

PSHE Jigsaw Year 6

Number of Lessons	Lesson Outcome/ Key Knowledge	Key Vocabulary	Assessment
<p><u>IN 1</u></p> <p>Piece 1: Me in My World</p> <p>ns</p>	<p><u>Lesson One</u> <u>Our Learning Charter</u> <u>My Year Ahead</u></p> <p>Identify my goals for this year, understand my fears and worries about the future and know how to express them. Know how to use my Jigsaw Journal. Feel welcome and valued and know how to make others feel the same.</p>	<p><u>Lesson One</u></p> <p>Goals Worries Fears Value Welcome</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>Knowledge assessment:</p>
	<p><u>Lesson Two</u> <u>Our Learning Charter</u> <u>Being a Global Citizen 1</u></p> <p>Know that there are universal rights for all children but for many children these rights are not met. Understand my own wants and needs and can compare these with children in different communities.</p>	<p><u>Lesson Two</u></p> <p>Choice Ghana West Africa Cocoa plantation Cocoa pods Machete Rights Community Education</p>	
	<p><u>Lesson Three</u> <u>Our Learning Charter</u> <u>Being a Global Citizen 2</u></p> <p>Understand that my actions affect other people locally and globally. Understand my own wants and needs and</p>	<p><u>Lesson Three</u></p> <p>Wants Needs Maslow Empathy Comparison</p>	

<p>be able to compare these with children in different communities.</p>	<p>Opportunities Education</p>	
<p><u>Lesson Four</u> <u>Our Learning Charter</u> <u>The Learning Charter</u></p> <p>Make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p><u>Lesson Four</u></p> <p>Choices Behaviour Rights Responsibilities Rewards Consequences Empathise Learning Charter Obstacles</p>	
<p><u>Lesson Five</u> <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><u>Lesson Five</u></p> <p>Rights Responsibilities Rewards Consequences Cooperation Collaboration Legal Illegal Lawful</p>	
<p><u>Lesson Six</u> <u>Our Learning Charter</u> <u>Owning our Learning Charter</u></p> <p>Understand how democracy and having a voice benefits the school community understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it</p>	<p><u>Lesson Six</u></p> <p>Laws Learning Charter Collaboration Participation Motivation Rights Responsibilities Rewards Consequences</p>	

	myself.	Democracy Decision Proud	
<p><u>Content Knowledge</u></p> <p>To know how to make people feel welcomed by being kind and friendly.</p> <p>To understand that in Ghana, Africa, children are made to work in cocoa plantations and factories and they do not go to school regularly like we do. Most of these children will not go to a secondary school. However, they are treated well by the managers and most are happy to work.</p> <p>To understand that school is free in Ghana but supplies are not and lack of these are why kids are not going to school as regularly.</p> <p>To know that not having my needs met can lead to a decline in my learning.</p> <p>To know we have rights and responsibilities which create a learning environment in which everyone can learn well. When people take their responsibilities seriously, they gain rewards. When they do not do this, there are consequences.</p> <p>To understand that we have different opinions but these can sometimes be wrong ie as per the law, rules or rights of an individual and consequences can occur from this.</p>		<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> - To continue to develop my own goals and dreams and steps on how to achieve this - To understand how to be resilient and how to never give up - Compare my way of life with somebody from Ghana, and explain why I have made these choices - To be able to justify my choices (explain why I have made these choices I have made) 	

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<u>V 2</u> Piece 2: Understanding Difference is	<u>Lesson One</u> <u>Hall of Fame</u> <u>Am I Normal?</u> Understand there are different perceptions about what normal means. Empathise with people who are different.	<u>Lesson One</u> Normal Ability Disability Visual impairment Empathy Perception Medication Vision Blind	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
	<u>Lesson Two</u> <u>Hall of Fame</u> <u>Understanding Difference</u> Understand how being different could affect someone's life. Be aware of my attitude towards people who are different.	<u>Lesson Two</u> Male Female Diversity Transgender Gender diversity Courage Fairness Rights Responsibilities	
	<u>Lesson Three</u> <u>Hall of Fame</u> <u>Power Struggles</u> Explain some of the ways in which one person or a group can have power over another. Know how it can feel to be excluded or treated badly by being different in some way.	<u>Lesson Three</u> Power Struggle Imbalance Control Harassment Bullying	
	<u>Lesson Four</u> <u>Hall of Fame</u> <u>Why Bully?</u>	<u>Lesson Four</u> Bullying behaviour Direct	

