

Gad's Hill School: SMSC and RSE Policy

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1. Introduction

Social, Moral, Spiritual and Cultural (SMSC) Education takes place at all stages of Gad's Hill and is a vital element of our curriculum. This policy covers the delivery of SMSC throughout the school, including Relationships and Sex Education (RSE).

2. Aims

The aim of our SMSC curriculum is to provide students with the opportunity to develop their understanding of the social, moral, spiritual and cultural aspects of life and to prepare them for successful and fulfilling lives beyond Gad's Hill.

We aim to enable pupils to develop self-knowledge, self-esteem and self-confidence. Pupils are encouraged to take part in a wide range of extra-curricular activities that contribute to the development of confident and self-reliant young people. They are encouraged to serve the needs of others, by being helpful and respectful, and to cooperate and collaborate with other members of the community. Pupils are encouraged to aspire to progress to further education and careers which allow them to fulfil as adults their potential as children.

Pupils are taught to explore the beliefs and experiences of those of different religions, and to appreciate the diversity of beliefs and traditions that exist. Importance is placed on values, recognising right from wrong, understanding consequences and exploring morality. Pupils are taught to understand, accept, respect and celebrate diversity.

Pupils are encouraged to develop social skills that enable them to work well with others in a variety of contexts and to be able to resolve conflict. We actively promote the fundamental British values of democracy, the rule of law, individual liberty, and the mutual respect and tolerance of those with different faiths and beliefs through SMSC lessons and assemblies, as well as being integrated into our practices, such as mock elections, visits to or visiting speakers from holy places of different faiths, and display work around the school.

3. Roles and Responsibilities

Whilst specific SMSC, Religious Education and Critical Thinking lessons are delivered by allocated teachers, all staff have a responsibility to ensure that they actively promote Fundamental British Values and other aims of our SMSC curriculum. Observation of these aspects also forms part of Curriculum Group reviews. The Director of Studies oversees the whole-school SMSC lessons curriculum.

4. Delivery of SMSC and RSE

4.1. SMSC lessons

The 'Jigsaw' approach to SMSC is used throughout the school to deliver SMSC lessons to Kindergarten, Juniors and Seniors.

Jigsaw is a comprehensive scheme of learning, integrating PSHE (Personal, Social, Health Education), resilience, mental health, emotional literacy, social and employability skills, British values, SMSC (spiritual, moral, social, cultural development) and Relationships and Sex Education.

The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time. Jigsaw 11-16 (Seniors), builds on the Jigsaw 3-11 Programme (Kindergarten and Juniors), offering an holistic PSHE learning journey spanning the pupil's school career, with a progressive, spiral curriculum that addresses real needs in a rapidly-changing world.

There are six puzzles in Jigsaw that are designed to progress in sequence from September to July:

- Autumn 1: Being Me in My World
- Autumn 2: Celebrating difference (including anti-bullying)
- Spring 1: Dreams and goals
- Spring 2: Healthy me
- Summer 1: Relationships
- Summer 2: Changing Me (including Relationships and Sex Education)

The school subscribes to the annual update package ensuring delivery is compliant with any regulatory changes. The Jigsaw 11-16 Programme has been mapped fully to the PSHE Association Programme of Study (2017) and amply covers all the expectations and outcomes, comfortably meeting the statutory requirements set out in the DfE guidance. Jigsaw fulfils the requirements for statutory Relationships and Sex Education 2020.

4.2. School Assemblies

In Kindergarten and Juniors assemblies should usually address one of the strands or themes listed above. In Seniors, a rota of assembly topics is published at the start of the year in the school calendar.

Topics cover all strands of SMSC education, including safeguarding, and where possible are tied in with significant dates or national and international awareness events. Teachers, Tutor Groups and visiting speakers are asked to deliver assemblies. The calendar of topics is available on the SIS and records are kept of topics covered. See the Appendix for more details of the Jigsaw topics.

4.3. House Assemblies and activities

Activities carried out by Houses, including activities that contribute to the House Shield, contribute to the strands and themes of SMSC. Houses work with different charities and organise events to raise money, as well as awareness of the charity's cause. Pupils are encouraged in this way to think of others and to gain a deeper understanding of wider societal issues. The Junior School joins forces with the senior school to work together towards fund raising for a charity and enjoy the social benefits of vertical grouping for House assemblies.

4.4. Tutor Time

Tutors reinforce the content of assemblies through reflection and discussion and focus on elements of SMSC topics, mindfulness and Growth Mindset.

Senior pupils use a Pupil Induction Passport (for new pupils joining the school) or a Pupil Progress Passport in order to evaluate their own progress and achievements within school. The Progress Passport requires pupils to set SMART targets which then are monitored on a weekly basis in form time. Senior Pupils record their extra-curricular activities and academic achievements in the Progress Passports.

Junior students set themselves a target each term with an explanation of how they will achieve it, to be reflected upon and reviewed the following week.

KG students also have regular Circle Time activities which cover a range of SMSC topics.

At times, contributions and achievements are recorded by teaching staff on iSAMS.

4.5. Subject Lessons and Departmental contributions

All subject areas have a responsibility to promote the strands and themes of SMSC. Evidence of SMSC taking place should be seen via Topic Overviews, Knowledge Organisers and in day to day lessons.

4.6. Wellbeing Days and Enrichment Days

Each Wellbeing Day takes children off their usual timetable to take part in a number of activities designed to contribute to a healthy mind and a healthy body. This has included anything from meditation, yoga and mindfulness to dance, creative writing and dog walking, Growth Mindset and finance.

In the Seniors, there are two Wellbeing Days held each year. Kindergarten and Juniors also run Wellbeing days/Enrichment weeks as planned.

4.7. Non-subject specific extra-curricular activities

Activities that are not subject specific and are facilitated by volunteers, e.g. 'Shooting', Rock Band, Karate, etc. should make some contribution to elements of SMSC. DoF, sports fixtures and non-compulsory CCF activities also provide opportunities for students. A full range of clubs available can be found in the Today at Gad's section of the SIS.

5. Relationships and Sex Education (RSE) and Health Education

At Gad's Hill School we believe that RSE is an integral part of learning and an entitlement for every child and forms part of the DfE's statutory requirements (further detail available here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>). We believe that RSE is an important part of our SMSC curriculum in teaching children the values of respect, love and care. We encourage respect of different views and recognise the variety that exists in relationships and families, encouraging an understanding of equality and diversity. Children learn about the importance of moral choices, individual conscience, the value of family life and loving relationships. Children are encouraged to explore moral dilemmas and develop critical-thinking as part of decision making. Balanced, age-appropriate information about human reproduction is taught, together with consideration of the broader emotional, social, ethical, religious and moral dimensions of relationships. We aim to prepare students for an adult life in which they can make good decisions, have the confidence and self-esteem to value themselves and others, and form healthy relationships. We prepare students to understand the consequences of their actions, to know how to behave responsibly within relationships and to be able to keep themselves safe from exploitation.

Relationships Education, and Relationships and Sex Education, are delivered at age-appropriate levels using the Jigsaw programme in SMSC lessons. We comply with all statutory requirements for teaching relationships education to primary aged pupils, and relationships and sex education to secondary aged pupils. Relationships education teaches the fundamental building blocks and characteristics of positive relationships.

We are open about sex education that we cover in each year group. Sex education is defined by the school as 'SMSC lessons containing content regarding human reproduction and sexual activity'. Parents are legally able to request that their child is withdrawn from sex education (up until three months before the child's 16th birthday, when it becomes the child's choice) that takes place outside of the national curriculum for science (DfE recommended, but non-compulsory, sex education as specified in section 5.4). Parents are not able to withdraw their child from science lessons, or from any other SMSC lessons that do not fall under this definition. If a parent wishes to discuss their request to withdraw their child from sex education within SMSC they should contact the Head Teacher.

Our belief is that all young people should receive Relationships and Sex Education and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary. The teaching of relationships education at the primary phase and relationships and sex education at the secondary phase is statutory as outlined by the DfE. We aim to deal sensitively and honestly with issues of sexual orientation and other matters, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationship and sex education is relevant to them.

In June 2021, Ofsted published a review into sexual abuse in schools and colleges (<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>). The report outlined recommendations for school and college leaders:

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them. This should include:

- *a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'*
- *high-quality training for teachers delivering RSHE*
- *routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse*
- *a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated*
- *working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour*
- *support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs*
- *training to ensure that all staff (and governors, where relevant) are able to:*
 - *better understand the definitions of sexual harassment and sexual violence, including online sexual abuse*
 - *identify early signs of peer-on-peer sexual abuse*
 - *consistently uphold standards in their responses to sexual harassment and online sexual abuse*

While we are confident that our SMSC scheme of work (detailed in Appendix A) covers the DfE's statutory guidance including sexual harassment and sexual violence (for example in L5 Autumn 2 section 4, U5 Autumn 1 section 2 and Spring 2 section 5), SLT will be reviewing all Ofsted's recommendations carefully during the Autumn 2021 term.

5.1. Confidentiality

Teachers cannot offer unconditional confidentiality. Teachers are not legally bound to inform parents or the headmaster of any disclosure unless the headmaster has specifically requested them to do so.

In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual intercourse:

- the young person will be advised, wherever possible, to talk to parent/carer and if necessary to seek medical advice;
- child protection issues will be considered, and if necessary referred to the DSL;
- the young person will be advised about contraception by the School Medical and Welfare Manager, including information about where young people can access contraception and advice services.
- All staff are trained through Educare which which is updated in line with current version of KCSIE and other statutory guidance.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that the matter must be referred to the DSL.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality guidance.

5.2. Monitoring and Evaluation of Relationship and Sex Education

It is the responsibility of the Heads of each phase and the Director of Studies to oversee the monitoring and evaluation of SMSC, in the context of the overall school plans for monitoring the quality of teaching and learning.

