

## PSHE Jigsaw Year 2

Number of Lessons	Lesson Outcome/ Key Knowledge	Key Vocabulary	Assessment
<b>IN 1</b>  <b>Piece 1:</b> <b>Me in My World</b>  3 lessons	<b><u>Lesson One</u></b> <u>Our Learning Charter</u> <u>Hopes and Fears for the Year</u>  Identify some of my hopes and fears for this year. Know how to use my Jigsaw Journal recognise when I feel worried and know who to ask for help.	<b><u>Lesson One</u></b>  Worries Hopes Fears	Self-assessment using the document with 'I can' statements at the end of each Unit  'I can' statements to encourage outcomes from throughout unit  Teacher comments can be added to these documents.#
	<b><u>Lesson Two</u></b> <u>Our Learning Charter</u> <u>Rights and Responsibilities</u>  Understand the rights and responsibilities of being a member of my class and school. Know how to help myself and others feel like we belong.	<b><u>Lesson Two</u></b>  Belonging Responsible Rights Responsibilities Actions	Red/Amber/Green on In
	<b><u>Lesson Three</u></b> <u>Our Learning Charter</u> <u>Rewards and Consequences</u>  Listen to other people and contribute my own ideas about rewards and consequences. Help make my class a safe and fair place.	<b><u>Lesson Three</u></b>  Praise Reward Consequence Positive Negative Choices	Knowledge assessment:

<p><b><u>Lesson Four (as lesson Three)</u></b>  <u>Our Learning Charter</u>  <u>Rewards and Consequences</u></p> <p>Listen to other people and contribute my own ideas about rewards and consequences.  Help make my class a safe and fair place.</p>	<p><b><u>Lesson Four</u></b></p> <p>Praise  Reward  Consequence  Positive  Negative  Choices</p>	
<p><b><u>Lesson Five</u></b>  <u>Our Learning Charter</u>  <u>Our Learning Charter</u></p> <p>Understand how following the Learning Charter will help me and others learn.  Work cooperatively.</p>	<p><b><u>Lesson Five</u></b></p> <p>Co-operate  Learning Charter  Rights  Responsibilities  Rewards  Consequences  Problem-solving  Choices</p>	
<p><b><u>Lesson Six</u></b>  <u>Our Learning Charter</u>  <u>Owning our Learning Charter</u></p> <p>Recognise the choices I make and understand the consequences.  To follow the Learning Charter.</p>	<p><b><u>Lesson Six</u></b></p> <p>Learning Charter  Rewards  Consequences  Rights  Responsibilities  Choices</p>	

**ntive Knowledge**

- To know that something we hope for is something we want to happen and something we fear is something we do not want to h
- To know we can speak to an adult when we are feeling worried.
- To know we are all responsible for our own choices and actions and that these can have consequences (school behaviour poli
- To know that a safe place is a place where we can be without fear of being harmed.

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<b><u>V 2</u></b>  <b>Piece 2:</b> <b>Understanding Difference</b>  is	<b><u>Lesson One</u></b> <u>Hall of Fame</u> <u>Boys and Girls Similarities</u>  Start to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand some ways in which boys and girls are similar and feel good about this.	<b><u>Lesson One</u></b>  Boys Girls Similarities Assumptions Shield Stereotypes	Self-assessment using the document with 'I can' statements at the end of each Unit  'I can' statements to encourage outcomes from throughout unit  Red/Amber/Green on Inside  Teacher comments can be added to these documents
	<b><u>Lesson Two</u></b> <u>Hall of Fame</u> <u>Boys and Girls Differences</u>  Start to understand that sometimes people make assumptions about boys and girls (stereotypes) Understand some ways in which boys and girls are different and accept that this is OK	<b><u>Lesson Two</u></b>  Boys Girls Similarities Differences Assumptions Stereotypes Special	
	<b><u>Lesson Three</u></b> <u>Hall of Fame</u> <u>Why does Bullying happen?</u>  Understand that bullying is sometimes about difference. Be able to tell you how someone who is bullied feels. Be able to be kind to children who are bullied.	<b><u>Lesson Three</u></b>  Bully Purpose Difference Kind Unkind Sad Lonely Help	
	<b><u>Lesson Four</u></b> <u>Hall of Fame</u> <u>Standing up for myself and others</u>	<b><u>Lesson Four</u></b>  Help Bully	