	<p>Know some of the reasons why people use bullying behaviours. Tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p>	<p>Indirect Argument Recipient</p>	
	<p>Lesson Five <u>Hall of Fame</u> <u>Celebrating Difference</u></p> <p>Give examples of people with disabilities who lead amazing lives. Appreciate people for who they are.</p>	<p>Lesson Five</p> <p>Para Olympian Achievement Accolade Disability Sport Perseverance Admiration Stamina</p>	
	<p>Lesson Six <u>Hall of Fame</u> <u>Celebrating Difference</u></p> <p>Explain ways in which difference can be a source of conflict and a cause for celebration. Show empathy with people in either situation.</p>	<p>Lesson Six</p> <p>Celebration Difference Conflict</p>	
<p>Content Knowledge</p> <p>To know that around 6 million Jewish lives were lost in WW2 because Nazi's believed they were second-rate and should be wiped out. A Nazi</p> <p>To know that black people were taken from Africa to be sold as slaves in America and England during the 1800s. Civil rights were granted to black people in 1968.</p> <p>To know that not all countries allow same-sex couples to marry.</p> <p>To know 60% of boys and only 40% of girls in Pakistan go to school.</p> <p>To know women were only given the right to vote (and not all</p>		<p>Procedural Knowledge</p> <ul style="list-style-type: none"> - To use you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one. - To be able to appreciate people for who they are and empathy with people who are in difficult situations or celebratory situations. 	

women) in 1918. Before that it was only men that could vote. It took another 10 years until women had equal voting rights to men in 1928. Campaigners called suffragettes helped change this. There are still some countries where women cannot vote.

To understand that being different can lead to people being treated differently (discrimination, prejudice)

To know why bullies bully (jealousy, anger, unhappy with their life, wanting attention)

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<p>1</p> <p>Piece 3: and Goals</p> <p>is</p>	<p><u>Lesson One</u> <u>Our Garden of Dreams and Goals</u> <u>Personal Learning Goals</u></p> <p>Know my learning strengths and set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) Understand why it is important to stretch the boundaries of my current learning.</p>	<p><u>Lesson One</u></p> <p>Dream Hope Goal Learning Strengths Stretch Achievement Personal Realistic Unrealistic</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><u>Lesson Two</u> <u>Our Garden of Dreams and Goals</u> <u>Steps to Success</u></p> <p>Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. Set success criteria so that I will know whether I have reached my goal.</p>	<p><u>Lesson Two</u></p> <p>Dream Hope Goal Feeling Achievement Success Criteria Learning steps</p>	
	<p><u>Lesson Three</u> <u>Our Garden of Dreams and Goals</u> <u>My Dream for the World</u></p> <p>Identify problems in the world that concern me and talk to other people about them. Recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.</p>	<p><u>Lesson Three</u></p> <p>Dream Hope Goal Feeling Achievement Money Global Issue Suffering Concern Hardship</p>	
	<p><u>Lesson Four</u> <u>Our Garden of Dreams and Goals</u></p>	<p><u>Lesson Four</u></p>	

<p><u>Helping to make a Difference</u></p> <p>Work with other people to help make the world a better place. Empathise with people who are suffering or who are living in difficult situations.</p>	<p>Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation</p>	
<p><u>Lesson Five</u> <u>Our Garden of Dreams and Goals</u> <u>Helping to Make a Difference</u></p> <p>Describe some ways in which I can work with other people to help make the world a better place. Identify why I am motivated to do this.</p>	<p><u>Lesson Five</u></p> <p>Dream Hope Goal Achievement Money Sponsorship Suffering Hardship Empathy Motivation</p>	
<p><u>Lesson Six</u> <u>Our Garden of Dreams and Goals</u> <u>Recognising Our Achievements</u></p> <p>Know what some people in my class like or admire about me and to accept their praise. Give praise and compliments to other people when I recognise their contributions and achievements.</p>	<p><u>Lesson Six</u></p> <p>Admire Respect Achievement Praise Compliment Contribution Recognition</p>	
<p><u>Attitudinal Knowledge</u> To know that strengths are things I am good at and how these help me to learn.</p>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> - To continue to set challenging but achievable goals for - To persevere 	

To know about concerns around the world such as poverty, famine, global warming, and how we can help, charities, recycle, educate ourselves.

To understand how fundraising (raising money for charity by holding an event) can support problems around the world and can contribute to making the world a better place.