The Curriculum Committee is responsible for overseeing, reviewing and organising the revision of the SMSC and RSE policy.

5.3. Content in Key Stage 1

We cover the following relationships education and health related topics in Key Stage 1. None of our Key Stage 1 curriculum falls under our definition of sex education.

5.3.1. KR

Basic common body parts are taught.

5.3.2. K1

- The national curriculum specifies that children are taught basic parts of the human body: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.
- The Jigsaw programme Puzzle 6 piece 4: 'Boys and girls bodies' is not taught.
- Children are taught to identify different members of family and understand that there are lots of different types of family (Jigsaw Puzzle 5 piece 1).

5.3.3. K2

The national curriculum specifies that children are taught to notice that animals, including humans, have offspring which grow into adults. National curriculum guidance states: Pupils should be introduced to the processes of reproduction and growth in

animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.

The Jigsaw programme Puzzle 6 piece 4: 'Boys and girls bodies' is not taught.
The Jigsaw programme Puzzle 6 piece 5: 'Assertiveness' is edited to remove different types of touch but includes what to do if you have a worry.

The NSPCC programme 'Pants' is taught on the advice of KCC.

5.4. Sex education content in Key Stages 2-4

As part of our full SMSC curriculum, the following aspects of sex education are covered in Key Stages 2-4:

Year	Topic	Content	Taught in science	Taught in SMSC	Compulsory lesson	DfE recommended, but non-compulsory, sex education
3	Boys and Girls bodies (from Year 2 Jigsaw)	Parts of the body that make us different and correct names for them. Some parts of the body are private.		✓	✓	
	Outside and Inside Body Changes	How our bodies will change so they can make babies when we grow up.		✓	✓	
4	Having a Baby	The choice to have a baby; the parts of men and women that make babies.		✓	✓	
	Girls' Puberty	How a girl's body changes so that she can have a baby when she is an adult – including menstruation and the female reproductive system.		✓	✓	
5	Puberty	Understanding physical changes, including reproductive system, for both sexes; discussing feelings about changes. Importance of looking after yourself.		✓	✓	
	Having a Baby (from Year 4 Jigsaw)	Scientific explanation of how human reproduction happens, linked to the female reproductive system.	✓		✓	
6	Conception (from Year 5 Jigsaw) and conception to Birth	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. The story of pregnancy and birth.		✓		✓
	Puberty	Consolidating understanding of physical and emotional changes		✓	✓	

		and how they affect us. A time to ask questions and reflect in single sex groups.				
7	Puberty	Lesson CM1: Changes that happen during puberty		✓	✓	
	Staying safe	Lesson CM1: Practices such as Female Genital Mutilation and breast ironing are forms of abuse		✓	✓	
	Pregnancy	Lesson CM2: Natural and alternative methods of conception e.g. IVF, how a baby develops inside the uterus and is born		✓		✓
	Families	Lesson CM3: Different types of committed stable relationships, effective parenting, roles and responsibilities of parenting		✓	✓	
	Adolescence, reproduction and puberty	Adolescence Changes that take place during puberty The difference between adolescence and puberty Reproductive systems The main structures of the male and female reproductive systems, including gametes The function of the main structures in the male and female reproductive systems The structure and function of gametes Fertilisation and implantation The meaning of fertilisation The process of fertilisation The causes of low fertility in male and female reproductive systems Development of a foetus Meaning of gestation What happens during gestation and birth Substances passed between the mother and the foetus The menstrual cycle What the menstrual cycle is The length of the menstrual cycle The main stages in the menstrual cycle Contraception	✓		✓	
8	Pornography	Lesson CM4 and CM6: That pornographic images do not reflect reality That pornography can affect expectations and self-image The role of pornography in society		✓		✓

		The negative influence pornography can have on relationships				
	Staying safe	Lesson CM5 and CM6: Risks associated with alcohol, including unprotected sex and non-consensual sex What the law says in relation to alcohol and sex The steps someone could take if they had engaged in risky sexual behaviour		✓		✓
9 10 11	GCSE AQA Science: biology	Gonorrhoea as a bacterial disease and prevention of spread using a barrier method of contraception HIV and AIDS, spread through sexual contact or exchange of bodily fluids Sperm cells Ovaries and testes The role of hormones in human reproduction, including the menstrual cycle Puberty Contraception Fertility The use of hormones to treat infertility Sexual reproduction	✓		✓	
9	Pornography	Lesson RL3: False impressions of sex and sexual relationships Challenging stereotypes of 'ideal' males and females Pornography and the law		✓		✓
	Contraception	Lesson RL4: Contraception methods Sexual health and preventing pregnancy Sex and the law		✓		✓
	Sexual health	Lesson RL5: Consequences of unprotected sex STIs Sexual health clinics		✓		✓
10	Sexual health	Lesson HM6: STIs and staying safe		✓		✓
11	Consent	Lesson BM1: Consent within sexual relationships		✓	✓	
	Sexual relationships	Lesson BM2: Influences that inform decision making with regard to sexual relationships Strategies to manage sexual pressure Consent in relation to sexual relationships		✓		✓

	Healthy and unhealthy sexual relationships and forms of abuse	Lesson BM5: The range of risks to physical and mental health associated with sexual relationship Strategies to avoid high risk situations in relation to sex Female genital mutilation Sexual violence Sex and substance misuse Risky sexual experimentation Grooming Safe and appropriate ways to end a sexual relationship Coercive behaviour Online dating Abuse Rape		✓		✓
	Concepts and laws related to abuse and hate crimes	Lesson RL5 and RL6: Honour-based violence and forced marriage FGM and breast ironing Hate crimes		✓	✓	
	Sexual health	Lesson HM2: STIs, prevention and treatment		✓		✓
	Contraception and pregnancy	Lesson HM4 and HM6: Pregnancy, choices, IVF, contraception, fertility		✓		✓

6. Appendix 1: Gad' Hill School curriculum: SMSC lessons

6.1. Aims

This document outlines our scheme of work for SMSC lessons in key stages 1-4.

6.2. Our whole-school approach

We have a whole-school approach to the delivery of SMSC lessons, using the Jigsaw programme. We subscribe to the annual updates of the Jigsaw programme, ensuring that our lesson resources remain compliant with any statutory changes. Whilst using the Jigsaw programme as a basis for our SMSC lessons, teachers will adapt lessons as appropriate without removing any statutory content.

Jigsaw, the mindful approach to PSHE, brings together Personal, Social, Health Education, emotional literacy, social skills, spiritual development and mental health and resilience development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. The Jigsaw Programme is designed as a whole-school approach, with year groups working on the same theme (Puzzle) at the same time.

The Jigsaw Programme focuses on mental health throughout, incorporating mindfulness practices that can be used in each lesson. Mental health is a pre-requisite for successful learning, for health, happiness and positive life choices. It is also crucial for understanding that young people need to be empowered to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm.

6.3. Puzzles (units)

The Jigsaw Programme includes six units of study (Puzzles), each with six lessons (Pieces), designed to be taught sequentially throughout the school year, one per term, as follows:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

6.4. Ages 15-16 reduced programme

Note that Ages 15-16 have a reduced programme, owing to exam schedules, so Celebrating Difference and Changing Me are not taught in this age group. However, the remaining Puzzles (units):

- Being Me in My World
- Dreams and Goals
- Healthy Me
- Relationships

contribute significantly to the statutory requirements for Relationships, Sex and Health Education (DfE guidance 2018) all of which are met within the 14-16-year-old Jigsaw programme.

6.5. SMSC lessons content overview

These tables show the Jigsaw content, followed by specific parts of the relationships and sex education content which is covered, or not, at Gad's Hill in section 3.

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
KR Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
K1 Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby [REDACTED] Linking growing and learning Coping with change Transition
K2 Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence [REDACTED] Assertiveness Preparing for transition
J3 Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
J4 Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
J5 Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition Having a baby
Remove Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition Conception (including IVF)

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes
Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.

Year/ age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 10 (14-15)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

6.6. SMSC lessons scheme of work

6.7. KR

Autumn term 1: Being Me in My World

Weekly Celebration	Pieces	Learning Intentions	Resources
Help other to feel welcome	1. Who... Me?!	I understand how it feels to belong and that we are similar and different	Jigsaw Song sheet: 'Together As One' Decorated box and an assortment of toys (from inside and outside learning environments) Jigsaw Jenie Jigsaw Jerrie Cat
Try to make our Nursery/Pre-school community a better place	2. How am I feeling today?	I can start to recognise and manage my feelings	Jigsaw Song sheet: 'Together As One' Jigsaw Jenie 4 hoops Emotion photos Jigsaw Jerrie Cat
Think about everyone's right to learn	3. Being at School	I enjoy working with others to make school a good place to be	Assortment of toys Paper General mess Clipboards Timers Bell Police hats Jigsaw Jenie Jigsaw Jerrie Cat
Care about other people's feelings	4. Gentle hands	I understand why it is good to be kind and use gentle hands	Jigsaw Song sheet: 'Together As One' Book: 'Hands are not for hitting', by Martine Agassi, or similar themed book e.g. 'No Hitting, Henry' by Lisa Regan Jigsaw Jenie Jigsaw Jerrie Cat
Work well with others	5. Our Rights	I am starting to understand children's rights and this means we should all be allowed to learn and play	Blindfold Keys Jigsaw Jenie Jigsaw Jerrie Cat
Choose to follow the Learning Charter	6. Our Responsibilities	I am learning what being responsible means	Book: 'Dogger' by Shirley Hughes Cubes Jigsaw Jenie Jigsaw Jerrie Cat

