In pairs, ask the children to think of things they feel they have to keep safe from. As a class discuss their ideas and sub-divide their ideas using the headings, 'Things,' 'People,' 'Places'. Write this list on the board/flipchart. From this list, discuss which of their ideas may be real or pretend. Share their ideas as a class.</p>	<p>Lesson 4: Reflective question How can we keep ourselves safe? Split the class into groups and give each group a short story template to work with. Invite each group to identify the point, or points, in the story when the situation starts to feel unsafe. This can be marked on the template by putting arrows or stars at the place(s) in the story. The advice they would offer the children in the story can also be written on the template in the appropriate boxes. Allow sufficient time for the children to complete the task and then invite each group to feedback so the class have time to reflect on and discuss each of the scenarios.</p>	<p>Children work in pairs/groups as appropriate, to design and create their infographic. If desired the teacher may wish the children to design these using any computer software packages available in school, or they could be designed on paper. During the design Who can help you stay safe and healthy? Who would you tell if you felt scared or unwell?• How can we keep ourselves safe?• How can we keep ourselves healthy?• How do we know if we are feeling scared or unwell?• How do we know if something feels risky/ unsafe?• Are some things riskier than others?.</p>
	Key Content	<p>I can identify things, people, and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>I know when something feels safe or unsafe</p> <p>I know that my body is complex and needs taking care of</p>					
	Second order concepts	<p>Responsibility I am responsible for keeping my self safe (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)</p> <p>Resilience I can set myself a fitness challenge (Developing strategies for resilience, ambition, personal best and managing emotions)</p> <p>Written and oral expression: I can share personal experiences of a time when I have not felt safe. (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>					
YEAR 4	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:	5 Key Questions		
	Unit of work Dreams and Goals	<p>Dreams and Goals (Achievement, goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)</p>	<p>Children should know about: Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<ul style="list-style-type: none"> • Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is• Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others 	<p> What are your hopes and dreams?</p> <p> Can you tell me about a time that one of your dreams didn't come true?</p> <p> Describe how it felt when you achieved your goal?</p> <p> Resilience/disappointment/determination</p> <p> • How can you use this feeling the next time you are stuck?</p>		

Suggested lessons	<p>Lesson 1: Reflective question: What do we mean by dreams? Children will write their dreams and how they feel on a leaf and decorate with collage materials</p>	<p>Lesson 2: Reflective question: Are you resilient how do you know? The children will use the reverse side of leaf write piece of advice for someone disappointed because a dream has been broken – focus on resilience</p>	<p>Lesson 3: Reflective question: How does it feel to be disappointed? The children will create a role play focussing on disappointment and resilience, using prompts to support.</p>	<p>Lesson 4: Reflective question: How can we overcome disappointment? The children will write a new verse for Jigsaw song focussing on a new goal and focussing on resilience and overcoming disappointment</p>	<p>Lesson 5: Reflective question: What do we mean by goals? The children to complete a challenge to create a potato person as a team. Their design needs to be funny and original.</p>	<p>Lesson 6: Children to discuss the following: What do you like about another team's design? How well did you work together a s team? Were you disappointed? What could do to be more resilient and have a positive attitude?</p>
Key Content	<p>I can plan and set new goals even after a disappointment.</p> <p>I know how to share the success of the group</p> <p>I know how to work as part of a successful group</p>					
Second order concepts	<p>Emotional literacy I can develop my self-awareness and reflect on my feelings (self-awareness, social skills, empathy, motivation and managing feelings)</p> <p>Resilience I can develop resilience when dealing with disappointments (Developing strategies for resilience, ambition, personal best and managing emotions)</p> <p>Written and oral expression I can discuss my feelings and share teamwork experiences (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>					