To know how to contribute to a group.

- To empathise with people who are suffering or who are in difficult situations.

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<p>2</p> <p>Piece 4: Me</p> <p>is</p>	<p><u>Lesson One</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Taking responsibility for my health and well-being</u></p> <p>Take responsibility for my health and make choices that benefit my health and well-being. Be motivated to care for my physical and emotional health.</p>	<p><u>Lesson One</u></p> <p>Responsibility Choice Immunisation Prevention</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><u>Lesson Two</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Drugs</u></p> <p>Know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated. To find ways to be happy and cope with life's situations without using drugs.</p>	<p><u>Lesson Two</u></p> <p>Drugs Effects Motivation Prescribed Unrestricted Over-the-counter Restricted Illegal Volatile substances 'Legal highs'</p>	
	<p><u>Lesson Three</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Exploitation</u></p> <p>Understand that some people can be exploited and made to do things that are against the law. Suggest ways that someone who is being exploited can help themselves.</p>	<p><u>Lesson Three</u></p> <p>Exploited Vulnerable Drugs Criminal Illegal Gangs</p>	
	<p><u>Lesson Four</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Gangs</u></p>	<p><u>Lesson Four</u></p> <p>Gang</p>	

	<p>Know why some people join gangs and the risks this involves. Know some strategies I could use to avoid being pressured.</p>	<p>Pressure Strategies Reputation Anti-social behaviour Crime Illegal</p>	
	<p><u>Lesson Five</u> <u>The Healthy, Happy Me Recipe Booke</u> <u>Emotional and Mental Health</u></p> <p>Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness. Know how to help myself feel emotionally healthy and recognise when I need help with this.</p>	<p><u>Lesson Five</u></p> <p>Mental health Emotional health Mental illness Symptoms</p>	
	<p><u>Lesson Six</u> <u>The Healthy, Happy Me Recipe Book</u> <u>Managing Stress and Pressure</u></p> <p>Recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse. Use different strategies to manage stress and pressure.</p>	<p><u>Lesson Six</u></p> <p>Stress Triggers Strategies Managing stress Pressure</p>	

Declarative Knowledge

To know how to stay healthy and to think about any small changes I can make to be even healthier ie exercising more, eating healthier foods, cleaning regularly etc.

To know that being healthy is also about mental health and keeping our minds happy.

To know what a drug is:

Any substance which causes physiological and/or psychological changes to occur. This includes all legal drugs, including alcohol and tobacco, all illegal drugs, volatile substances, and over-the-counter and prescription medicines, as well as substances contained in food and drinks (e.g. caffeine).

To know there are lots of different types of drugs:

Unrestricted drugs e.g. caffeine,

Restricted e.g. alcohol, tobacco, e-cigarettes/vaping, some over-the counter medications, solvents (e.g. some glues, paint thinners, gases like butane, poppers, nitrous oxide/ laughing gas)

Prescribed e.g. asthma medication, insulin, anti-allergy medicines, anti-depressants, amphetamines, steroids
Illegal e.g. heroin, cocaine, ecstasy (MDMA), LSD, spice, magic mushrooms, ketamine, PCP, GHB

To know that the illegal drugs and the restricted drugs are known to cause the body damage, so that is why they are illegal or restricted in some way. Illegal drugs can be mixed with other dangerous chemicals so a person who takes the drug might not know what they are taking. The liver and heart are very vulnerable to drug misuse. The liver cleans toxins from the body and many drugs make the heart work faster than it needs to.

To know that prescribed drugs are safe but only if they are not misused.

To understand people sell drugs to make money but do not care about the consequences these will have on others.

To understand that some people can be exploited and made to do things that are against the law.

To know that people join gangs to feel like they belong even

Procedural Knowledge

- To offer advice, like an 'agony aunt' would, by thinking what people are saying the problem is and giving them solutions
- To suggest ways that someone who is being exploited help themselves.
- To manage my emotions.
- To recognise stress and the triggers that cause this and understand how stress can cause drug and alcohol misuse
- To use different strategies to manage stress and pressure

though the people in the gang may make bad choices and encourage me to do bad things as well. They also join for financial gain, protection, status and the need for power and the excitement that comes along with this, peer-pressure.

To understand that good mental health is when we feel happy 'positive' emotions and that 'negative' emotions can disrupt this, such as feeling angry, anxious, sad or confused.