Autumn term 2: Celebrating Difference

Weekly Celebration	Pieces	Learning Intentions	Resources
Accept that everyone is different	1. What I am good at?	I can identify something I am good at and understand everyone is good at different things	Jigsaw Song sheet: 'There's a Place' Large box/bag Selection of objects that demonstrate things that the grown-up is good at/likes Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Include others when working and playing	2. I'm Special, I'm Me!	I understand that being different makes us all special	Book: 'Naked Trevor' by Rebecca Elliot (being comfortable with who you are) Book: 'Barry the Fish with Fingers' by Sue Henra (being different is a good thing) Book: 'It's OK to Be Different' by Todd Parr Jigsaw Jenie Large selection of catalogues, magazines, leaflets for cutting up Plain paper Scissors Glue Pencils Jigsaw Jerrie Cat Jigsaw Chime
Know how to help if someone is being bullied	3. Families	I know we are all different but the same in some ways	Jigsaw Song sheet: 'There's a Place' Large selection of pictures ranging from adults, children, families from around the world (Teachers to find more) Book: 'The Family Book' by Todd Parr Book: 'The Hueys in the New Jumper', by Oliver Jeffers (similarities and differences amongst people) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to solve problems	4. Houses and Homes	I can tell you why I think my home is special to me	Teddies Construction materials Photos of different houses from around the world (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to use kind words	5. Making Friends	I can tell you how to be a kind friend	Jigsaw Song sheet: 'There's a Place' Book: 'The Dog and the Dolphin', by James Dworkin Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to give and receive compliments	6. Standing Up for Yourself	I know which words to use to stand up for myself when someone says or does something unkind	Puppets or teddies Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Spring term 1: Dreams and Goals

Weekly Celebration	Pieces	Learning Intentions	Resources
Stay motivated when doing something challenging	1. Challenge	I understand that if I persevere I can tackle challenges	Jigsaw Song sheet: 'For Me' Resources for challenge in 'Interest Me' Book: 'Love Monster' by Rachel Bright Book: 'Don't worry, Hugless Douglas' by David Melling Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Keep trying even when it is difficult	2. Never Giving Up	I can tell you about a time I didn't give up until I achieved my goal	Jigsaw Song sheet: 'For Me' Book: 'The Hare and The Tortoise', Aesop's Fables [available on-line] Book: 'The Jungle Run' by Tony Mitton Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Work well with a partner or in a group	3. Setting a goal	I can set a goal and work towards it	Jigsaw Song sheet: 'For Me' Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime Wooden bricks Paper Pencils
Have a positive attitude	4. Obstacles and Support	I can use kind words to encourage people	2 teddies/puppets Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to achieve their goals	5. Flight to the Future	I understand the link between what I learn now and the job I might like to do when I'm older	Large variety of picture and word cards of different jobs done by adults (Teachers to find more) Box or bag to hold picture cards Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Are working hard to achieve their own dreams and goals	6. Footprint Awards	I can say how I feel when I achieve a goal and know what it means to feel proud	Well done certificate A special box/bag Children's goals from Piece 3 Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Spring term 2: Healthy Me

Weekly Celebration	Pieces	Learning Intentions	Resources
Have made a healthy choice	1. Everybody's Body	I understand that I need to exercise to keep my body healthy	Jigsaw Song sheet: 'Make a Good Decision' Jigsaw Jenie Colouring pictures Assortment of pictures of active play/sports (Teachers to find more) Jigsaw Jerrie Cat Jigsaw Chime
Have eaten a healthy, balanced diet	2. We like to move it, move it!	I understand how moving and resting are good for my body	Large space needed Calm music to assist with the cool down Small apparatus Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have been physically active	3. Food, Glorious Food	I know which foods are healthy and not so healthy and can make healthy eating choices	An assortment of healthy food and not so healthy food (preferably real) to make a sandwich Fruit for directed activity Shopping bags/basket Food, Glorious Food song Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Have tried to keep themselves and others safe	4. Sweet Dreams	I know how to help myself go to sleep and understand why sleep is good for me	Bedtime equipment: Pyjamas, Teddy, Hot water bottle, Dressing gown, Glass of milk, Night light, Story book Chitty Chitty Bang Bang DVD (or similar example) Jigsaw Jenie Lullaby CD Large clock Jigsaw Jerrie Cat Jigsaw Chime
Know how to be a good friend and enjoy healthy friendships	5. Keeping Clean	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	Cleaning equipment: jug of water, bowl, soap, flannel, towel Fruit/vegetables Dirt Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to keep calm and deal with difficult situations	6. Stranger Danger	I know what a stranger is and how to stay safe if a stranger approaches me	Book: 'Not Everyone is Nice' [Let's Talk Book] by Ann Tedesco, or similar Book: 'Never Talk to Strangers', by Irma Joyce If possible, ask your local PCSO to come by and chat to the children about Stranger Danger Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Summer term 1: Relationships

Weekly Celebration	Pieces	Learning Intentions	Resources
Know how to make friends	1. My Family and Me!	I can identify some of the jobs I do in my family and how I feel like I belong	Staff photo - preferably on IWB Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Try to solve friendship problems when they occur	2. Make friends, make friends, never ever break friends! Part 1	I know how to make friends to stop myself from feeling lonely	Jigsaw Song sheet: 'RELATIONSHIP' Lonely child photo Body puzzle template Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Help others to feel part of a group	3. Make friends, make friends, never ever break friends! Part 2	I can think of ways to solve problems and stay friends	Jigsaw Song sheet: 'RELATIONSHIP' Book: 'Mabel and Me', by Sarah Warburton Book: 'George and Martha: The Complete Stories of Two Best Friends' by James Marshall (or similar) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Show respect in how they treat others	4. Falling Out and Bullying Part 1	I am starting to understand the impact of unkind words	Jigsaw Song sheet: 'RELATIONSHIP' Sparkly box, bin and bag Assortment of phrases (positive/negative) e.g. you are brilliant, thank you very much, you are stupid, shut up, etc. Squirty cream and plate Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know how to help themselves and others when they feel upset and hurt	5. Falling Out and Bullying Part 2	I can use Calm Me time to manage my feelings	Wall paper roll Mark-making materials YouTube (or similar) video clips of tantrums Puppets Calming music Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know and show what makes a good relationship	6. Being the best friends we can be	I know how to be a good friend	You've Got A Friend In Me' by Randy Newman (Toy Story song) 'True Friends' song by Miley Cyrus (Hannah Montana) 'That's what friends are for' (Fox and Hounds song) Pictures of friends from TV/movies e.g. Woody and Buzz but separate so that children can match (Teachers to find) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

Summer term 2: Changing Me

Weekly Celebration	Pieces	Learning Intentions	Resources
Understand that everyone is unique and special	1. My Body	I can name parts of the body	Large paper big enough to fit the outline of a child on Post-its or labels of body parts Book: 'Look Inside Your Body' by Louie Stowell Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Can express how they feel when change happens	2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy	Jigsaw Song sheet: 'Make a Good Decision' Selection of pictures that show healthy/less healthy activities/food 2 containers/hoops for sorting Magazines/food leaflets for child-initiated Paper Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in themselves	3. Growing Up	I understand that we all grow from babies to adults	Jigsaw Song sheet: 'A New Day' Book: 'Tell Me What It's Like To Be Big', by Joyce Dunbar Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Picture cards showing different developmental stages of life ranging from baby to elderly (Teachers to find more) Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Understand and respect the changes that they see in other people	4. Fun and Fears Part 1	I can express how I feel about moving to Year 1	Jigsaw Song sheet: 'A New Day' Book: 'The Huge Bag of Worries' by Virginia Ironside Book: 'I Wonder Why Kangaroos Have Pouches', by Jenny Wood Book: 'The Very Hungry Caterpillar', by Eric Carle Box or bag for worries/looking forward to ideas Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime
Know who to ask for help if they are worried about change	5. Fun and Fears Part 2	I can talk about my worries and/or the things I am looking forward to about being in Year 1	Jigsaw Jenie Music Jigsaw Jerrie Cat Jigsaw Chime
Are looking forward to change	6. Celebration	I can share my memories of the best bits of this year in Reception	Paper A special box Jigsaw Jenie Jigsaw Jerrie Cat Jigsaw Chime

6.7.1. K1

Autumn term 1: Being Me in My World

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Special and Safe	I know how to use my Jigsaw Journal	I feel special and safe in my class	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, Jigsaw Jack's letter, 'Safe' pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. My Class	I understand the rights and responsibilities as a member of my class	I know that I belong to my class	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, 'I am special' song sheet, picture of a class learning well, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class	I know how to make my class a safe place for everybody to learn	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, rights/responsibility pictures, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Feeling Proud	I know my views are valued and can contribute to the Learning Charter	I recognise how it feels to be proud of an achievement	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, colour cards, treasure chest, proud face pictures, I feel proud of you ticket, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Work well with others	5. Consequences	I can recognise the choices I make and understand the consequences	I recognise the range of feelings when I face certain consequences	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, scenario picture PowerPoint, flipchart with rights/responsibility pictures from Piece 3, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owning our Learning Charter	I understand my rights and responsibilities within our Learning Charter	I understand my choices in following the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jack, postcards made into puzzles, Jigsaw Journals, certificates, My Jigsaw Learning, flip chart for Piece 3, Jigsaw Jerrie Cat.

