



Title	Being me in my world
Overview	In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is, how it works and how they can contribute towards it. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They revisit the Jigsaw Charter and set up their Jigsaw Journals.
Knowledge Acquisition	Pupils will learn about the importance of being part of a team. They will consider how positive experiences can help them counteract disappointment. They will learn how to reflect on different feelings and know that an individual's behaviour can affect a whole group. We will then learn how to recognise their emotions and know strategies to regulate these. We will explore what roles can be taken in in part of a group and recognise feelings of being motivated and unmotivated.
Key LOs	<ul style="list-style-type: none"> ➤ To know what their own hopes and dreams are and set personal goals ➤ To know that reflecting on positive and happy experiences can help them to counteract disappointment and know how to make a new plan if they have been disappointed. ➤ To understand the rights and responsibilities associated with being a citizen in the wider community and their country ➤ To know how an individual's behaviour can affect a group and the consequences of this ➤ To know how to recognise their emotions and know strategies to regulate these – including talking about them ➤ To understand how democracy and having a voice benefits the school community. ➤ To take on a role in group discussions and be able to work as part of a group or team ➤ To recognise the feelings of being motivated or unmotivated
Key Vocabulary	<p>Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p> <p>Goals, Worries, Fears, Value, Rights, Community, Education, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Create a class learning charter and discuss the benefits of this charter, and the school rules, in the class and across the school ➤ Discuss what they value most about school ➤ Use article cards to learn about the UNCRC ➤ Create an 'emotion check in' so children can reflect on how they are feeling each day ➤ Work in pairs and think of some of the issues that a refugee or asylum seeker might face when coming to live in a new country – create a mind map of these ➤ Create a Jigsaw Journal ➤ Explore why rules are important and the consequences of no rules ➤ Create job descriptions of different people in our community

Title	Celebrating differences
Overview	In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place (linked to racism). They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The class talk about happiness regardless of material wealth and respecting other people's cultures.
Knowledge Acquisition	Pupils will learn how to appreciate our differences and know that sometimes people make assumptions about someone based on what they look like. We will learn about influences that can affect how we judge a person. We will focus on learning about different forms of bullying and how to manage their feelings; including how to deal with bullying if it is taking place. Later in the topic, we will be able to explore other cultures and identify our own and others cultures – sporting similarities and differences. Finally, comparing their own lives to other people (developing world).
Key LOs	<ul style="list-style-type: none"> ➤ To identify that we are all unique and recognise some of the ways that we are all different ➤ To know that sometimes people make assumptions about a person because of the way they look or act ➤ To know there are influences that can affect how we judge a person or situation ➤ To know that some forms of bullying are harder to identify, e.g. tactical ignoring, cyber-bullying, rumours and manage their own feelings. ➤ To know what to do if they think bullying is, or might be taking place ➤ To know the reasons why bystanders/witnesses sometimes join in with bullying ➤ To know that bullying can be direct and indirect ➤ To know that first impressions can change ➤ To know what culture means ➤ Identify their own culture from other cultures. ➤ To know that differences in culture can sometimes be a source of conflict ➤ To know what racism is and why it is unacceptable ➤ To know how their life is different from the lives of children in the developing world
Key Vocabulary	Character, Assumption, Appearance, Accept, Influence, Deliberate, Bystander, Witness, Bully, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed. Culture, Conflict, Culture Wheel, Racism, Colour, Race, Discrimination, Bullying, Rumour, Racist, Homophobic, Problem solving, Developing World, Display, Presentation.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Discuss experiences of when a first impression they had was right or wrong - explore the saying 'Don't judge a book by its cover'. ➤ Read stories which explore and encourage us to accept people for who they are ➤ Make celebration strips to celebrate our differences. ➤ Act out scenarios linked to bullying and how we can deal with this – identify how they might feel in a bullying situation and discuss strategies that can help ➤ Make posters to encourage children not to bully and the impact it can have ➤ Hot seating activity for bullying situations with by standers – identify how the bystander may be feeling ➤ Play 'switch' to explore people's differences. ➤ Explore forms of bullying ➤ Make a culture wheel ➤ Talk about their own experiences and attitudes about people from different cultural backgrounds ➤ Compare differences to their life and a child in a developing world and recognise how a child in a developing country can feel happy, without material items.

