

## PSHE Jigsaw Year 5

Number of Lessons	Lesson Outcome/ Key Knowledge	Key Vocabulary	Assessment
<p><b><u>IN 1</u></b></p> <p><b>Piece 1: Me in My World</b></p> <p>ns</p>	<p><b><u>Lesson One</u></b>  <u>Our Learning Charter</u>  <u>My Year Ahead</u></p> <p>Face new challenges positively and know how to set personal goals.            Know how to use my Jigsaw Journal.            Know what I value most about my school and can identify my hopes for this school year.</p>	<p><b><u>Lesson One</u></b></p> <p>Education            Appreciation            Opportunities            Goals            Motivation            Vision            Hopes            Challenge</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>Teacher comments can be added to these documents.</p> <p>Red/Amber/Green Insights</p> <p>Knowledge assessment:</p>
	<p><b><u>Lesson Two</u></b>  <u>Our Learning Charter</u>  <u>Being a Citizen of my Country</u></p> <p>Understand my rights and responsibilities as a citizen of my country.            Empathise with people in this country whose lives are different to my own.</p>	<p><b><u>Lesson Two</u></b></p> <p>Rights            Responsibilities            Citizen            Denied            Empathise            Refugee            Persecution            Conflict            Asylum            Migrant</p>	
	<p><b><u>Lesson Three</u></b>  <u>Our Learning Charter</u></p>	<p><b><u>Lesson Three</u></b></p>	

<p><u>Responsibilities</u></p> <p>Understand my rights and responsibilities as a citizen of my country and a member of my school. Empathise with people in this country whose lives are different to my own.</p>	<p>Rights Wealth Poverty Responsibilities Prejudice Citizen Privilege Deprive</p>	
<p><b><u>Lesson Four</u></b> <u>Our Learning Charter</u> <u>Rewards and Consequences</u></p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel. Understand that my actions affect me and others.</p>	<p><b><u>Lesson Four</u></b></p> <p>Rights Responsibilities Rewards Consequences Choices Learning Charter</p>	
<p><b><u>Lesson Five</u></b> <u>Our Learning Charter</u> <u>Our Learning Charter</u></p> <p>Understand how an individual's behaviour can impact on a group. Contribute to the group and understand how we can function best as a whole.</p>	<p><b><u>Lesson Five</u></b></p> <p>Rights Responsibilities Rewards Consequences Cooperation Collaboration</p>	
<p><b><u>Lesson Six</u></b> <u>Our Learning Charter</u> <u>Owning our Learning Charter</u></p> <p>Understand how democracy and having a voice benefits the school community and know how to participate in this. Understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p><b><u>Lesson Six</u></b></p> <p>Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences</p>	

**ntive Knowledge**

To know that appreciating what I have means to be thankful for the opportunities I have compared to others in developing countries (such as going to school, having a roof over my head, having food daily etc.)

To know that not everybody in this country is as fortunate as I am (some children live in orphanages, hospitals, do not have a family, homeless etc.)

To know that prejudice means to disrespect or disagree with somebody for a particular reason such as race, gender, sexuality, age, religion.

To know that my actions affect other people, not just myself.

To know my rights as a child and as a citizen (somebody living here) in this country.

**Procedural Knowledge**

- To use my voice to make positive changes around th such as suggesting school activities, resources or ev could benefit the school or community.
- To contribute to a group - give my own ideas and hel others to achieve the same goal.

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<b>V 2</b>  <b>Piece 2:</b> <b>Understanding Difference</b>  is	<b>Lesson One</b> <u>Hall of Fame</u> <u>Different Cultures</u>  Understand that cultural differences sometimes cause conflict. Be aware of my own culture.	<b>Lesson One</b>  Culture Conflict Difference Similarity Belong Culture wheel	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 Insight  Teacher comments can be added to these documents
	<b>Lesson Two</b> <u>Hall of Fame</u> <u>Racism</u>  Understand what racism is. Be aware of my attitude towards people from different races.	<b>Lesson Two</b>  Racism Colour Race Discrimination Culture Ribbon	
	<b>Lesson Three</b> <u>Hall of Fame</u> <u>Rumours and Name-Callings</u>  Understand how rumour-spreading and name-calling can be bullying behaviour. Tell you a range of strategies to manage my feelings in bullying situations and for problem-solving when I'm part of one.	<b>Lesson Three</b>  Bullying Rumour Name-calling Racist Homophobic Cyber bullying Texting Problem-solving	
	<b>Lesson Four</b> <u>Hall of Fame</u> <u>Types of Bullying</u>  Explain the difference between direct and indirect types of bullying. Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children	<b>Lesson Four</b>  Bullying Indirect Direct Cyber bullying Texting	