Autumn term 2: Celebrating Difference

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. The same as...	I can identify similarities between people in my class	I can tell you some ways in which I am the same as my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families, Cardboard cut-out gingerbread person, T-shirt templates for gingerbread person, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Include others when working and playing	2. Different from...	I can identify differences between people in my class	I can tell you some ways I am different from my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. What is 'bullying'?	I can tell you what bullying is	I understand how being bullied might feel	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bully pictures, Bullying pictures, Hat templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve problems	4. What do I do about bullying?	I know some people who I could talk to if I was feeling unhappy or being bullied	I can be kind to children who are bullied	Jigsaw Chime, 'Calm Me' script, Puzzle Song sheet: 'Playground Blues', Jigsaw Jack, Shoes template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Use kind words	5. Making new friends	I know how to make new friends	I know how it feels to make a new friend	Jigsaw Chime, 'Calm Me' script, Soft/sponge football, Jigsaw song: 'There's a Place', Jigsaw story, Friendship tokens, Friendship token template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating difference; celebrating me Assessment Opportunity ★	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique	Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'There's a Place', Jigsaw Jack, Celebrating Me label template (one per child), Gingerbread people, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.

Spring term 1: Dreams and Goals

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. My Treasure Chest of Success	I can set simple goals	I can tell you about a thing I do well	Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. Steps to Goals	I can set a goal and work out how to achieve it	I can tell you how I learn best	Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Achieving Together Puzzle outcome: Dream wellies	I understand how to work well with a partner	I can celebrate achievement with my partner	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Welly template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have a positive attitude	4. Stretchy Learning Puzzle outcome: Stretchy flowers	I can tackle a new challenge and understand this might stretch my learning	I can identify how I feel when I am faced with a new challenge	Jigsaw Chime, 'Calm Me' script, Pipe cleaners, garden sticks, paper, paint, Jigsaw Jack, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Overcoming Obstacles	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	I know how I feel when I see obstacles and how I feel when I overcome them	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Jigsaw story: Paul's Journey, PowerPoint slidesP Paulies Journey, Pieces of paper for stepping stones, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Celebrating My Success Assessment Opportunity ★	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	I know how to store the feelings of success in my internal treasure chest	Jigsaw Song: 'For Me', Jigsaw Chime, 'Calm Me' script, Jigsaw Jack's treasure chest, Success pictures - from Piece 1, Treasure chest template, Jigsaw Jack, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Spring term 2: Healthy Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I feel good about myself when I make healthy choices	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Healthy Choices	I know how to make healthy lifestyle choices	I feel good about myself when I make healthy choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Jigsaw Son: 'Make a Good Decision', PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have been physically active	3. Clean and Healthy	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	I am special so I keep myself safe	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Bag of toiletry items, e.g. toothbrush, shampoo, soap, etc., Empty bathroom and kitchen cleaning products, Pictures of household products, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely	I know some ways to help myself when I feel poorly	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Empty medicine packaging, Picture cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Road Safety	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can recognise when I feel frightened and know who to ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint slide: Learn to cross the road, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me Assessment Opportunity ★ Puzzle outcome: Keeping clean and healthy	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can recognise how being healthy helps me to feel happy	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Keeping Clean and Healthy timeline template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Summer term 1: Relationships

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the members of my family and understand that there are lots of different types of families	I know how it feels to belong to a family and care about the people who are important to me	Family game cards, Jigsaw Chime, 'Calm Me' script, 'Welcome to Planet Zarg' PowerPoint, Jigsaw Journals, My Jigsaw Learning, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Making Friends	I can identify what being a good friend means to me	I know how to make a new friend	Music and blanket for hedgehogs game OR children's names put into a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'RELATIONSHIPS', PowerPoint slide of lonely child, Jigsaw Jack Sets of 'A Good Friend Should...' cards, one set, for each group, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	I can recognise which forms of physical contact are acceptable and unacceptable to me	Jigsaw Chime, 'Calm Me' script, Holding Hands Images, 'Feely bags' containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects Jigsaw Jack, Jigsaw Journal, My Jigsaw Learning, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. People Who Help Us	I know who can help me in my school community	I know when I need help and know how to ask for it	Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, People cards, Scenario cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being My Own Best Friend	I can recognise my qualities as person and a friend	I know ways to praise myself	Bottle weighted with water or sand or children's names in a hat, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, PowerPoint of incredible children, 'The Incredible Me' picture frame template, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Balloons Assessment Opportunity ★	I can tell you why I appreciate someone who is special to me	I can express how I feel about them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Balloons, Balloon label template, Sticks, Jigsaw Jack's balloon with pre-prepared label, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Summer term 2: Changing Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK	Jigsaw Jack, Find your pair cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Teacher's photos: series of photos from baby to adult, YouTube clip of frog's lifecycle (teacher to source), Life cycle cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not	Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, Life cycle cards, Paper for concertina booklets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. My Changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'A New Day', Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Learning and Growing Puzzle Outcome: Piece 5 Flowers	I understand that every time I learn something new I change a little bit	I enjoy learning new things	Jigsaw Song: 'A New Day', Jigsaw Jack, Jigsaw Chime, 'Calm Me' script, Picture cards, Flower shape and petals for flipchart, Flower templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Coping with Changes Assessment Opportunity ★	I can tell you about changes that have happened in my life	I know some ways to cope with changes	Jigsaw Chime, 'Calm Me' script, Story and PowerPoint: 'All change for Jack', Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

6.7.2. K2

Autumn term 1: Being Me in My World

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Number cards, Jigsaw Jo, basket/bag, monster worries resource sheet, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help	Jigsaw Charter, number cards, 'Calm Me' script, 'Calm' pictures, Jigsaw Chime, My Jigsaw Learning, Responsibility PowerPoint, Jigsaw Journal, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place	Jigsaw Charter, colour cards, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag of rewards, Jigsaw Song: Together as One', picture cards, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, 'What Might Happen?' PowerPoint, scenario picture cards, flipchart traffic light with red post-it learning behaviours from Piece 3, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn	I can work cooperatively	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, art materials, Whole School Learning Charter or sample Jigsaw version, Jigsaw Jo's bag, Jigsaw pieces template, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owing our Learning Charter	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Learning Charter, Children's pictures from last week, A4 paper, My Jigsaw Learning, Jigsaw Journals, certificates, Jigsaw Jerrie Cat.

Autumn term 2: Celebrating Difference

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Jigsaw Jo's bag, Four photo cards of children, Four description cards, Shield templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Include others when working and playing	2. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK	Jigsaw Chime, 'Calm Me' script, Duvet covers (or pictures of), Jigsaw Jo, Scenario picture/ templates, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Why does bullying happen?	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied	Jigsaw Chime, 'Calm Me' script, Jigsaw Song 'There's a Place', Jigsaw Jo, Scenario picture/ description cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve problems	4. Standing up for myself and others	I can recognise what is right and wrong and know how to look after myself	I know when and how to stand up for myself and others I know how to get help if I am being bullied	Number cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Jigsaw Jo, Scenario picture/description cards, Paper person chain template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to use kind words	5. Gender Diversity	I understand that it is OK to be different from other people and to be friends with them	I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend	Jigsaw Chime, 'Calm Me' script, PowerPoint story 'Billy, Bella and B', Jigsaw Friend, Birthday present template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating difference and still being friends Assessment Opportunity ★ Puzzle Outcome: Trophy of Celebration	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique	Jigsaw Chime, 'Calm Me' script, Pair cards, Jigsaw Jo, 3D Trophy template, Puzzle 2 Attainment Descriptor Grid, Jigsaw Journals, My Jigsaw Learning, Puxzzle Certificate, Jigsaw Jerrie Cat.

Spring term 1: Dreams and Goals

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Goals to Success	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Success pictures, Treasure chest template, Jigsaw Jo's Challenge PowerPoint, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. My Learning Strengths	I carry on trying (persevering) even when I find things difficult	I can tell you some of my strengths as a learner	Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Jigsaw Jo, Ladder template, Treasure chest boxes/simple boxes, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Learning with Others	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Book: 'The Owl and the Pussy Cat' by Edward Lear, Materials for the challenge: French numbers 1-20, Mandarin/Chinese numbers 1-10, Macarena dance moves, Card and colouring materials, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have a positive attitude	4. A Group Challenge Puzzle Outcome: Dream Birds	I can work well in a group	I can work with others in a group to solve problems	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/modelling materials/ paints, My Jigsaw Learning, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Continuing Our Group Challenge	I can tell you some ways I worked well with my group	I can tell you how I felt about working in my group	Soft ball, Jigsaw Chime, 'Calm Me' script, Gentle music, Garden PowerPoint slides, Jigsaw Jo, Art materials/ modelling materials/ paints, Treasure chest boxes, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Celebrating Our Achievement Assessment Opportunity ★	I know how to share success with other people	I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	Jigsaw Chime, 'Calm Me' script, Special objects, Dream birds, Treasure chest template, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat, Jigsaw Jo.

Spring term 2: Healthy Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Healthy	I know what I need to keep my body healthy	I am motivated to make healthy lifestyle choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'Make a Good Decision', Help Jigsaw Jo sheet, Jigsaw Jo, Music, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I can tell you when a feeling is weak and when a feeling is strong	Jigsaw Chime, 'Calm Me' script, PowerPoint slides, PowerPoint slides - printed copies, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have been physically active	3. Medicine Safety	I understand how medicines work in my body and how important it is to use them safely	I feel positive about caring for my body and keeping it healthy	Jigsaw Chime, 'Calm Me' script, Bag of empty medicine packets/bottles, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I have a healthy relationship with food and know which foods I enjoy the most	Jigsaw Chime, 'Calm Me' script, Eat Well Plate - complete, Eat Well Plate - blank, Food cards, Pictures of composite foods, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Healthy Eating	I can make some healthy snacks and explain why they are good for my body	I can express how it feels to share healthy food with my friends	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, A range of healthy food choices/ snack ingredients, Basic cookery equipment, Recipe cards, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Happy, Healthy Me! Puzzle outcome: Healthy recipes Assessment Opportunity ★	I can decide which foods to eat to give my body energy	I have a healthy relationship with food and I know which foods are most nutritious for my body	Jigsaw Chime, 'Calm Me' script, Happy Healthy Me Recipe templates, Optional: large pieces of paper for life-size child body outlines, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

Summer term 1: Relationships

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family	Jigsaw Chime, 'Calm Me' script, Families PowerPoint, Jigsaw Jo, Mixing bowl, post-it notes, wooden spoon, Happy Home recipe sheets, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this	Jigsaw Chime, 'Calm Me' script, PowerPoint of different types of contact, My Jigsaw Learning, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Friends and Conflict	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends	Jigsaw Chime, 'Calm Me' script, PowerPoint picture of children, 'Mending Friendships' chart, printed on A3 or displayed on whiteboard, 'Mending Friendships' resource sheet, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jo.
Show respect in how they treat others	4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I 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	Jigsaw Chime, 'Calm Me' script, Wrapped gift box, Jigsaw Jo, Picture of 'good secret' and 'worry secret', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone	Jigsaw Chime, 'Calm Me' script, Balloon, People cards, Flipchart paper, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jo, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting Assessment Opportunity ★	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, String, Coloured paper cut into triangular flag shapes, Jigsaw Journals, Certificates, My Jigsaw Learning, Jigsaw Jerrie Cat.

