Kingsway Long Term Plan for **P.S.H.E JIGSAW**

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|  | **Mental health –** covered in **all** aspects of PSHE. **Do not** include children’s personal experiences or inform children of/ overly discuss irreversible or damaging choices. | | | | | |
| **Year group** | **Autumn 1**  7 weeks | **Autumn 2**  7 weeks | **Spring 1**  6 weeks | **Spring 2**  6 weeks | **Summer 1**  5 weeks | **Summer 2**  7 weeks |
| **Topic** | **Being Me In My World**  **JIGSAW** | **Celebrating differences**  **JIGSAW** | **Dreams and Goals**  **JIGSAW** | **Healthy me**  **JIGSAW** | **Relationships**  **JIGSAW** | **Changing Me**  **JIGSAW**  **Including Sex Education** |
| **Topic structure** |
| **Year 3** | 1. **Getting to know each other.**   Recognising my worth and identifying positive things about myself. Setting my personal goals.   1. **Our nightmare school**   Facing new challenges positively, making responsible choices and asking for help.   1. **Our dream school.**   Understanding rules are needed and rights and responsibilities.   1. **Rewards and consequences.**   Understanding actions affecting myself and others. Caring about people’s feelings.   1. **Our Learning Charter**   Make responsible choices and take action.   1. **Owning a learning Charter. (ASM)**   Understanding my actions affect others and seeing things from their point of view. | 1. **Families.**   I understand everyone’s family is different and important.   1. **Family conflict.**   Understand differences and conflicts sometimes happen among family members.   1. **Witness and feelings.**   Knowing what a witness to a bully is.   1. **Witness and solutions.**   Witnesses can make situations better or worse.   1. **Words that harm.**   I can recognise that some words are used in hurtful ways.   1. **Celebrating difference: compliments. (ASM)**   I can tell you about when someone’s affected my feelings and the consequences. | 1. **Dreams and goals.**   I can tell you about a person who has faced difficult challenges and achieved success.   1. **My dreams and ambitions.**   I can identify a dream/ambition that is important to me.   1. **A new challenge.**   I enjoy facing new learning challenges and working out the best ways for me to achieve them.   1. **Our new challenge.**   I am motivated and enthusiastic about achieving our new challenge.   1. **Our new challenge – overcoming obstacles.**   I can recognise obstacles which might hinder my achievement and can take steps to overcome them   1. **Celebrating my learning.**   I can evaluate my own learning process and identify how it can be better next time. | 1. **Being fit and healthy.**   Understanding how exercise affects my bod and why my heart and lungs are important organs.   1. **Being fit and healthy.**   The amount of calories, fat and sugar I put into my body will affect my health.   1. **What do I know about drugs?**   I can tell my knowledge and attitude towards drugs.   1. **Keeping safe.**   Identifying things, people and places I need to keep safe from and tell strategies for keeping myself safe including who to go to for help.   1. **Safe or unsafe?**   I can identify when something feels safe or unsafe.   1. **Amazing body.**   Understanding how complex my body is and the importance of taking care of it.) | 1. **Family roles and responsibilities.**   Identify roles and responsibilities of family members and expectations of male and female.  **2. Friendship.**  Identify and put into practice skills of friendship.  **3. Keeping myself safe online.**  I know and can use strategies to stay safe online.  **4. Being a global citizen 1.**  Explain how actions and work or people around the world help influence my life.  **5. Being a global citizen 2.**  Understand how my needs and rights are shared by children around the world and identify how our lives may be different.  **6. Celebrating my web of relationships.**  I know how to express appreciation. | **1.** **How Babies grow.**  To understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby.   1. **Babies.**   To understand how babies grow and develop in the uterus and what a baby needs to live.   1. **Outside body changes.**   To understand that boys’ and girls’ bodies need change and how they change on the outside.   1. **Inside body changes.**   To identify how boys’ and girls’ bodies change inside and why they are necessary to make babies when they grow up.   1. **Family Stereotypes**   Recognise stereotypical ideas about parenting.   1. **Looking ahead.**   Identify what I look forward to next year. |
| **Year 4** | 1. **Becoming a class ‘Team’.**   Knowing attitudes and actions make a difference to a class.   1. **Being a school citizen.**   Understanding who is in the school community, the roles they play and how they fit in.   1. **Rights, responsibilities and democracy.**   Understanding how democracy works through the school council.   1. **Rewards and consequences.**   Understanding actions affecting myself and others. Caring about people’s feelings and empathising.   1. **Our learning Charter.**   Understanding how groups come together to make decisions.   1. **Owning our learning charter.**   Understanding democracy and how having a voice benefits the school community. | 1. **Judging by appearances.**   Understanding that sometimes we make assumptions based on what people look like.   1. **Understanding influences.**   Understanding what influences me to make assumptions based on how people look.   1. **Understanding bullying.