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			5 Key Questions
Unit of work	<p>Healthy me (Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest, and exercise)</p>	<p>Children should know about: Exercise Fitness challenge Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p>	<p>Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive</p>			<p> Who are your friends?</p> <p> Can you tell me about a time when you were the leader / follower in the group?</p> <p> How can smoking affect people's health?</p> <p> Friendships/assertive/pressure How can you build your inner strength?</p> <p></p>
Suggested lessons	<p>Reflective question: What qualities does a good friend need? Invite the children to complete their own Friendship charts. Write their name or draw something that represents them in the centre. They should do this individually and</p>	<p>Reflective question: What friendship qualities are most important to you? Explain to the children they are going to have a different scenario to discuss this time, but the task is the same. Can they identify the different characteristics and roles the children in the scenarios have chosen?</p>	<p>Reflective Question: What do we mean by peer pressure? . Explain that they will be acting out the scenarios and performing it to the rest of the class. Each group will have the beginning of the scenario which they have to complete. Encourage each child to take on a different role in the scenario.</p>	<p>Reflective question: How does it feel to make the right choices? Write an extra verse for the Jigsaw song 'Make a good decision' about how children can resist pressure to try things if they don't want to, like drugs and alcohol. Encourage them to write positive messages</p>	<p>Reflective question: How can we resist peer pressure? Divide the paper into two columns. In one column they should list the features of a 'healthy' (positive) friendship and in the other column, the features of an 'unhealthy' (negative) relationship.</p>	<p>Ask the children to research the word 'assertive'- they can use a dictionary, thesaurus, or an online tool to help. Draw together the children's definitions and summarise what being assertive means.</p>

	don't need to share with anyone else.	Can they problem-solve to try and work out a solution to the problems in the sceno.				
Key Content	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.					
	I know what is right and what is wrong					
	I know ways to resist when people are putting pressure on them					
Second order concepts	Emotional literacy I can develop my inner strength (self-awareness, social skills, empathy, motivation and managing feelings)					
	Responsibility I am responsible for my actions (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)					
	Written and oral expression I can talk about how to resist peer pressure and how to be assertive (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)					
Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work Dreams and Goals	Dreams and Goals (Achievement, goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)	Children should know about: Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitude	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are gr own up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others 		What are your dreams and goals? Why might you need money to help you achieve your dreams and goals? Tell me about the hopes and dreams of someone from a different culture? Achievement/profession/society What are the differences and similarities between you and someone from a different culture?	
Suggested lessons	Lesson 1: Reflective Question What do we mean by a dream? Children will note down dreams they have on a dream cloud	Lesson 2: Reflective question What does ambition mean? The children will discuss careers and professions, when considering goals and ambitions. They will match salary and job cards and discuss	Lesson 3: Reflective question: What different professions would they consider? The children will create their ideal job	Lesson 4: Reflective question What made your job idea? The children will compare children's lives in developing countries to own aspirations, similarities, and differences – what will the children in developing countries dreams be?	Lesson 5: Reflective question How do our aspirations compare to that of a child in a developing country? The children need to accept a challenge – They need to devise an event and use teamwork skills	Lesson 6: Children to consider the following: Why is it important to have dreams and goals? Do you think the world is fair place to live? Why do we have different opportunities/life chances compared to some children in developing countries?
Key Content	I can compare my hopes and dreams with those of young people from different cultures.					