Summer term 2: Changing Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Life Cycles in Nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this	Find your pair cards, Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, PowerPoint slides of seasonal changes, PowerPoint of lifecycle images, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, PowerPoint - young to old, Photos from home, Card leaf templates A4 size - one per child, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. The Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Timeline labels: Baby, Toddler, Child, Teenager, Adult, A box or bag of collected items to represent different stages of growing up (see below for details), Timeline template, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Assertiveness	The Jigsaw programme Puzzle 6 piece 5: 'Assertiveness' is edited to remove different types of touch but includes what to do if you have a worry.	I am confident to say what I like and don't like and can ask for help	Jigsaw Chime, 'Calm Me' script, Jigsaw Jo, Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects), Feely bag 2 (containing soft material like velvet, satin or silk, a soft toy) Poem: 'What about you?', Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Card leaf templates on A4, PowerPoint slide of leaf mobile instructions, Jigsaw Journals, My Jigsaw Learning, Certificates, Jigsaw Jerrie Cat.

6.7.3. J3

Autumn term 1: Being Me in My World

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Getting to Know Each Other	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box, Jigsaw Jino, coin and medal template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Our Nightmare School	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, feelings bag with cards, flipchart paper, Nightmare school, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Our Dream School	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, Jigsaw Jino, Nightmare school sheet (from previous Piece), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, scenario cards, post-its, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I can make responsible choices and take action	I can work cooperatively in a group	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, A3 paper, Post-It notes, Sam's letter, timer, space to display Post-Its, materials for designing a card, Learning Charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owing our Learning Charter	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter	Jigsaw Charter, Jigsaw Chime, 'Calm me' script, 'What do we see?' picture PowerPoint, Learning Charter, Jigsaw Jino, certificates, mood board for last Piece (lesson), My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.

Autumn term 2: Celebrating Difference

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Families	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Pictures of teacher's family, 'Family' pictures, PowerPoint, photo frame template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Include others when working and playing	2. Family conflict	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and can use the 'Solve it together' technique	Jigsaw Chime, 'Calm Me' script, Letter cards to spell family (six cards with a letter on each), PowerPoint slide: Family Conflict, 'Solve it together' resource sheet/PowerPoint/poster, Family conflict scenario cards, Jigsaw Jino, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Witness and feelings	I know what it means to be a witness to bullying	I know some ways of helping to make someone who is bullied feel better	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino, Paper for handouts, Jigsaw Song: 'There's a Place', Resource sheet - Bullying story, Handprint paper chain master, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve problems	4. Witness and solutions	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others	Jigsaw Chime, 'Calm Me' script, Sponge ball, Jigsaw Jino, 'Solve it together' poster, Scenario cards, PowerPoint with prompt questions, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to use kind words	5. Words that harm	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)	Jigsaw Chime, 'Calm Me' script, 'Sticks and stones' PowerPoint slide, Jigsaw Jino, 'Solve it together' resource sheet/poster, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating difference: compliments ★ Assessment Opportunity Puzzle Outcome: Kites	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels	Jigsaw Chime, 'Calm Me' script, Kite templates, named post-it notes/slips of paper, Harlon's story, Jigsaw Journals, Attainment Descriptor Grid, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Spring term 1: Dreams and Goals

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Dreams and Goals	I can tell you about a person who has faced difficult challenges and achieved success	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)	Jigsaw Chime, 'Calm Me' script, Challenge PowerPoint slides, Challenge picture cards (PowerPoint slides), Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Keep trying even when it is difficult	2. My Dreams and Ambitions	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition	Jigsaw Chime, 'Calm Me' script, PowerPoint slide, Jane Goodall factsheet, Materials for making display flowers, Flower template, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Work well with a partner or in a group	3. A New Challenge Puzzle Outcome: Garden design/decoration	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can break down a goal into a number of steps and know how others could help me to achieve it	Garden puzzle templates, Jigsaw Chime, 'Calm Me' script, Garden PowerPoint, Garden Design Resource Sheet, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Have a positive attitude	4. Our New Challenge Puzzle Outcome: Garden design/decoration	I am motivated and enthusiastic about achieving our new challenge	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Garden items list, Flipchart and chunky pens, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Help others to achieve their goals	5. Our New Challenge - Overcoming Obstacles Puzzle Outcome: Garden design/decoration	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can manage the feelings of frustration that may arise when obstacles occur	'Solve it together' technique poster, Jigsaw Chime, 'Calm Me' script, Flipchart and chunky pens, Jigsaw Journals, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey.
Are working hard to achieve their own dreams and goals	6. Celebrating My Learning Assessment Opportunity ★	I can evaluate my own learning process and identify how it can be better next time	I am confident in sharing my success with others and can store my feelings in my internal treasure chest	Garden puzzles, Jigsaw Chime, 'Calm Me' script, Self-review PowerPoint slide, Jigsaw Journals, Jigsaw Jino, Self-review template, Bananas, string, knives, chopping boards, cocktail sticks, Jigsaw Jino, Jigsaw Jerrie Cat, My Jigsaw Journey, Certificates.

Spring term 2: Healthy Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge	Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'My body in balance', PowerPoint 'Children need to be active for at least one hour a day', Fitness Challenge Template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Being Fit and Healthy	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice	Jigsaw Chime< 'Calm Me' script, Jigsaw Song: 'Make A Good Decision', Range of food/drink (some with food labelling that show the amount of energy, fats and sugar). Try to include some healthy and less healthy choices depending on the amount of sugar and fat), 'How much sugar?' game, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have been physically active	3. What Do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs	Jigsaw Chime, 'Calm Me' script, A4 white paper and pen for each child, Draw and Write instruction sheet, Feelings word template, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Being Safe Puzzle outcome: Keeping safe	Identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can express how being anxious or scared feels	Jigsaw Chime, 'Calm Me' script, A piece of foreboding music e.g. Theme from Jaws, My Jigsaw Journey, Jigsaw Journal, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Safe or Unsafe	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe	Jigsaw Chime, 'Calm Me' script, PowerPoint of scared child, Short story templates, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. My Amazing Body Assessment Opportunity ★	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me	Jigsaw Chime, 'Calm Me' script, PowerPoint slide: My amazing body, PowerPoint slides: Example infographic, Other infographic examples (teacher to source online), Paper/ pens, (Optional: computers/tablets for children to design infographic), Jigsaw Journal, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Summer term 1: Relationships

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel	Jigsaw Chime, 'Calm Me' script, Male/female Jobs PowerPoint, Jigsaw Jino, Male/female/both cards, Sets of the 'Whose Responsibility?' cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution	Jigsaw Song: 'RELATIONSHIPS', Jigsaw Chime, Jigsaw Jino, 'Calm Me' script, 'Donkey' PowerPoint, Solve it together technique, Mending friendships resource sheet, Friendship conflict scenarios, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online	Jigsaw Jino, Jigsaw Chime, PowerPoint slide of 'Gaming App', 'Top Tips' cards, 'Calm me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices	Jigsaw Chime, 'Calm Me' script, Jigsaw Jino., World map or globe, Bag of items including fair trade chocolate, a T-shirt made in a different country, rice, sugar, PowerPoint: Work in Other Countries, Jigsaw, sweetcorn, Mobile phone, Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them	Jigsaw Chime, 'Calm Me' script, PowerPoint- Children around the world and handouts, A set of the 'Wants and Needs' cards cut up, Paper and pens to create posters, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat, Jigsaw Jino.
Know and show what makes a good relationship	6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'RELATIONSHIPS', Appreciation streamer description sheet, Materials for streamers: strips of coloured paper, pens, wooden batons, tape to secure streamers, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Summer term 2: Changing Me

From year 2, Puzzle 6 piece 4:

Understand and respect the changes that they see in other people	4. Boys' and Girls' Bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl	Jigsaw Jo, Jigsaw Chime, 'Calm Me' script, Body parts cards (2 sets so you have duplicates of some cards), A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits, Flip chart, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.
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From year 3 puzzle 6:

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. How Babies Grow	I 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	I can express how I feel when I see babies or baby animals	Jigsaw Chime, 'Calm Me' script, Baby/mother pair cards, PowerPoint of baby animal pictures, Jigsaw Jino, Mini-whiteboards and pens (or paper and pens), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family	Jigsaw Chime, 'Calm Me' script, Baby PowerPoint slide, Mini-whiteboards/ pens (or paper and pens), Baby growing PowerPoint, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper, Set of Body Change cards, PowerPoint slides: Body Changes, My Life, My Changes' sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jino, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings.	Parent/Child pairs cards (from lesson/Piece 1), Jigsaw Chime, 'Calm Me' script, PowerPoint slides: Body Changes from Piece (lesson) 3, PowerPoint slides: Changes on the inside, Animations (moving diagrams): Male and Female Reproductive Systems, 'The Great Growing Up Adventure' sheet, Jigsaw Journals, Post-it notes/small slips of paper, Jigsaw Jino, Jigsaw Jino's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes	Charades cards, Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Task card resource sheet, Flipchart paper/pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★ Puzzle Outcome: Ribbon Mobiles	Identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, PowerPoint slide for 'Ribbon mobiles', Wooden batons/ sticks, Different coloured paper strips (6 per child), Tape, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

6.7.4. J4

Autumn term 1: Being Me in My World

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Meet and Greet Bingo resource sheet, Included/excluded PowerPoint slides, sponge football, post-its, timer, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, sponge football, school community role cards, role cards and blank job description cards, timer, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Rights, Responsibilities and Democracy	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, UNCRRC Rights of the Child (Unicef leaflet for teacher use), Spot the difference pictures (Articles 12 and 28), UNCRRC Resource sheet, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, spongeball/orange, scenario cards, Learning Charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Decision PowerPoint slides, What a Mess! scenario, materials for childrens' posters, Learning Charter, Jigsaw Journals, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter ★	6. Owning Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Choices Bingo Sheets, Children's group posters from previous Piece, Learning Charter, UNCRRC Article 28 (see Piece 3), materials for childrens' posters, certificates, My Jigsaw Journey Jigsaw Journals, Jigsaw Jerrie Cat.

Autumn term 2: Celebrating Difference

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Judging by Appearances	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, Character pictures, A pair of cardboard spectacles with coloured lenses (coloured cellophane) for each group, A pair of spectacles with clear lenses for each group, Character answer cards, My Jigsaw Journey, Jigsaw Jerrie Cat.
Include others when working and playing	2. Understanding influences	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Optical illusion picture e.g. young/old lady (www.eyetricks.com), Picture of a dog, Response strips, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Understanding Bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Maya's story, Jigsaw Jaz, Flip chart divided into three sections (one per group), Chunky pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve problems	4. Problem-solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can problem-solve a bullying situation with others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Soft ball, Paper for children's poster Pen/pencil for children's posters Teacher to source local/national info/websites about bullying on and offline, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to use kind words	5. Special Me Puzzle outcome: Frames	I can identify what is special about me and value the ways in which I am unique	I like and respect the unique features of my physical appearance	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Coloured strips of paper, Glue sticks, Photos of class members, Mirrors, Template photo frames, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating Difference: how we look ★ Assessment Opportunity	I can tell you a time when my first impression of someone changed when I got to know them	I can explain why it is good to accept people for who they are	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Character cards (to show on whiteboard), Jigsaw Journals, Blue and red spectacle templates, one for each child, Puzzle 2 Attainment Descriptor Grid, My Jigsaw Journey, certificates, Jigsaw Jerrie Cat.

Spring term 1: Dreams and Goals

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. Hopes and Dreams	I can tell you about some of my hopes and dreams	I know how it feels to have hopes and dreams	Jigsaw Chime, 'Calm Me' script, Story puzzle card, Jigsaw Jaz, Flip chart/ whiteboard, (Optional) Book: 'Salt in his Shoes' by Deloris and Roslyn M. Jordan, (Optional) Video clip of Michael Jordan -teacher to source, Mirror cards or pieces of paper shaped like leaves, Collage materials (E.g. beads, ribbons) (Optional if time allows), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. Broken Dreams	I understand that sometimes hopes and dreams do not come true and that this can hurt	I know how disappointment feels and can identify when I have felt that way	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', Hope and dream scenario cards, Jigsaw Jaz, Mirror dream mobiles from previous Piece, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. Overcoming Disappointment	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I know how to cope with disappointment and how to help others cope with theirs	Jigsaw Chime, 'Calm Me' script, Jigsaw Song 'For Me', Hopes and dreams scenario cards (from previous Piece), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz, Jigsaw Jerrie Cat.
Have a positive attitude	4. Creating New Dreams	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Dream Cloud resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Achieving Goals Puzzle Outcome: Potato People	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge	Garden puzzle picture cards, Jigsaw Chime, 'Calm Me' script, Invitation to the Potato, Person competition, Large potato for each group, Cocktail sticks, Craft materials (teacher to select) e.g. material scraps, coloured paper, beads, pipe cleaners, Chunky pens, Potato Person Identity Card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jaz, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. We Did It! Assessment Opportunity ★	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest	Children's Potato People/ Identity cards from last lesson (Pieces), Jigsaw Chime, 'Calm Me' script, Self-review PowerPoint, Flip chart paper, Chunky pens, Jigsaw Journals, My Jigsaw Journey, Camera (optional), Certificates, Jigsaw Jaz, Jigsaw Jerrie Cat.

Spring term 2: Healthy Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. My Friends and Me	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Concentric circles template (Friendship chart), Jigsaw Journals, Teacher prepared 'Friendship chart' example, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Group Dynamics	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with	Jigsaw Chime, 'Calm Me' script, Scenario PowerPoint slide, Different roles: Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have been physically active	3. Smoking	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Smoking Facts Picture Puzzle, Scenario cards: What happens next?, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Alcohol	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others	Jigsaw Chime, 'Calm Me' script, Jigsaw song: Make a good decision, True/False quiz, PowerPoint slide: Liver and liver facts, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Healthy Friendships Puzzle Outcome: Healthy Friendships	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw song: 'Make a good decision', Aiden's story, Flip chart and chunky pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Celebrating My Inner Strength and Assertiveness Assessment Opportunity ★	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive	Jigsaw Chime, 'Calm Me' script, Remote control PowerPoint slide, Scenario PowerPoint slide Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Summer term 1: Relationships

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jealousy PowerPoint, 'Situation Cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love	Jigsaw Chime, 'Calm Me' script, Recommended: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from www.jigsawpshe.com/online-store, Flipchart prepared with scenarios, Post-it notes, Jigsaw Jaz, Jigsaw Journals, Jigsaw Jaz's memory box (a box filled with items e.g. shell, pine cone, pebbles, photos, other 'precious' objects), My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them	Jigsaw Chime, 'Calm Me' script, Jigsaw Jaz, Jigsaw Jaz's memory box (from last Piece) Mini whiteboards/ pens (or paper and pens), PowerPoint photo of Tammy, Candle, Paper and pens for creating poems and pictures, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise	Jigsaw Chime, 'Calm Me' script, Mini whiteboards and pens/ or paper and pens, 'Make Friends, Break Friends?' scenario cards, 'Mending Friendships' slide, 'Solve it together' technique slide, Jigsaw Jaz, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Girlfriends and Boyfriends	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, 'Agree' and 'Disagree' labels, PowerPoint slides of boy-friend/girl-friend couples, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Celebrating My Relationships with People and Animals Assessment Opportunity ★	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Squares of strong coloured paper or card 20cm square, A range of collage materials and glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Summer term 2: Changing Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Kitten and cat cards, Photo of teacher with parents, 'Parents and children' templates, Jigsaw Jaz's post box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty	How do I feel about puberty? cards, Jigsaw Chime, 'Calm Me' script, A bag of tricks – a mystery bag containing a collection of items relating to puberty and growing up- see lesson plan for suggestions, Animation: The Female Reproductive System, PowerPoint slide of internal female organs, Sets of Menstruation Cards for card-sort and/ or sticking into Jigsaw Journals, Jigsaw Journals, Jigsaw Jaz, Jigsaw Jaz's post box, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me	Jigsaw Song: 'A New Day', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures, Sofia and Levi PowerPoint, Circle of Change diagram template, Split pins, Cardboard arrows, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	Emotions cards, PowerPoint slides of environmental change, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this	Jigsaw Jaz, Jigsaw Chime, The same objects used for the 'Bag of Tricks' activity in lesson 3, laid out on a tray or the floor, A piece of cloth, 'Calm Me' script, Jigsaw Jaz's post box, Circle of Change templates, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

6.7.5. J5

Autumn term 1: Being Me in My World

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. My Year Ahead	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, paper bricks, Head teacher, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Being a Citizen of My Country	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, PowerPoint montage, UNCRG Article cards, UNCRG Rights/Responsibilities resource sheet Jigsaw Jez, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Year 5 Responsibilities	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, post-its, small sponge/tennis balls, Jigsaw Jez, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Reward PowerPoint slide, Jigsaw Jez, Jigsaw Jez's bag, Post-Its, Clip of London Riots 2011 (for use if time), Piece 3 flipchart - Rights/Responsibilities, Learning Charter puzzle pieces, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Work well with others	5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, School Learning Charter, flipchart, timer, Lyrics song sheet/Song 'Together as One', newspaper, sticky tape, My Jigsaw Journey, Jigsaw Journal, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter	6. Owning our Learning Charter ★	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, recording equipment (optional), scenario cards, flipchart and pens, Jigsaw song 'Together as One', Learning Charter, Jigsaw Jez, certificates, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.