	who are being bullied.		
	<p><b><u>Lesson Five</u></b>  <u>Hall of Fame</u>  <u>Does Money Matter?</u></p> <p>Compare my life with people in the developing world.  Appreciate the value of happiness regardless of material wealth.</p>	<p><b><u>Lesson Five</u></b></p> <p>Happiness  Difference  Culture  Similarity  Continuum  Developing world  Racism  Discrimination  Direct and indirect bullying</p>	
	<p><b><u>Lesson Six</u></b>  <u>Hall of Fame</u>  <u>Celebrating Differences Across the World</u></p> <p>I understand a different culture from my own.  Respect my own and other people's cultures.</p>	<p><b><u>Lesson Six</u></b></p> <p>Culture  Celebration  Artefacts  Display  Presentation</p>	
<p><b><u>Content Knowledge</u></b></p> <p>To know that a culture is a specific way of living with different traditions that are typical of a group of people either because of the area they live in or the religion/beliefs they follow.  To know that money does not make us happy.  To know that direct bullying is usually between two people and indirect bullying is when somebody tries to damage a person's reputation by involving others, including the use of cyber bullying.  To know that cyberbullying is bullying via digital devices.  To know that the developing world includes countries that are trying to build themselves socially and economically.  To know that a rumour is a false story about a person and they can be very harmful when spread.</p>	<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To compare how I live my life with how somebody in different culture lives theirs.</li> <li>- To respect other people's ways of life (culture)</li> <li>- To speak up and help others when they are being bullied knowing I can speak to an adult.</li> <li>- To use a range of strategies to help me if I am being bullied</li> <li>- To use problem-solving scenarios to guide me.</li> </ul>		

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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>When I Grow Up (My Dream Lifestyle)</u></p> <p>Understand that I will need money to help me achieve some of my dreams.  Identify what I would like my life to be like when I am grown up.</p>	<p><b><u>Lesson One</u></b></p> <p>Dream  Hope  Goal  Feeling  Achievement  Money  Grown up  Adult  Lifestyle</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 Insights</p> <p>Teacher comments can be added to these documents</p>
	<p><b><u>Lesson Two</u></b>  <u>Our Garden of Dreams and Goals</u>  <u>Investigate Jobs and Careers</u></p> <p>Know about a range of jobs carried out by people I know and explore how much people earn in different jobs.  Appreciate the contributions made by people in different jobs.</p>	<p><b><u>Lesson Two</u></b></p> <p>Job  Career  Profession  Money  Salary  Contribution  Society</p>	
	<p><b><u>Lesson Three</u></b>  <u>Our Garden of Dreams and Goals</u>  <u>My Dream Job: Why I want it and the steps to get there</u></p> <p>Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.  Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p>	<p><b><u>Lesson Three</u></b></p> <p>Dream  Hope  Job  Career  Goal  Determination  Perseverance  Motivation</p>	
	<p><b><u>Lesson Four</u></b>  <u>Our Garden of Dreams and Goals</u>  <u>Dreams and Goals of People in Other</u></p>	<p><b><u>Lesson Four</u></b></p> <p>Dream</p>	

	<p><u>Cultures</u> Describe the dreams and goals of young people in a culture different to mine. Reflect on how these relate to my own.</p>	<p>Hope Goal Aspiration Culture Country</p>	
	<p><b><u>Lesson Five</u></b> <u>Our Garden of Dreams and Goals</u> <u>How can we Support Each Other?</u></p> <p>Understand that communicating with someone in a different culture means we can learn from each other. Identify a range of ways that we could support each other. Appreciate the similarities and differences in aspirations between myself and young people in a different culture</p>	<p><b><u>Lesson Five</u></b></p> <p>Aspiration Dream Goal Culture Sponsorship Communication</p>	
	<p><b><u>Lesson Six</u></b> <u>Our Garden of Dreams and Goals</u> <u>Rallying Support</u></p> <p>Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. Understand why I am motivated to make a positive contribution to supporting others.</p>	<p><b><u>Lesson Six</u></b></p> <p>Support Rallying Sponsorship Team work Cooperation Difference Dream Goal Motivation Aspiration</p>	
<p><b><u>tive Knowledge</u></b> To know that we need money to live and support ourselves and that we will need to have a job to bring in money. To know about different kinds of jobs that will be available to</p>	<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To choose a job that interests me and understand how towards securing a job like this.</li> <li>- To encourage my peers to support young people here</li> </ul>		

ne and how working hard in school can help me get the job I want.