	I know the types of job I might like to do when I'm older					
	I know ways I can support young people in my own culture and abroad					

	Second order concepts					
	Emotional literacy I can develop empathy for children from different cultures (self-awareness, social skills, empathy, motivation and managing feelings)					
	Resilience I can consider ambition and how to achieve personal best (Developing strategies for resilience, ambition, personal best and managing emotions)					
Written and oral expression I can discuss similarities and differences between myself and a child from a different culture (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)						
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:			5 Key Questions
Unit of work	<p>Healthy me (Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest, and exercise)</p>	<p>Children should know about: Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Can make informed decisions about whether they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy</p>			<p> What are the risks of smoking / misusing alcohol?</p> <p> Why do some people have eating problems?</p> <p> What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</p> <p> Media/influence/body image</p> <p> Are there ways we could be healthier?</p>
Suggested lessons	<p>Reflective Question: What are your thoughts on smoking? Show some pre-selected images they have sourced themselves. What sort of messages are being promoted? Is smoking still looked on as 'cool' or something that is associated with being 'tough'? Is smoking shown to be 'fashionable'? What about celebrities that smoke? e.g., fashion models, film stars sports and music celebrities. What messages might that be giving to young people? Does the media put 'pressure' on young people to behave in certain ways</p>	<p>Reflective question: What are your thoughts on alcohol? Ask the children to work in groups and invite them to think of an alternative ending for the story, beginning at the point where Jax and her boyfriend arrive at the party. They need to tell the story where none of the characters had drunk alcohol and were more in control of their thoughts and feelings. The children can write these endings down if the teacher would like a record, or they can discuss in groups and feedback if this is more appropriate.</p>	<p>Reflective question Have you ever been in an emergency situation? a storyboard template and one of the emergency situation cards. Ask them to draw/ write a sequence of events in the boxes, from the emergency itself to how they can help the situation resolve itself. Encourage the children to be as detailed as possible. Once completed, the different groups can share their storyboards with the class. Teacher notes for each scenario: 1. Your friend is skateboarding in the park, falls off and bangs their head on the concrete. They are breathing but not conscious. The park is empty of people but there are some shops nearby. According to British Red Cross advice, losing consciousness in response to a knock on the head maybe a sign of a serious head injury. As the injured person is breathing, they should be put into the recovery position to prevent them from choking</p>	<p>Reflective Question What do we mean by body image? Explain that it is a very common thing to compare the way we look with other people, and for some people this can make them feel unhappy. However, there are things we can do to help ourselves stay positive about our self-image/body-image and this next game will help us start to explore these ideas. Split the class into small groups and say they are going to play a messaging game. Each group will have a set of cards which they need to keep face down on the table. When turned over, each card will show an imaginary message on a mobile/cell phone. The game is to work out a positive (kind) reply to each of the messages. They will only have 2 minutes for each message so need to work quickly as</p>	<p>Reflective question What do we mean by self-respect? In groups of 3 or 4, ask children to write a recipe for a Healthy Body Image. Give each group a piece of white card where they will write ingredients and a method for a Healthy Body Image. Encourage them to be creative about what they include and they will need to draw on their learning from previous lessons in this Puzzle (unit). For example, some of the ingredients may be knowledge of a balanced diet, 60 minutes of physical activity every day, an ability to spot whether a photo has been altered, skills like resilience and a good sense of humour, knowing whether something is fake or real, or some of the Top Tips from the last Piece (lesson). Ask each group to share their recipes with the class. Draw out as many different ingredients as possible so that the children appreciate that there are many different ways</p>	<p>Start the debate by giving each group 2 minutes to present their case. Start with the 'Fors' and then the 'Against' groups. Once all elements have been presented, there will be an opportunity for the children to counter argue what they have heard. Use Jigsaw Jez as the speaking object for turn-taking. The chair (teacher) can also ask challenging questions, pitching some elements against others to help everyone make a final decision. Either by secret ballot or by a show of hands, the class votes on the question. Explain that this is a 'Free vote' and they are free to vote For or Against whatever their personal opinion is and no longer need to stick to their side. Finish the debate by summarising that there are positive and negative things about the media, internet and social media and one way to help ourselves stay healthy is to learn to use it responsibly and safely. We should also try</p>