Title	Dreams and Goals
Overview	In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do and they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.
Knowledge Acquisition	Pupils will learn how to talk openly about goals for now and the future as well as recognise feelings of disappointment. They will understand resilience and how it can impact their learning (along with a positive attitude). They will acquire knowledge to work as part of a group and share successes with others. Moving along, pupils will know about a range of jobs and what people in different jobs do for a living – linking to communities and the wider world. Pupils will explore how we can learn from other people, including those from a different culture.
Key LOs	<ul style="list-style-type: none"> ➤ To know what their own hopes and dreams are (both in the present and in the future) and how they feel about them ➤ To recognise the feeling of disappointment and how it can feel ➤ To know that reflecting on positive and happy experiences can help them to counteract disappointment ➤ To understand what resilience is and how it is helpful to have a positive attitude when faced with a challenge. ➤ To know how to make a new plan and set new goals even if they have been disappointed ➤ To know how to work as part of a successful group and share successes with others. ➤ To know that they will need money/education to help them to achieve some of their dreams ➤ To store and celebrate feelings of success. ➤ To know about a range of jobs and what people in different jobs do for others/the community/the wider world. ➤ To identify the differences between their learning goals and the goals of someone from a different culture. ➤ To know that communicating with someone from a different culture means that they can learn from them and vice versa
Key Vocabulary	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate. Achievement, Profession, Society, Determination, Cooperation, Difference.
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Share what they would like to be when they are a grown up ➤ Rank jobs in order of importance and debate reasons for this. ➤ Compare jobs for salary and job satisfaction ➤ Research their ideal job and think about their route there (qualifications etc.) ➤ Make steps to success for their future career. ➤ Use images to compare people to ourselves and spot similarities and difference in the quality of life. ➤ Create a dream tree spiral ➤ Share a time when they have felt disappointed and if they can, what they did to help themselves with this feeling. ➤ Complete group challenges (e.g. obstacle courses, STEM challenges, puzzles etc.) and talk about what they enjoyed about being part of a team ➤ Discuss what motivates them to support others within a group.

Title	Healthy Me
Overview	<p>In this puzzle the class start by learning about what makes a healthy and happy friendship. They look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most.</p> <p>The class then learn about the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed.</p> <p>The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people’s relationships with food and how this can be linked to negative body image pressures.</p>
Knowledge Acquisition	<p>Pupils will learn how different friendship groups are formed, knowing there are leaders and followers within a group. They will be able to identify the types of people they want to be friends with (friendship qualities). We will also learn about how peer pressure can make somebody feel and know strategies to deal with this. In the second part of the topic, pupils will focus on learning how smoking and alcohol can affect our health. They will learn how to obtain help in an emergency situation while staying calm. To finish this topic, pupils will be learning how to respect themselves and their body image; including how to live a healthy lifestyle.</p>
Key LOs	<ul style="list-style-type: none"> ➤ To know how different friendship groups are formed, how they fit into them and how they feel about their friendships. ➤ To know that there are leaders and followers in groups ➤ To identify people you most want to be friends with and why. ➤ To recognise how peer pressure can make somebody feel and know strategies to help deal with peer pressure. ➤ To know facts about smoking and its effects on health. ➤ To know facts about alcohol, including its effects on health. ➤ To know ways to resist when people are putting pressure on them ➤ To know basic emergency procedures including the recovery position ➤ To know how to get help in emergency situations and how to stay calm. ➤ To recognise that the media, social media and celebrity culture promotes certain body types ➤ To accept and respect themselves for who they are ➤ To reflect on their own body image and recognise all of the amazing things their bodies can do. ➤ To know that mental health is a part of everyday life, the same as physical health. ➤ That there is a normal range of emotions and scales of emotions that we experience in different situations. ➤ How to recognize and talk about their emotion, including having the vocabulary to do this (with their own and others feelings). ➤ How to judge whether what they are feeling and how they are behaving our appropriate. ➤ Pupils know where and how to seek support in school if they are worried about their own or others mental health and wellbeing – including who to talk to. ➤ Know the importance of building daily exercise into routines – E.G walk a mile, cycle to school. ➤ The risks associated with an inactive lifestyle (including obesity)
Key Vocabulary	<p>Friendship, Emotions, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong, Healthy behaviour, Unhealthy behaviour, Influence, Emergency, Procedure, Recovery position, Body image, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>

Key Learning Experiences	<ul style="list-style-type: none"> ➤ Look at qualities and characteristics of animals and compare to human relationships. ➤ Share times when they feel they have been influenced or a decision has been impacted by different people and groups they interact with (e.g. something they've brought or chosen to do). ➤ Read scenario cards and act out responses we could take, linked to peer pressure etc. Discuss how peer pressure can make people feel. ➤ Role play situations where we show assertiveness and talk about how this can be helpful in different situations. ➤ Create an information poster linked to drugs and alcohol. ➤ Act out scenarios of when you need to call emergency services (after using the recovery position) and create a flow chart of steps. ➤ Share strategies for keeping calm in emergency situations – make posters of these ➤ Analyse 'make a good decision poem' and draw conclusions.
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Title	Relationships
Overview	<p>Lessons in this topic start by focussing on the emotional aspects of relationships and friendships (linking with self-esteem). With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is natural in relationships and they will experience (or may have already experienced) some of these changes. The children then go on to learn about online relationships. They are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use.</p> <p>Screen time is also discussed and children find ways to reduce their own screen time. This puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>
Knowledge Acquisition	<p>Pupils will learn what causes jealousy, including how this can be damaging to relationships. They will learn strategies to manage these feelings. Next, we will learn that loss is a normal part of relationships and identify the negative emotions that come with this. We will learn how memories can support us, including reasons why it is sometimes better for a friendship to end. We will specifically focus on this scenario within an online community, showing confidence in how to report unsafe online activities.</p>
Key LOs	<ul style="list-style-type: none"> ➤ To recognise some reasons why people feel jealousy ➤ To know that jealousy can be damaging to relationships ➤ To know positive strategies for managing jealousy ➤ To know that loss is a normal part of relationships ➤ To know that negative feelings are a normal part of loss and identify what these emotions might be ➤ To know that memories can support us when we lose a special person or animal ➤ To know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe ➤ To explain how to report unsafe online activity ➤ To know that belonging to an online community can have positive and negative consequences