To know that a career is a job that people will commit to for most of their lives and they can build their way up through promotions, earning more money.

To know that people in other cultures are not as lucky as myself in choosing a job. Some people are forced to do a job they do not want but we have opportunities to choose our jobs if we work hard enough.

abroad to meet their aspirations, and suggest ways we do this, e.g. through sponsorship.

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<p><b>2</b></p> <p><b>Piece 4: Me</b></p> <p>is</p>	<p><b><u>Lesson One</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Smoking</u></p> <p>Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.  Make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p>	<p><b><u>Lesson One</u></b></p> <p>Choices  Healthy behaviour  Unhealthy behaviour  Informed decision  Pressure  Media</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 Insight</p> <p>Teacher comments can be added to these documents</p>
	<p><b><u>Lesson Two</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Alcohol</u></p> <p>Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.  Make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p>	<p><b><u>Lesson Two</u></b></p> <p>Choices  Healthy behaviour  Unhealthy behaviour  Informed decision  Pressure  Media  Influence</p>	
	<p><b><u>Lesson Three</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Emergency Aid</u></p> <p>Know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations.  Know how to keep myself calm in emergencies.</p>	<p><b><u>Lesson Three</u></b></p> <p>Emergency  Procedure  Recovery position  Calm  Level-headed</p>	
	<p><b><u>Lesson Four</u></b>  <u>The Healthy, Happy Me Recipe Book</u>  <u>Body Image</u></p>	<p><b><u>Lesson Four</u></b></p> <p>Body image</p>	

	<p>Understand how the media, social media and celebrity culture promotes certain body types. Reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p>	<p>Media Social media Celebrity Altered Self-respect Comparison</p>	
	<p><b><u>Lesson Five</u></b> <u>The Healthy, Happy Me Recipe Book</u> <u>My Relationship with Food</u></p> <p>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. Respect and value my body.</p>	<p><b><u>Lesson Five</u></b></p> <p>Body image Eating problem Eating disorder Respect Pressure</p>	
	<p><b><u>Lesson Six</u></b> <u>The Healthy, Happy Me Recipe Book</u> <u>Celebrating my Inner Strength and Assertiveness</u></p> <p>Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. Be motivated to keep myself healthy and happy</p>	<p><b><u>Lesson Six</u></b></p> <p>Debate Opinion Fact Choices Healthy lifestyle Motivation</p>	
<p><b><u>Content Knowledge</u></b></p> <p>To know that smoking is harmful and damages the lungs, heart and liver. Smoking can cause lung cancer. To know that peer pressure is when friends and peers are doing something and make it seem "cool" or "normal" and encourage us to do it as well, even though it may not be right. To know some of the risks with misusing alcohol, including anti-social behaviour, and how it can cause liver and heart disease.</p>	<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To know how to say "no" when feeling peer pressured</li> <li>- To put into practice basic emergency aid procedures (recovery position) and to know how to get help in emergency situations.</li> <li>- To know how to keep myself calm in emergencies.</li> <li>- To reflect on my own body image and know how important that this is positive and I accept and respect myself for who I am.</li> </ul>		

To know that the media, including social media, can make me feel like I have to look and live a certain way but this is not true.

To 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.

To know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

- To be motivated to keep myself healthy and happy

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		Gambling/ betting Trustworthy Risky	
	<p><b><u>Lesson Five</u></b>  <u>Our Relationships Fiesta</u>  <u>My Relationship with Technology: Screen Time</u></p> <p>Recognise when I am spending too much time using devices (screen time).  Identify things I can do to reduce screen time, so my health isn't affected.</p>	<p><b><u>Lesson Five</u></b></p> <p>Devices  Screen time  Social  Offline  Mental health  Physical health</p>	
	<p><b><u>Lesson Six</u></b>  <u>Our Relationships Fiesta</u>  <u>My Relationship with Technology: Staying Safe and Happy Online</u></p> <p>Explain how to stay safe when using technology to communicate with my friends.  Recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</p>	<p><b><u>Lesson Six</u></b></p> <p>Personal information  Safe  Online  Choices  Vulnerable  Grooming  Rights</p>	
<p><b><u>Declarative Knowledge</u></b></p> <p>To know that characteristics make us who we are and to be sure of what my own characteristics are.  To know that self esteem is about feeling happy and good about myself.  To understand that an online community is a group online where we talk and discuss similar interests but to know that these can sometimes be dangerous - talking to strangers and people who could be different to who they say they are.  To know there are rights and responsibilities when playing a game online.</p>	<p><b><u>Procedural Knowledge</u></b></p> <ul style="list-style-type: none"> <li>- To know how to feel good and happy about myself to I self esteem.</li> <li>- To recognise the signs of when an online community can become a concern (somebody making you feel uncomfortable, asking you questions you think are inappropriate or asking for pictures of yourself)</li> <li>- To recognise when I am spending too much time online using electronic devices such as phones, gaming consoles, laptop/PC etc. (screen time)</li> <li>- To recognise and resist pressures to use technology in</li> </ul>		