				<p>and to keep their airways open. An ambulance should be called asap. When calling for an ambulance a person needs to think carefully about the information needed. This includes the correct number to call, the location of the accident and details of the person's injury. 2. Your friend is knocked off their bike by a car. They are unconscious and have lots of bad cuts and bruises. The car driver who caused the accident gets out to help but is very upset and in a panic. The road is very busy with lots of other traffic and people around. This is a serious accident and we cannot be sure if the person has injured their spine. The most important thing is to get an ambulance as soon as possible, choosing calm people to help. The recovery position should NOT be used if there is a possibility of a spinal injury. Instead the person's jaw should be opened gently without twisting their neck. If there is doubt don't use the recovery position and wait to get help from the emergency services. If there are deep cuts, someone should apply pressure to the wounds with a clean cloth to stop the flow of blood. It may not be safe to move the injured person from the road because they might have broken bones or a damaged spine. What skills are useful in an emergency situation? How might you feel after being in an emergency situation?</p> <p>3. A 2-year-old has wandered into the room where the washing (laundry) machine is kept. You find that the child has put a laundry tablet/ pod in their mouth. It had been accidentally dropped on the floor and they thought it was a</p>	<p>a team. Explain that in real life we often reply to messages instantly, so the short amount of time is helping us practise this skill. One team member needs to write down the team's replies so they can remember their answers. They don't have to use text speak if they are not familiar with it. The teacher will act as the timer and after every 2 minutes has elapsed, they will tell the teams to turn over the next card. The game carries on until all the cards have been used. Put a set of cards face down on each table and the game begins when the teacher tells everyone to turn over the first card. The messages are in text-speak so here are the translations if needed My hair is garbage. It's nothing like that celebrity's I saw on TV. I'm angry with Mum. She bought me trainers but not the ones everyone else has. Gross. I want to ask Annabelle to the prom but she only goes out with boys who are fit. Did you see that dress Carla was wearing? It sucked and made her look fat. Do you think I need to lose weight? Jemma at school has lost loads. Maybe I need to? I've been working out. Does it show? Six-packs are on fleek. (On point/ fashionable). After the game, invite the children to share some of their answers. Did they find it challenging to think of something positive to say in just 2 minutes? What can that teach us about using social media? Is it</p>	<p>to enjoy a healthy body image. These contributions can be included as part of the End of Puzzle outcome as discussed with your Jigsaw Lead prior to teaching this unit (Puzzle).</p>	<p>to make sure that we know the facts about something and not assume that everything we see, particularly online is real.</p>
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				the diabetic society, it would be worth giving them something sugary and then calling for an ambulance. Sugar will help in cases of low blood sugar and is unlikely to cause any further damage in cases of high blood sugar. If they lose consciousness and are breathing the recovery position is helpful.			
	Key Content	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.					
		I know that media, social media and celebrity culture promotes certain body types					
		I know what makes a healthy lifestyle					
	Second order concepts	Emotional literacy I can develop positive feelings of self-awareness (self-awareness, social skills, empathy, motivation and managing feelings)					
Responsibility I am responsible for staying safe (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health) Written and oral expression I can discuss the for and against of social media (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)							
YEAR 6	Spring 1	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
	Unit of work Dreams and Goals	Dreams and Goals (Achievement, goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society)	Children should know about: Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	<ul style="list-style-type: none"> Set themselves aspirational targets that will help them as you progress into key stage 3. Use the knowledge you have gained and apply it by becoming a positive role model and global citizen. Understand why it is important to stretch the boundaries of their current learning Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements 		What are your learning strengths? What problems in the world are you worried about? Is there anything we can do to help? What do you think your classmates admire and like about you? Success criteria/hardship/compliment Do you have any role models?	