	<ul style="list-style-type: none"> ➤ To identify when an online community or game feels risky, uncomfortable or unsafe and know what to do about this ➤ To know that there are rights and responsibilities in an online community or social network ➤ To know that too much screen time isn't healthy and know ways to reduce this ➤ To know how to stay safe when using technology to communicate with friends and dealing with peer pressure ➤ The importance of respecting others – even when they are very different from them or make different choices. ➤ The conventions and courtesy of manners ➤ The importance of self-respect linked to your own happiness.
Key Vocabulary	<p>Jealousy, Denial, Anger, Guilt, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief Compromise, Amicable, Appreciation, Love. Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Risky, Rights, Responsibilities, Social network, Grooming, Troll, Gambling, Betting, Trustworthy, Mental health, Off-line, Social, Peer pressure, Influences, Privacy, Settings, Profile, SMARRT rules.</p>
Key Learning Experiences	<ul style="list-style-type: none"> ➤ Use scenario cards to identify jealousy, its causes/outcomes and the feelings and emotions associated with jealousy ➤ Circle time activity – share stories of people who are special to them and why ➤ Discuss and share strategies for managing loss ➤ Use scenario cards and suggest ways that people can manage changes in their relationships ➤ Sort online statements to safe/ not safe ➤ Complete age limit quiz and discuss if more online platforms need stricter rules. ➤ Make an information poster/leaflet to give tips and strategies for staying safe online ➤ Active session – read scenarios and children move into safe, unsafe or unsure zone. ➤ Create online safety 'cheat sheet' to use when online. Linked to internet safety and communicating with friends/peer pressure.

Title	Changing Me
Overview	<p><u>Year 4</u> In this puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. The unit ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw’s Circle of change model as a strategy for managing future changes.</p> <p><u>Year 5</u> In this puzzle, the children revisit self-esteem and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don’t understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>
Knowledge Acquisition	<p>Pupils will learn about how their bodies will change during puberty and how this can affect boys and girls. They will learn how babies are made and the scientific method that occurs to achieve this. Pupils will learn about hygiene and be comfortable that change is a normal part of life and happens to everyone. We will also learn about how to manage our emotions in relation to change. **Year 5 to cover these topics in a greater depth, please see separate L.O’s for examples on this. **</p>
Key LOs	<p><u>Year 4</u></p> <ul style="list-style-type: none"> ➤ To know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm ➤ To know that babies are made by a sperm joining with an ovum ➤ To name the different internal and external body parts that are needed to make a baby ➤ To identify how the female and male body change at puberty ➤ To understand that personal hygiene is important during puberty and as an adult ➤ To know that change is a normal part of life and that some cannot be controlled and have to be accepted ➤ To understand that change can bring about a range of different emotions ➤ To identify strategies for managing the emotions relating to change <p><u>Year 5</u></p> <ul style="list-style-type: none"> ➤ To identify what they like about their own and others’ self-image/body-image ➤ To know what perception means and that perceptions can be right or wrong ➤ To recognise that puberty is a natural process that happens to everybody ➤ To understand how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally ➤ To know that sexual intercourse can lead to conception ➤ To know that some people need help to conceive and might use IVF

	<ul style="list-style-type: none"> ➤ To understand that becoming a teenager involves various changes and also brings growing responsibility
Key Vocabulary	<p><u>Year 4</u> Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p> <p><u>Year 5</u> Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self- esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>
Key Learning Experiences	<p><u>Year 4</u></p> <ul style="list-style-type: none"> ➤ Identify changes they are looking forward to in the next year ➤ Share ways that we are all unique and celebrate this (portrait activity) ➤ Circle time - express how they feel about having children when they are grown up and any concerns or questions about puberty (ask children to think about/identify who else they can talk to if they are worried) ➤ Make a list of 6 changes that have happened in our lives that we did not have control over – how did we overcome these ➤ Read and analyse Sofia and Levi’s story and complete ‘Circle of Change’ slide <p><u>Year 5</u></p> <ul style="list-style-type: none"> ➤ Share ways to boost self-esteem of themselves and others (play compliments games) ➤ Girl talk/ Boy talk – express any concerns or questions about puberty in a safe space ➤ Girls – talk through menstruation worries scenario cards and share how to deal with this. ➤ Circle time – express how they feel about having a romantic relationship when they are an adult and how they feel about having children when they are an adult (ask children to think about/identify who else they can talk to if they have worries) ➤ Create a pocket poster with coping mechanism for managing emotions related to change. ➤ Brainstorm what they are looking forward to about becoming a teenager and express any worries they might have ➤ Make a list of 6 changes that have happened in our lives that we did not have control over – how did we overcome these ➤ Debate ‘Puberty: Points of view’ scenario cards.