To know how to stay safe when using technology to communicate with my friends.

that may be risky or may cause harm to myself or others.

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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>Self-Image and Body Image</u></p> <p>Be aware of my own self-image and how my body image fits into that.          Know how to develop my own self esteem.</p>	<p><b><u>Lesson One</u></b></p> <p>Self          Self-image          Body image          Self-esteem          Perception          Characteristics          Aspects          Affirmation</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 Insight</p> <p>Teacher comments can be added to these documents</p>
	<p><b><u>Lesson Two</u></b>  <b><u>SPLIT CLASS Into BOYS and GIRLS</u></b>  <u>Tree of Change</u>  <u>Puberty for Girls</u></p> <p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.          Understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>	<p><b><u>Lesson Two</u></b></p> <p>Puberty          Menstruation          Periods          Sanitary towels          Sanitary pads Tampons          Ovary/ Ovaries          Vagina          Oestrogen</p>	
	<p><b><u>Lesson Two</u></b>  <b><u>SPLIT CLASS Into BOYS and GIRLS</u></b>  <u>Tree of Change</u>  <u>Puberty for Boys</u></p> <p>Describe how boys' and girls' bodies change during puberty.          Express how I feel about the changes that will happen to me during puberty.</p>	<p><b><u>Lesson Three</u></b></p> <p>Puberty          Penis          Testicles/Testes          Erection          Larynx          Facial hair          Growth spurt          Hormones</p>	
	<p><b><u>Lesson Three</u></b></p>	<p><b><u>Lesson Three</u></b></p>	

	Sun Safety		
	<u><b>Lesson Four</b></u> PREVENT lesson	<u><b>Lesson Four</b></u>	
	<u><b>Lesson Five</b></u> <u>Tree of Change</u> <u>Looking Ahead 1</u>  Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). Be confident that I can cope with the changes that growing up will bring.	<u><b>Lesson Five</b></u>  Teenager Milestone Perceptions Puberty Responsibilities	
	<u><b>Lesson Six</b></u> <u>Tree of Change</u> <u>Looking Ahead 2</u>  Identify what I am looking forward to when I move to my next class. To think about changes I will make next year and know how to go about this.	<u><b>Lesson Six</b></u>  Change Hope Manage Cope Opportunities Emotions Fear Excitement Anxious	
<u><b>Content Knowledge</b></u> To know that we can feel embarrassed about talking about our bodies but this is normal and okay. To know that we will all go through puberty, usually in our teenage years, and this is when our bodies get ready to start making babies. To know about menstruation		<u><b>Procedural Knowledge</b></u> <ul style="list-style-type: none"> <li>- To use soap and water to clean myself regularly.</li> <li>- (Females) To use a tampon or sanitary towel when the time is due.</li> </ul>	

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nonth, the woman's oestrogen levels rise in her ovaries of the tiny eggs (ova) stored there is released. It passes fallopian tube and then into the womb/ uterus. Oestrogen is a hormone (chemical) in the woman's ovaries. The oestrogen also causes the womb/uterus lining to thicken getting it ready with an increase in supply of blood in case the woman becomes pregnant with a

The menstrual cycle (the menstrual cycle) repeats itself once a month. The number of days between periods is different for every woman but it is usually between 21 and 35 days.

Women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel or sanitary pads they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly.

The amount of blood leaving the body varies from woman to woman but on average it's about two tablespoons worth, or enough to fill a small cup. Most women have periods once a month until they are in their late 40s when they gradually stop.

To know that we will develop pubic hair in places such as around our genitals, under our arms and on our face/body

To know that an erection is when the penis gets hard and this is normal

To know that when a man goes through puberty he is able to produce sperm

To know that going through puberty can cause emotional issues such as mood swings.

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