	Suggested lessons	Lesson 1: Reflective question: What are your dreams? Children create their own goal cards. These will be two goal cards – there will be one school-based goal and one out of school goal.	Lesson 2: Reflective question: What would be your success criteria for achieving a goal? The children use one of the goals created from the previous lesson and add to totem pole template	Lesson 3: Reflective question: What do you consider to be global issues? The children create their own dream for the world and use bunting to display in the classroom	Lesson 4: Reflective questions: What steps can be taken to resolve global issues? The children create Sponsorship task/event, the children need to plan a project – this must be original but manageable	Lesson 5: Reflective questions: What are the important qualities necessary to achieving dreams and goals? The children decide one of the following 3 options to choose from. PowerPoint presentation awareness of charity/design poster advertising event//design invite for parents/carers	Lesson 6: Children to consider the following: What positive contribution did you make to the task? The children complete an achievement card
	Key Content	I can explain different ways to work with others to help make the world a better place I know what my peers like and admire about me I know a variety of problems that the world is facing					

Second order concepts	Emotional literacy I can develop my motivational skills (self-awareness, social skills, empathy, motivation and managing feelings)					
	Resilience I can develop strategies of resilience to achieve my personal best (Developing strategies for resilience, ambition, personal best and managing emotions)					
	Written and oral expression I can discuss global issues and consider solutions. (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)					
Spring 2	Key Concepts	Prior Learning	At the end of this unit of work Children will know:		5 Key Questions	
Unit of work	<p>Healthy me (Body and mind, drugs and alcohol education, self-esteem, confidence, healthy lifestyles, sleep, nutrition, rest, and exercise)</p>	<p>Children should know about: Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<ul style="list-style-type: none"> Further your understanding of how lifestyle choices can have a dramatic effect on your health and wellbeing, including drugs, cigarettes, and alcohol. Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure 		<p> What can you do to keep mentally/physically well?</p> <p> What makes you feel stressed?</p> <p> What can you do if someone is putting pressure on you?</p> <p> Prevention/motivation/triggers</p> <p> Can you recognise when anyone in your family feels stressed?</p>	
Suggested lessons	<p>Lesson 1 Reflective question: What are healthy and unhealthy choices? Allow time for the children to role play their scenario and then invite each group to share. Discuss the advice given by each group and correct any misunderstanding or erroneous comments as part of the discussion. Draw the discussion to a close by asking what responsibilities the children have for their health now. Are there elements of this they can improve? What small changes can they make that might make a big difference. If time allows pass Jigsaw Jem around and invite the children, if they want to, to share one change they will make to be more responsible for their wellbeing.</p>	<p>Lesson 2: Reflective question: What is peer pressure? Using the list of drugs on the board, the four categories, and their own knowledge, ask the children to group these drugs using the resource with the four boxes (Drugs Groups). They can work in pairs or small groups. If there are drugs that the children aren't sure about ask them to leave these out of the sorting. Give 5 – 10 minutes for this activity. Once the children have sorted the list, ask them to feed back as a class with the answers. Taking the feedback, the teacher sorts the drugs on the whiteboard correctly, and correcting any misconceptions. If there are drugs left unsorted explain that illegal drugs can have many different street names, so the ones you haven't managed to sort may belong in the illegal</p>	<p>Lesson 3: Reflective question: How can we resist peer pressure? Divide the class into groups and give each group a printed version of the story and two different coloured pens (preferably one red and one in green). Ask the children to work through the story again and highlight in red where they think the 'danger points' are for Kiran. In green they should highlight the 'choice points' that Kiran faced in the story, each choice point being a potential place where he could have taken action to help himself being drawn into the gang. Bring the groups back together and discuss the differences in their highlighting, drawing out that many of the 'danger points' are also 'choice points'. Also explain that some of the 'danger points' might be less obvious, so how would Kiran know he is in danger or taking a risk? Are there clues in the story? Was his conscience</p>	<p>Lesson 4: Reflective question What makes someone at risk of joining a gang? Divide the class into groups. Show the children how to play the 'Gangs are...' game. Explain there are no right or wrong answers, but the idea of the game is for the children to match up the people on the cards with a reason for being part of a gang. Then every group will share how they have matched their cards, and the reasons why they matched the cards the way they did. In the discussion following the activity draw