**   Spotting bullying is hard and knowing what to do if I think it’s going on or I’m not sure.   1. **Problem-solving.**   Understanding why witnesses sometimes join in with bullying and don’t tell.   1. **Special me.**   Identifying what is special about me and valuing the ways I’m unique.   1. **Celebrating difference: how we look.**   I can tell you a time when my first impression changed and I got to know them. | 1. **Hopes and Dreams**   I can tell you about some of my hopes and dreams.   1. **Broken Dreams**   I understand that sometimes hopes and dreams do not come try and this can hurt.   1. **Overcoming disappointment.**   I know that reflecting on positive and happy experiences can help me to counteract disappointment.   1. **Creating new Dreams.**   I know how to make a new plan and set new goals even if I have been disappointed.   1. **Achieving goals.**   I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group.   1. **We did it!**   I can identify the contributions made by myself and others to the group’s achievement. | 1. **My friends and me.**   Recognising different friendships can be formed, how I fit in and value friends.   1. **Group dynamics.**   Understanding there are people who take roles of leaders or followers in a group and I know the role I take on different situations.   1. **Smoking.**   Understanding facts about smoking and its health effects and why people start to smoke.   1. **Alcohol.**   Understanding the facts about alcohol and its health effects, particularly liver, and why people drink.   1. **Health friendships.**   Recognising when people are putting me under pressure and explain ways to resist this.   1. **Celebrating my inner strength and assertiveness.**   Knowing myself well enough to have a clear picture of what I believe is right or wrong. | 1. **Jealousy.**   Recognising situations which can cause jealousy in relationships.   1. **Love and loss.**   Identifying someone I love and can express why they’re special.   1. **Memories.**   Telling someone I know that I no longer see.   1. **Getting on and falling out.**   Recognising how friendships change, know how to make new friends and manage falling out with friends.   1. **Girlfriends and boyfriends.**   Understanding what having a boyfriend/girlfriend might mean and that it’s a special relationship for when I am older.   1. **Celebrating my relationships with people and animals.**   Knowing how to show love and appreciation to people and animals that are special to me. | 1. **Unique Me.**   To understand personal characteristics from birth parents and the joining of the egg and sperm.   1. **Having a baby.**   To correctly label internal and external parts for making a baby.   1. **Girls and Puberty.**   To describe how a girls’ body changes for her to have babies and menstruation (having periods) is natural.   1. **Circles of change.**   To know the circle of change and how change affects life.   1. **Accepting Change.**   To identify changes that are out of my control.   1. **Looking ahead.**   Identify what I’m looking forward to next year. |
| **Year 5** | 1. **My year ahead.**   I can face new challenges positively and know how to set personal goals.   1. **Being a citizen of my country.**   Understanding rights and responsibilities as a citizen of my country.   1. **Year 5 responsibilities.**   Understanding rights and responsibilities as a citizen of a country as a member of my school.   1. **Rewards and consequences.**   I can make choices about my own behaviour, understanding how rewards and consequences feel.   1. **Our learning charter.**   Understanding how an individual’s behaviour can impact a group.   1. **Owning a learning charter.**   Understand how democracy and having a voice benefits the school community and how to participate. | 1. **Different cultures.**   Understanding that cultural differences sometimes cause conflict.   1. **Racism.**   Understand what racism is.   1. **Rumours and name-calling.**   Understanding how rumour-spreading and name-calling can be bullying behaviours.   1. **Types of bulling.**   I can explain the difference between direct and indirect types of bullying.   1. **Does money matter?**   I can compare my life with people in the developing world.   1. **Celebrating difference across the world.**   Understanding different cultures from my own. | 1. **When I grow up (My dream lifestyle)**   **I understand that I will need money to help me achieve some of my dreams.**   1. **Investigate jobs and careers.**   I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.   1. **My Dream job. Why I want it and the steps to get there.**   I can identify a job I would like to do when I grow up and understand what motivated me and what I need to do to achieve it.   1. **Dreams and goals of young people in other cultures.**   I can describe the dreams and goals of young people in a culture different to mine.   1. **How can we support each other?**   I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.   1. **Rallying support.**   I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we may want to do this. E.g. through sponsorship. | 1. **Smoking**   I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.   1. **Alcohol.**   I know some of the risks with misusing alcohol including anti-social behaviour, and how it affects the liver and heart.   1. **Emergency Aid**   I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.   1. **Body image.**   I understand how the media, social media and celebrity culture promotes certain body types.   1. **My relationship with food**.   