Autumn term 2: Celebrating Difference

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Different cultures	I understand that cultural differences sometimes cause conflict	I am aware of my own culture	Jigsaw Chime, 'Calm Me' script, Culture wheel template, Jigsaw Journals, Culture PowerPoint pictures, Timer, Scenario cards, My Jigsaw Journey, Jigsaw Jerrie Cat.
Include others when working and playing	2. Racism	I understand what racism is	I am aware of my attitude towards people from different races	Jigsaw Chime, 'Calm Me' script, Abdul and Atria picture, Abdul and Atria fact cards, Ribbon template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Rumours and Name-calling	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint scenario picture: Carol, Different coloured post-its (2 colours), Example Snakes and Ladders game, A3 board game grids, Scenario strip templates, Snake and ladder templates, Glue sticks, Sources of support (sourced by teacher), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve problems	4. Types of Bullying	I can explain the difference between direct and indirect types of bullying	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Snake and ladder board game from Piece 3, Dice and counters, Snake and ladder templates, Different coloured post-its (2 colours), Glue sticks, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to use kind words	5. Does Money Matter? Puzzle outcome: Culture displays	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Happiness continuum cards- one set per group, Jigsaw Journals, BBC Learning Clip 13599 Fact sheets, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating Difference across the world ★ Assessment Opportunity	I can understand a different culture from my own	I respect my own and other people's cultures	Jigsaw Chime, Jigsaw Jez, 'Calm Me' script, Culture wheel templates, Flip chart paper/chunky pens, Children's own culture wheels (produced earlier in the unit (Puzzle)), Fact sheet 2 (from previous lesson), My Jigsaw Journey, Jigsaw Journals, Certificates, Jigsaw Jerrie Cat.

Spring term 1: Dreams and Goals

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	1. When I Grow Up (My Dream Lifestyle)	I understand that I will need money to help me achieve some of my dreams	I can identify what I would like my life to be like when I am grown up	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, PowerPoint – adult life/ jobs, and professions, Dream cloud template, My Jigsaw Journey, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. 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	I appreciate the contributions made by people in different jobs	Jigsaw Chime, 'Calm Me' script, Job charades cards, Jigsaw Jez, Jobs and Salaries cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. 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 motivates me and what I need to do to achieve it	I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future	Job cards (Charades cards from Piece 2), Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Internet/library books, My Ideal Job resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have a positive attitude	4. 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	I can reflect on how these relate to my own	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Child pictures, Mary factsheet, Video clip (optional), Dream spiral template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. How Can We Support Each Other? Puzzle Outcome: Charity fundraising	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	I appreciate the similarities and differences in aspirations between myself and young people in a different culture	Jigsaw Chime, 'Calm Me' script, Bag of items Optional: Teacher-sourced video clip, Jigsaw Jez, Project planning sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Rallying Support Assessment Opportunity ★	I can 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	I understand why I am motivated to make a positive contribution to supporting others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Jigsaw Journals, Jigsaw Song: 'For Me', My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Spring term 2: Healthy Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Smoking quiz sheets and answers Image of the Tobacco Industry's Poster Child, (Teacher to source- can be easily found from the internet), Optional: Teacher sourced images from the media e.g. celebrities who smoke , Optional: Children's access to the internet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure	Jigsaw Chime, 'Calm Me' script, Alcohol puzzle pieces, PowerPoint slide: Anti-social behaviour definition, Gregg and Lottie's story, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have been physically active	3. 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	I know how to keep myself calm in emergencies	Jigsaw Chime, 'Calm Me' script, Recovery position PowerPoint, Optional: Teacher could source an appropriate video from the internet that shows the stage of the recovery position. Storyboard template, Emergency situation cards, Jigsaw Journal, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Body Image	I understand how the media, social media and celebrity culture promotes certain body types	I can 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	Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Body image definition, Teacher to source 'Photo-shopped' images of celebrities; before and after). Easily obtained online. Ensure male and female pictures are included., Message game cards, Timer, Top Tips PowerPoint slide, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. My Relationship with Food Puzzle Outcome : Healthy Body Image	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	I respect and value my body	Jigsaw Chime, 'Calm Me' script, 'Food is...' sorting cards, Teacher to source a range of food adverts e.g. from online sources or from magazines, White card, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Healthy Me Assessment Opportunity ★	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Debate cards (if being used), Jigsaw Journals, My Jigsaw Journey, Certificate, Jigsaw Jez, Jigsaw Jerrie Cat.

Summer term 1: Relationships

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Mini- whiteboards and pens or paper and pens, Paper and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, Labels for the online safety game (Safe, Unsafe, I'm not sure), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide: Different online communities Flipchart and pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint slide 'How many gamers?', PowerPoint slide 'Mia's story', Game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script Mini whiteboards and pens/or paper and pens, Countdown timer (can be easily sourced online), PowerPoint slide: Mason's story, PowerPoint slide: 'Are you having too much screen time?'. Screen time solutions resource, Screen time log (optional), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Relationships and Technology Assessment Opportunity ★ Puzzle outcome: Internet Safety Poster (staying safe and happy online)	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Jigsaw Jez, Jigsaw Chime, 'Calm Me' script, PowerPoint of text messages, PowerPoint slide of 'Clare', PowerPoint slide 'Staying Safe and happy online', Paper and pens for poster designs, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Summer term 2: Changing Me

From year 4 puzzle 6 piece 2:

Can express how they feel when change happens	2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	Making Things cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Flashcard pictures of sperm and egg, PowerPoint slides - Changes on the inside, Animation: The Female Reproductive System, Printed copies of PowerPoint slides, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jez's Post box (from last lesson), Jigsaw Jerrie Cat.
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From year 5 puzzle 6:

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. Self and Body Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Self-image cards, Emoji face classroom labels, Airbrushed images (teacher sourced), PowerPoint slide 'Self-image prompts', Frame card template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty for Girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint slides of male and female bodies, Animation: The Female Reproductive System, Menstruation Card Match, A range of sanitary products, The Great Growing Up Adventure resource sheet, A set of Menstruation Worries cards If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box (teacher to make), Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty	Tennis ball, Jigsaw Chime, 'Calm Me' script, Puberty: Points of View statements, Agree and Disagree labels, Animation: The Male Reproductive System, PowerPoint slide: Male organs, Boys 'n' Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet or PowerPoint presentation, If available: some examples of published information leaflets about puberty, Jigsaw Journals, Jigsaw Jez's post box, My Jigsaw Journey, Jigsaw Jez, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Looking Ahead 1 Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring	Jigsaw Song sheet: 'A New Day', Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Selection of pages from teen magazines, Flip chart paper, Paper or card for card designs, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are looking forward to change	6. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Spinning top template, Circle of Change template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

6.7.6. Remove

Autumn term 1: Being Me in My World

Weekly Celebration	Piece	PSHE learning intention	Social and emotional development learning intention	Resources
Help others to feel welcome	1. My Year Ahead	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Meet and Greet Bingo sheets, Slide of J.K Rowling Optional: Teacher to source photo of J.K. Rowling from online, Spiral and flag templates, Jigsaw Jem, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Try to make our school community a better place	2. Being a Global Citizen 1	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - 5 questions, PowerPoint on cocoa production in Ghana, chocolate/sweets as prizes, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jem, Jigsaw Jerrie Cat.
Think about everyone's right to learn	3. Being a Global Citizen 2	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, strips of paper (one for each child), Maslow triangle PowerPoint and templates, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.
Care about other people's feelings	4. The Learning Charter	I can 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	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box with ratty treasure, example completed Learning Charter, Learning Charter template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat, Jigsaw Jem.
Work well with others	5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, anti-social behaviour scenario, role-play cards, Corner school learning charter, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jem, Jigsaw Jerrie Cat.
Choose to follow the Learning Charter	6. Owning our Learning Charter ★	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself	Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Learning Charter, My Jigsaw Journey, certificates, Jigsaw Journals, Jigsaw Jerrie Cat.

Autumn term 2: Celebrating Difference

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Accept that everyone is different	1. Am I Normal?	I understand there are different perceptions about what normal means	I can empathise with people who are different	Jigsaw Chime, 'Calm Me' script, Quiz sheets, Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Include others when working and playing	2. Understanding Difference	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different	Jigsaw Chime, 'Calm Me' script, Life story of Robert/Roberta Cowell, Community pictures, Jigsaw Jem, A3 paper or sugar paper, photos of other trans people, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help if someone is being bullied	3. Power Struggles	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way	Jigsaw Chime, 'Calm Me' script, Teacher to source bullying support information, Jigsaw Song: 'There's a Place' Power scenario resource sheet, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve problems	4. Why Bully	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one	Jigsaw Chime, 'Calm me' script, Jigsaw Jem, Bullying PowerPoint, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to use kind words	5. Celebrating Difference Puzzle Outcome: Admiration Accolades	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are	Jigsaw Chime, 'Calm Me' script, Ball, Jigsaw Jem, PowerPoint slide of Paralympians, YouTube clip - Paralympians, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to give and receive compliments	6. Celebrating Difference ★ Assessment Opportunity	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide: pictures of conflict/celebration, Peer assessment sheet, Draw cards (two alternative sets to choose from), Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Spring term 1: Dreams and Goals

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Stay motivated when doing something challenging	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)	I understand why it is important to stretch the boundaries of my current learning	Jigsaw Chime, 'Calm Me' script, Strength cards, Jigsaw Jem, Goal cards template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Keep trying even when it is difficult	2. 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	I can set success criteria so that I will know whether I have reached my goal	Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'For Me', PowerPoint slides: totem poles, Totem pole goal-setting template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Work well with a partner or in a group	3. My Dream For the World Puzzle outcome: Flags/bunting	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations	Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, Global issue photo cards, World Map, Jigsaw Journals, Coloured triangular pieces of material and string, Global Issues Photo PowerPoint, My Jigsaw Journey, Jigsaw Jerrie Cat.
Have a positive attitude	4. Helping to Make a Difference Puzzle outcome: Fundraising event	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations	Sponge ball, Timer, Jigsaw Chime, 'Calm Me' script, Global issue photo cards (from Piece/lesson 3), Recommended: Video clips of TV charity events/ charity TV adverts (Teacher to source), Project plan sheet, Jigsaw Journals, Jigsaw Jem, My Jigsaw Journey, Jigsaw Jerrie Cat.
Help others to achieve their goals	5. Helping to Make a Difference	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this	Sponge ball, Timer, Jigsaw Chime, 'Calm Me' script, Group Project plans from last piece/lesson, Jigsaw Journals, Jigsaw Jem, My Jigsaw Journey, Jigsaw Jerrie Cat.
Are working hard to achieve their own dreams and goals	6. Recognising Our Achievements Assessment Opportunity ★	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements	Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, Post-it notes, Achievement card template, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Spring term 2: Healthy Me