out the similarities and differences between the way the groups have matched the cards. Teachers may find the children have stereotyped, so make the point that all sorts of people join gangs, and the cards could be have been sorted in many different</p>	<p>Lesson 5: Reflective question What advice would you give someone who was considering taking drugs? Individually, children complete their own emotional well template. Ask the children to write on some positive feelings they could put in their well and an activity or something they can do to that makes that feeling happen. They can show these as arrows going into the top of the well. On the sides of the well, the children write some negative emotions that could damage their wells and cause them to leak. Next to each negative emotion ask the children to write or draw an activity/ something they could do, or people they could go to for help, that repairs the leak and helps stop the negative emotion causing any more damage. If appropriate to do so, share the children's wells – the emotions they have described, the ways to help themselves feel better and the people who can help. Debrief</p>	<p>Lesson 6: Explain to the children that there are lots of other ways to deal with stress and pressure that are better for your mind and body. Ask them to think of ways that they know can help reduce stress and pressure, like exercise, eating well, ensuring you have enough sleep and doing things that you enjoy, finding people who can help. Split the children into either 'Physical' or 'Mental'. Those in the Physical group will be working on physical strategies to help all different types of people when they feel stressed or under pressure; those in the Mental group will be working on mental/emotional strategies to help all different types of people when they feel stressed or under pressure. Each child will come up with six ways to help and they draw/write these on the cube template; they make up the cube and stick the sides together. These cubes can then be rolled like dice to help</p>

		<p>drug group. Explain to be sure we would have to know what the proper name of the drug is first. However, if a drug has a street/ slang name it is almost certainly illegal and would be risky to take. Facilitate a discussion on why people take drugs, even if they know that they have lots of dangerous effects. Draw out from the children that some people take drugs the first time because they are 'pressured' into doing it, or because they are feeling unwell/unhappy and want to fix the problem. They can then become addicted. Ask why people want to sell drugs knowing that they cause people harm. Finally, ask the children to suggest ways that people could help make themselves feel better without taking drugs. Come up with a class list of 'alternatives' to drugs. Encourage them to be realistic with their suggestions.</p>	<p>giving him messages that he should have listened to? Are there reasons why he didn't listen? Summarise by recapping the advice that the children would give to Kiran. Emphasise they could also use this advice if they were ever in a situation that was risky, criminal and/or dangerous.</p>	<p>ways. However, we do know that some people choose to join a gang, for the reasons below. Use the statements on the cards to exemplify these reasons during the discussion. Peer-pressure Financial pressures Protection (or fear if they don't join, they will be harmed) Boredom Searching for excitement Status and the need to have power Family problems (looking for a group where they feel they belong)</p>	<p>the children on this topic and tell them that if they would like to talk to you or another adult after the lesson, they are welcome to do so.</p>	<p>to find ways to help themselves if feeling stressed. During the activity teachers can remind the children about all the different things they have considered in this unit. The following prompt questions may be helpful to assess the children's understanding. How can drugs and alcohol impact on a person's life? How can a person who misuses drugs or alcohol cause hurt to another person? How do drugs and alcohol have an impact on a person's body and mind? Why do some people misuse drugs and alcohol? What ways can a person use to stay emotionally healthy without needing drugs or alcohol? How can a person recognise when a situation is becoming risky or dangerous? Could misusing alcohol or drugs affect their decision making? How do drugs and alcohol cause harm in the community/society? How can a person manage stress and pressure? How do you feel about drugs and alcohol? How do you feel about people who join a gang? What is using alcohol responsibly?</p>
Key Content	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p>					
	<p>I know why some people join gangs and the risk that this involves</p>					
	<p>I know that stress can be triggered by a range of things</p>					
Second order concepts	<p>Responsibility I am responsible for my actions and know how to stay safe (personal responsibility, responsibility towards others, relationships, world of work, staying safe, health)</p>					
	<p>Resilience I can develop strategies to resist peer pressure (Developing strategies for resilience, ambition, personal best and managing emotions)</p>					
	<p>Written and oral expression I can discuss the use of drugs and how these are harmful (using social and emotional literacy to confidently discuss personal experiences and the experiences of others in a variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)</p>					