	<p>Recognise what is right and wrong and know how to look after myself. Know when and how to stand up for myself and others if I am being bullied.</p>	<p>On purpose Stand up for</p>	
	<p><b><u>Lesson Five</u></b> <u>Hall of Fame</u> <u>Gender Diversity</u></p> <p>Understand that it is OK to be different from other people and to be friends with them. Understand that we shouldn't judge people if they are different from us. Know how it feels to be a friend and have a friend</p>	<p><b><u>Lesson Five</u></b></p> <p>Male Female Difference Diversity Fairness Kindness</p>	
	<p><b><u>Lesson Six</u></b> <u>Hall of Fame</u> <u>Celebrating Differences and still being Friends</u></p> <p>Tell you some ways I am different from my friends. Understand these differences make us all special and unique.</p>	<p><b><u>Lesson Six</u></b></p> <p>Friends Special Unique Different Similarities Value</p>	
<p><b><u>tive Knowledge</u></b></p> <p>To know that a stereotype is something that people associate with a particular person but they are not always true. To understand the similarities and differences between boys and girls. To know how bullying can make people feel sad To know that we are all different in some way and why this is</p>	<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To know how to help somebody or yourself if you are bullied by talking to adults you can trust (teachers, par teaching assistants etc.)</li> </ul>		

important.

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<p><b>1</b></p> <p><b>Piece 3: and Goals</b></p> <p>is</p>	<p><b><u>Lesson One</u></b>  <u>Our Garden of Dreams and Goals</u>  <u>Goals to Success</u></p> <p>Choose a realistic goal and think about how to achieve it.  Tell you things I have achieved and say how that makes me feel.</p>	<p><b><u>Lesson One</u></b></p> <p>Realistic  Proud  Success  Celebrate  Achievement  Goal</p>	<p>Self-assessment using the document with 'I can' statements at the end of each Unit</p> <p>'I can' statements to encourage outcomes from throughout unit</p> <p>Red/Amber/Green on Inside</p>
	<p><b><u>Lesson Two</u></b>  <u>Our Garden of Dreams and Goals</u>  <u>My Learning Strengths</u></p> <p>Persevere even when I find tasks difficult.  Tell you some of my strengths as a learner.</p>	<p><b><u>Lesson Two</u></b></p> <p>Strengths  Persevere  Challenge  Difficult  Easy</p>	<p>Teacher comments can be added to these documents</p>
	<p><b><u>Lesson Three</u></b>  <u>Our Garden of Dreams and Goals</u>  <u>Learning with Others</u></p> <p>Recognise who it is easy for me to work with and who it is more difficult for me to work with.  Understand how working with other people can help me to learn.</p>	<p><b><u>Lesson Three</u></b></p> <p>Learning together  Success  Celebrate  Achievement  Goal  Partner  Team work</p>	
	<p><b><u>Lesson Four and Five</u></b>  <u>Our Garden of Dreams and Goals</u>  <u>A Group Challenge</u>  Work cooperatively in a group to create an end product.  Explain some of the ways I worked cooperatively in my group to create the end product work with other people to solve problems.</p>	<p><b><u>Lesson Four and Five</u></b></p> <p>Learning together  Success  Celebrate  Achievement  Challenge  Product  Dream bird</p>	

	Express how it felt to be working as part of this group.	Group Team work Problem-solve	
	<b><u>Lesson 5 (as 4)</u></b>		
	<b><u>Lesson Six</u></b> <u>Our Garden of Dreams and Goals</u> <u>Celebrating my Success</u>  Know how to share success with other people. Know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud)	<b><u>Lesson Six</u></b>  Learning together Success Celebrate Dream Goal Garden Achievement Proud	
	<b><u>Content Knowledge</u></b> To know that a goal is something I want to achieve and understand that small steps can be made to meet these over time (realistic) To understand that 'doing well' means seeing progress in anything that I do. To understand that working with others will help me as they may know things I do not. To know that contributing to a group and helping them can make me feel happy and proud. To know that working cooperatively means listening to others as well as giving my own ideas.	<b><u>Procedural Knowledge</u></b> - To know how to work collaboratively with others (speaking about my own ideas, supporting my team mates, helping others)	