I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures.   1. **Healthy me.**   I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. | 1. **Recognising me.**   I have an accurate picture of who I am as a person, my characteristics and personal qualities.   1. **Safety with online communities.**   Understanding that belonging to an online community can have positive and negative consequences.   1. **Being an online community.**   Understanding rights and responsibilities in an online community or social network.   1. **Online gaming.**   Rights and responsibilities of gaming online.   1. **My relationship with technology: screen time**.   I can recognise when I am spending too much time using devices.   1. **Relationships with technology.**   I can explain how to stay safe when using technology to communicate with friends. | 1. **Self-body image.**   To be aware of self and body image.   1. **Puberty for girls.**   To understand how a girls’ body changes during puberty and how to look after yourself physically and emotionally.   1. **Puberty for boys.**   To describe how boys’ and girls’ bodies change during Puberty.   1. **Conception.**   To understand sexual intercourse leads to how babies are usually made and IVF.   1. **Looking ahead 1.**   Identify my growing responsibilities next year.   1. **Looking ahead 2.**   Identify what I’m looking forward to next year. |
| **Year 6** | 1. **My year ahead.**   Identify my goals for this year, understand my fear and worries about the future and know how to express them.   1. **Being a global citizen 1.**   I know the universal rights for all children but for many children these needs aren’t met.   1. **Being a global citizen 2.**   Understand that my actions affect other people locally and globally.   1. **The learning charter.**   Making choices about my own behaviour because I understand how these relate to rights and responsibilities.   1. **Our learning Charter.**   Understanding how individual’s behaviour can impact a group.   1. **Owning a learning charter.**   Understanding how democracy and having a voice benefits the school community. | 1. **Am I normal?**   I understand there are different perceptions about what normal means.   1. **Understanding differences.**   Understanding how being different could affect someone’s life.   1. **Power struggles.**   I can explain ways a person or group have power over another.   1. **Why Bully?**   I know some reasons why people use bullying behaviours.   1. **Celebrating difference.**   I can give examples of people with disabilities who lead amazing lives.   1. **Celebrating differences.**   I can explain ways in which differences can be a source of conflict and cause for celebration. | 1. **Personal learning goals**   I know my learning strengths and can set challenging but realistic goals for myself (e.g. one-in-school goal and one out-of-school goal)   1. **Steps to success**   I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.   1. **My Dream for the world**   I can identify problems in the world that concern me and talk to other people about them.   1. **Helping to make a difference**   I can work with other people to help make the world a better place.   1. **Helping to make a difference.**   I can describe some ways in which I can work with other people to make the world a better place.   1. **Recognising our achievements**   I know what some people in my class like or admire about me and can accept their praise. | 1. **Taking responsibility for my health and wellbeing.**   I can take responsibility for my health and make choices that benefit my wellbeing.   1. **Drugs.**   I know about different types of drugs, their uses and effects on the body particularly the liver and heart.   1. **Exploitation.**   I understand that some people can be exploited and made to do things that are against the law.   1. **Gangs.**   I know why some people join gangs and the risks involved.   1. **Emotional and mental health.**   I understand what it means to be emotionally well and explore people’s attitudes towards mental health/illness.   1. **Managing stress and pressure.**   Recognise stress and the triggers that cause this and I understand how stress can cause drugs and alcohol misuse. | 1. **What is mental health?**   I know that it is important to take care of my mental health.   1. **My mental health.**   I know how to take care of my mental health.   1. **Love and loss.**   Understanding that there are different stages of grief and there are different types of less that cause people to grieve.   1. **Power and control.**   I can recognise when people are trying to gain power.   1. **Being online: real or fake, safe or unsafe?**   I can judge whether something online is safe or helpful for me.   1. **Using technology responsibly.**   Using technology positively and safely to communicate with friends and family. | 1. **My self-image.**   To be aware of self-image and how body image fits into that.  **2. Puberty**.  To explain how girls’ and boys’ bodies change during puberty and to look after yourself physically and emotionally.  **3. Babies: conception to birth.**  To describe how a baby develops from conception to nine months of pregnancy to how it’s born.  4**. Boyfriends and Girlfriends.**  To understand how being physically attracted to someone can change the nature of a relationship and what it means.  **5. Real self and ideal self.**  To be aware of positive self-esteem and how to develop it.  **6. The Year ahead**.  To identify what I look forward to next year and what worries me about secondary school. |