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	<p><u>Power and Control</u></p> <p>Recognise when people are trying to gain power or control. Demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>Power Control Authority Bullying Script Assertive Strategies</p>	
	<p><u>Lesson Five</u> <u>Our Relationships Fiesta</u> <u>Being Online: Real or fake? Safe or unsafe?</u></p> <p>Judge whether something online is safe and helpful for me. Resist pressure to do something online that might hurt myself or others.</p>	<p><u>Lesson Five</u></p> <p>Risks Pressure Influences Self-control Real/Fake True/untrue Assertiveness Judgement</p>	
	<p><u>Lesson Six</u> <u>Our Relationships Fiesta</u> <u>Celebrating my Relationships with People and Animals</u></p> <p>Use technology positively and safely to communicate with my friends and family. Take responsibility for my own safety and well-being.</p>	<p><u>Lesson Six</u></p> <p>Communication Technology Power Control Cyberbullying Abuse Safety</p>	
<p><u>Declarative Knowledge</u></p> <p>To know that mental health is described as: a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community. To know that it is normal to feel ashamed about mental health.</p>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> - To use strategies to calm me down, such as counting, time out, breathing deeply, yoga/meditation etc. - To help others when they are feeling an imbalance in mental health by talking, playing and caring for them. - To use strategies to help me when dealing with grief and loss. - To take responsibility for my own safety and well-being. 		

To know that ¼ of the population will suffer from mental health problems so it is a fairly common thing.

To know that grief and sadness are typical when dealing with loss.

To know the stages of grief: denying, fighting, overwhelmed, accepting.

To know that cyberbullying is a serious problem and the internet has already become too big to be able to regulate what is put online, who is using it, and for what purposes. It is estimated that between 3 and 4 billion people have an internet connection at home, and over 5 billion people have mobile phones (that's about 66% of the world's population). Most of these people use the internet sensibly. However, there are also many people who don't.

SMARTT rules

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<p>2</p> <p>iece 6:</p> <p>g Me</p> <p>is</p>	<p><u>Lesson One</u> <u>Tree of Change</u> <u>My Self-Image</u></p> <p>Aware of my own self-image and how my body image fits into that. Know how to develop my own self-esteem.</p>	<p><u>Lesson One</u></p> <p>Self-image Self-esteem Real self Celebrity</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><u>Lesson Two</u> <u>Tree of Change</u> <u>Puberty</u></p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. Express how I feel about the changes that will happen to me during puberty.</p>	<p><u>Lesson Two</u></p> <p>Opportunities Freedoms Responsibilities Puberty vocabulary as represented on the flash cards</p>	
	<p><u>Lesson Three</u> <u>PREVENT Lesson</u></p>	<p><u>Lesson Three</u></p>	
	<p><u>Lesson Four</u> <u>Tree of Change</u> <u>Boyfriends and Girlfriends</u></p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.</p>	<p><u>Lesson Four</u></p> <p>Attraction Relationship Pressure Love</p>	

	<p><u>Lesson Five</u> <u>Tree of Change</u> <u>Real Self and Ideal Self</u></p> <p>Be aware of the importance of a positive self-esteem and what I can do to develop it Express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>	<p><u>Lesson Five</u></p> <p>Self-esteem Negative body-talk Choice Feelings/emotions Challenge Mental health</p>	
	<p><u>Lesson Six</u> <u>Tree of Change</u> <u>The Year Ahead</u></p> <p>Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. Know how to prepare myself emotionally for the changes next year.</p>	<p><u>Lesson Six</u></p> <p>Transition Secondary Looking forward Journey Worries Anxiety Hopes Excitement</p>	
<p><u>Content Knowledge</u></p> <p>To know that if we compare ourselves to others we will damage our self-esteem. To know that LGBT means lesbian, gay, bisexual and transgender and to understand these terms. To know that wearing deodorant will keep me smelling nice. To know that I should change my underwear daily and sanitary towels regularly. To know that once something has been sent online, texted or posted on social media it can NEVER be taken back. To know there are also ways that people can retrieve whatever has been sent, even if it has been deleted. To know that I can get into trouble with the police because there are laws against sharing inappropriate photos of children and young people. (Make the point the law protects both underage boys and girls)</p>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> - To think positively about myself to improve my self esteem focusing on the things that I do well and the unique features that make me different from others. - To express any concerns I have about my body changes during puberty to a trusting adult. - To talk positively about my own body and others bodies well. - To reflect on my best memories of school. 		