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<p><b>2</b></p> <p><b>piece 4:</b></p> <p><b>Me</b></p> <p>is</p>	<p><b><u>Lesson One</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Being Healthy</u></p> <p>Know what I need to keep my body healthy  Be motivated to make healthy lifestyle choices.</p>	<p><b><u>Lesson One</u></b></p> <p>Healthy choices  Lifestyle  Motivation</p>	<p>Self-assessment using the document with 'I can' statements at the end of each Unit</p> <p>'I can' statements to encourage outcomes from throughout unit</p> <p>Red/Amber/Green on Inside</p>
	<p><b><u>Lesson Two</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Being Relaxed</u></p> <p>Show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.  Tell you when a feeling is weak and when a feeling is strong.</p>	<p><b><u>Lesson Two</u></b></p> <p>Relax  Relaxation  Tense  Calm</p>	<p>Teacher comments can be added to these documents</p>
	<p><b><u>Lesson Three</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Medicine Safety</u></p> <p>Understand how medicines work in my body and how important it is to use them safely.  Feel positive about caring for my body and keeping it healthy.</p>	<p><b><u>Lesson Three</u></b></p> <p>Healthy  Unhealthy  Dangerous  Medicines  Safe  Body</p>	
	<p><b><u>Lesson Four</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Healthy Eating</u></p>	<p><b><u>Lesson Four</u></b></p> <p>Healthy  Unhealthy</p>	

	<p>Sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. Have a healthy relationship with food and know which foods I enjoy the most.</p>	<p>Balanced diet Portion Proportion</p>	
	<p><b><u>Lesson Five</u></b> <u>The Healthy, Happy Me Recipe Book</u> <u>Healthy Eating</u></p> <p>Make some healthy snacks and explain why they are good for my body. Express how it feels to share healthy food with my friends.</p>	<p><b><u>Lesson Five</u></b></p> <p>Healthy Unhealthy Balanced diet Energy Fuel Nutritious</p>	
	<p><b><u>Lesson Six</u></b> <u>The Healthy, Happy Me Recipe Book</u> <u>Healthy Happy Me!</u></p> <p>Decide which foods to eat to give my body energy. Have a healthy relationship with food and know which foods are most nutritious for my body.</p>	<p><b><u>Lesson Six</u></b></p> <p>Healthy Unhealthy Balanced diet Nutritious Energy</p>	
<p><b><u>Content Knowledge</u></b></p> <p>To know that being healthy means having a body that is in good working order and makes us happy. To know that exercise helps to keep our body strong and healthy. To know that being relaxed means to be calm and comfortable and feel safe and rested. To understand some medicines make us feel better and some can harm us. To know that food can be healthy (good for our body) and unhealthy (bad for our body) To understand we can eat things in balance (healthy and unhealthy foods proportionately)</p>	<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To know how to make healthy choices about my diet and exercise.</li> </ul>		

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<b>R 1</b>  <b>Piece 5: Relationships</b>        	<u><b>Lesson One</b></u> <u>Our Relationships Fiesta Families</u>  Identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. Accept that everyone's family is different and understand that most people value their family.	<u><b>Lesson One</b></u>  Family Different Similarities Special Relationship Important Cooperate	Self-assessment using the document with 'I can' statements at the end of each Unit  'I can' statements to encourage outcomes from throughout unit  Red/Amber/Green on Insights  Teacher comments can be added to these documents
	<u><b>Lesson Two</b></u> <u>Our Relationships Fiesta Keeping Safe - Exploring physical contact</u>  Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. Know which types of physical contact I like and don't like and be able to talk about this.	<u><b>Lesson Two</b></u>  Touch Physical contact Communication Hugs Like Dislike Acceptable Not acceptable	
	<u><b>Lesson Three</b></u> <u>Our Relationships Fiesta Friends and Conflict</u>  Identify some of the things that cause conflict with my friends. Demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	<u><b>Lesson Three</b></u>  Friends Likes/dislikes Conflict Point of view Positive problem solving	
	<u><b>Lesson Four</b></u> <u>Our Relationships Fiesta Secrets</u>	<u><b>Lesson Four</b></u>  Secret	

	<p>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. Know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>	<p>Surprise Good secret Worry secret Telling Adult Trust Surprised Frightened</p>	
	<p><b><u>Lesson Five</u></b> <u>Our Relationships Fiesta</u> <u>Trust and Appreciation</u></p> <p>Recognise and appreciate people who can help me in my family, my school and my community. Understand how it feels to trust someone.</p>	<p><b><u>Lesson Five</u></b></p> <p>Trust Trustworthy Honesty Reliability</p>	
	<p><b><u>Lesson Six</u></b> <u>Our Relationships Fiesta</u> <u>Celebrating my Special Relationships</u></p> <p>Express my appreciation for the people in my special relationships. Be comfortable accepting appreciation from others.</p>	<p><b><u>Lesson Six</u></b></p> <p>Compliments Celebrate Positive Negative Appreciate</p>	
<p><b><u>Content Knowledge</u></b></p> <p>To know that families can be very different: single parent, living with grandparents, social/foster care etc. To know that a good friend is somebody who is kind, trusting and reliable and to appreciate this in others. To know that some physical contact is okay (hugging, kissing, holding hands etc.) as long as it is consensual and age appropriate and some is not (hitting, pushing, kicking etc.) To understand that adults can help me in my family, school</p>	<p><b><u>Procedural Knowledge</u></b></p> <p>- To know how to use kind hands and kind words.</p>		

and community (police, doctors, traffic wardens etc)	
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<p><b>2</b></p> <p><b>iece 6:</b></p> <p><b>g Me</b></p> <p>is</p>	<p><b><u>Lesson One</u></b>  <u>Tree of Change</u>  <u>Lifecycles in Nature</u></p> <p>Recognise cycles of life in nature.  Understand there are some changes that are outside my control and to recognise how I feel about this.</p>	<p><b><u>Lesson One</u></b></p> <p>Change  Grow  Life cycle  Control  Baby  Adult  Fully grown</p>	<p>Self-assessment using th document with 'I can' stat at the end of each Unit</p> <p>'I can' statements to encc outcomes from throughou unit</p> <p>Red/Amber/Green on Insi</p>
	<p><b><u>Lesson Two</u></b>  <u>Tree of Change</u>  <u>Growing from Young to Old</u></p> <p>Tell you about the natural process of growing from young to old and understand that this is not in my control.  Identify people I respect who are older than me.</p>	<p><b><u>Lesson Two</u></b></p> <p>Growing up  Old  Young  Change  Respect  Appearance  Physical</p>	<p>Teacher comments can b to these documents</p>
	<p><b><u>Lesson Three</u></b>  <u>Tree of Change</u>  <u>The Changing Me</u></p> <p>Recognise how my body has changed since I was a baby and where I am on the continuum from young to old.  Feel proud about becoming more independent.</p>	<p><b><u>Lesson Three</u></b></p> <p>Baby  Toddler  Child  Teenager  Adult  Independent  Timeline  Freedom  Responsibilities</p>	
	<p><b><u>Lesson Four</u></b></p> <p>PANTS lesson</p>	<p><b><u>Lesson Four</u></b></p>	

	<p><b><u>Lesson Five</u></b>  <u>Tree of Change</u>  <u>Assertiveness</u></p> <p>Understand there are different types of touch and tell you which ones I like and don't like.  Be confident to say what I like and don't like and ask for help.</p>	<p><b><u>Lesson Five</u></b></p> <p>Touch  Texture  Cuddle  Hug  Squeeze  Like  Dislike  Acceptable  Unacceptable  Comfortable  Uncomfortable</p>	
	<p><b><u>Lesson Six</u></b>  <u>Tree of Change</u>  <u>Looking Ahead</u></p> <p>Identify what I am looking forward to when I move to my next class.  Start thinking about changes I will make in my next year at school and know how to go about this.</p>	<p><b><u>Lesson Six</u></b></p> <p>Change  Looking forward  Excited  Nervous  Anxious  Happy</p>	
<p><b><u>Content Knowledge</u></b></p> <p>To know that animals change as they grow just like we humans do (get bigger, learn new skills).  To understand that growing is out of our control and will naturally happen to everybody.  PANTS. To understand under our underwear are private and cannot be touched by other people (barring parents and carers, doctors who may bathe or need to check if something is wrong)  To know that changing is a good thing and we can feel proud about this as we learn new things as we grow older.  To understand it is okay to say no to something you do not like or wish to happen.</p>		<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To be able to say 'no' to something that I do not like or wish to happen.</li> </ul>	