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Have made a healthy choice	1. Taking responsibility for my health and well-being	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health	Jigsaw Chime, 'Calm Me' script, Guess what I am? PowerPoint, Taking responsibility role play cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Have eaten a healthy, balanced diet	2. Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs	Jigsaw Chime, 'Calm Me' script, PowerPoint slide : Drug definition, PowerPoint slide : Drug categories, Drug groups sorting resource, Teacher resource sheet (Information only), My Jigsaw Journey, Jigsaw Journal, Jigsaw Jem, Jigsaw Jerrie Cat.
Have been physically active	3. Exploitation	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves	Jigsaw Chime, 'Calm Me' script, Ava and Kiran's story, Pens of two different colours (ideally red and green) enough for each group, Advice PowerPoint slide, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Have tried to keep themselves and others safe	4. Gangs	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised	Jigsaw Chime, 'Calm Me' script, Gang images PowerPoint, 'Gangs are ...' game cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Know how to be a good friend and enjoy healthy friendships	5. Emotional and Mental Health	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I know how to help myself feel emotionally healthy and can recognise when I need help with this	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Emotional well PowerPoint slide, My emotional well template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to keep calm and deal with difficult situations	6. Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity ★	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	I can use different strategies to manage stress and pressure	Jigsaw Chime, 'Calm Me' script, PowerPoint slides of adults under stress, Cube template (copied on to card), Glue, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jem, Jigsaw Jerrie Cat.

Summer term 1: Relationships

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Know how to make friends	1. What is Mental Health?	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of	Jigsaw Chime, 'Calm Me' script, Post it notes or slips of paper, PowerPoint slide 'Mental health definition', PowerPoint slide of a set of scales, Optional: Set of balance scales, 'Situation cards', Jigsaw Jem, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Try to solve friendship problems when they occur	2. My Mental Health	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem	Jigsaw Chime, 'Calm Me' script, Ball of string or wool, PowerPoint slide 'Thoughts, feelings, actions cycle' and handouts, Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Help others to feel part of a group	3. Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them	20 random objects on a tray, Jigsaw Chime, 'Calm Me' script, Loss or change cards, Post-its, PowerPoint - stages of grief, Optional: Jigsaw in Focus book 'Can You Hear the Sea?' available to purchase inexpensively from the Jigsaw online store www.jigsawpshe.com/online-store , Scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Show respect in how they treat others	4. Power and Control	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide 'Power and Control', Power and Control scenario cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know how to help themselves and others when they feel upset or hurt	5. Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Calculators, SMARTT rules PowerPoint, 'Online scenario cards', Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know and show what makes a good relationship	6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity ★	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slide SMARTT rules from last Piece (lesson), PowerPoint slide of confused adult, PowerPoint slides of outdated technology, Planning sheets for Internet safety PowerPoint presentation, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

Summer term 2: Changing Me

From year 5 puzzle 6 piece 4:

Understand and respect the changes that they see in other people	4. Conception	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I appreciate how amazing it is that human bodies can reproduce in these ways	Relationships Cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Animations: The Female Reproductive System and The Male Reproductive System, Having A Baby, Diamond 9 cards, PowerPoint slides, A Baby in the Womb, The Truth About Conception and Pregnancy card sort – statements, true/false cards, explanation cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
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From year 6 puzzle 6:

Weekly Celebration	Pieces	PSHE learning intention	Social and emotional development learning intention	Resources
Understand that everyone is unique and special	1. My Self Image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self-esteem	Classroom labels (letter A-D), Time and Money PowerPoint slides, Facts About Fashion PowerPoint slide, Jigsaw Chime, 'Calm me' script, Flip chart and pens, Unhelpful/helpful resource, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Can express how they feel when change happens	2. Puberty	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty	Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, PowerPoint slides of male and female organs, PowerPoint slides: female and male body changes, Animation: Female and Male Reproductive Systems, Puberty Truth or Myth cards, enough for each working group to have one complete set, Boy worries / Girl worries cards, Teacher notes page (Boy/Girl worries), Advice on personal hygiene for teens (can be from leaflets or sourced online by the TEACHER for appropriateness), Blank paper, Jigsaw Jem's Private Post Box, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in themselves	3. Babies: Conception to Birth Assessment Opportunity ★	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby	Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, PowerPoint slides of a baby developing in the womb, A set of 'Baby Can ...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Understand and respect the changes that they see in other people	4. Boyfriends and Girlfriends	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	Jigsaw Chime, 'Calm Me' script, Jigsaw Jem, Should I / Shouldn't I? resource, Diamond 9 Cards, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.
Know who to ask for help if they are worried about change	5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'	Jigsaw Chime, 'Calm me' script, Cosmetic items: a tube of toothpaste, a hair product for men, an item of make-up, PowerPoint slides 'Ideal bodies', 'Real' self/ideal' self templates – 2 copies per child, Different coloured pens, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jem, Jigsaw Jerrie Cat.
Are looking forward to change	6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.	I know how to prepare myself emotionally for the changes next year.	Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, PowerPoint slide - Bungee run, Paper and pens, Optional: Blank T-shirts, Optional: Fabric pens, Jigsaw Journals, My Jigsaw Journey, Certificates, Jigsaw Jerrie Cat.

6.7.7. Shell

Autumn term 1: Being Me in My World

Big Question: How do I fit into the world I live in?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Who am I?	I can recognise that identity is affected by a range of factors	I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)	Jigsaw Chime PowerPoint slides Jigsaw Charter Mingle Bingo template Person Template Flipchart paper Scenario cards Jigsaw Journals
2. My influences	I can understand that identity is affected by a range of factors	I can identify what influences my life	Jigsaw Chime PowerPoint slides Jigsaw Charter Art materials, including coloured pens/pencils and glue Jigsaw Journals
3. Peer pressure and belonging	I understand how peer pressure operates within groups	I can achieve an appropriate level of independence from others while maintaining positive relationships with them	Jigsaw Chime PowerPoint slides Jigsaw Charter Pick & Mix cards Flip chart pens Jigsaw Journals
4. My online identity	I can recognise how I present myself online	I understand how my online identity can affect what others think and feel about me	Jigsaw Chime Jigsaw Charter PowerPoint slides Two-minute countdown timer (source from online) Jigsaw Journals
5. What are the consequences of what I say and do online?	I understand what can influence my behaviour online	I understand that what I say and do online can have consequences for myself and others	Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals
6. Assessment	I can maintain positive on and offline relationships	I understand that what I say and do online can have consequences for myself and others.	Jigsaw Chime Jigsaw Charter PowerPoint Slides www.youtube.com/watch?v=rx1fRMAwslQ Jigsaw Journals Workbook page

Autumn term 2: Celebrating Difference

Big Question: Do we need to feel 'the same as' to belong?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Prejudice and Discrimination	<p>I can describe what prejudice and discrimination are</p> <p>I know what bystanders are and their impact on bullying</p> <p>I can explain some ways the Equality Act protects against prejudice and discrimination</p>	<p>I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me</p> <p>I can be assertive when appropriate</p> <p>I know how I can challenge prejudice and discrimination assertively</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Small pieces of paper – several for each student</p> <p>Practising assertiveness: example situations sheets</p> <p>A4 paper</p> <p>Post-It Notes (optional)</p> <p>Jigsaw Journals</p>
2. True or false?	<p>I can challenge my own and others' attitudes and values, and accept difference in others</p>	<p>I can see the world from other people's points of view and take account of their intentions, preferences and beliefs</p> <p>I know I have choices in how I allow others to influence me</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Flip chart paper - 6 sheets</p> <p>Pens</p> <p>Influence bubble template (optional)</p> <p>Jigsaw Journals</p>
3. Challenging stereotypes	<p>I can understand the wide range of roles in society and the variety of individuals that operate within them</p> <p>I understand what stereotyping means and its potential impact</p> <p>I can define stereotyping and explain why it is unhelpful</p>	<p>I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Challenging stereotypes grid - one per student (optional)</p> <p>www.youtube.com/watch?v=G3Aweo-74kY</p> <p>Jigsaw Journals</p>
4. Discrimination in school	<p>I can challenge prejudice and discrimination assertively</p> <p>I understand that positive and negative discrimination can take different forms and how it can affect people's lives</p> <p>I know what the Equality Act is and can give some examples of protected characteristics</p>	<p>I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated</p> <p>I can take others' thoughts and feelings into account in how I manage my relationships</p> <p>I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Art materials for design task</p> <p>Plain paper for audit/inspection (optional)</p> <p>Jigsaw Journals</p>
5. Bullying	<p>I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours</p>	<p>I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them</p> <p>I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I understand how respect has an impact on relationships</p>	<p>I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively</p> <p>I know how it feels to be included and excluded</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Workbook page</p> <p>Honing Skills Template</p> <p>Jigsaw Journals</p>

Spring 1: Dreams and Goals

Big Question: Can my choices affect my dreams and goals?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. What are my dreams and goals?	I can identify my dreams and goals and recognise that these may change over time	I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them	Jigsaw Chime PowerPoint slides Jigsaw Charter Dreams and goals activity chart Certificate of achievement template (optional) Certificate of failure template (optional) Jigsaw Journals
2. Achieving my dreams and goals	I can identify some of the skills that may benefit my future, including employment	I know how to bring about change in myself and others	Jigsaw Chime PowerPoint slides Jigsaw Charter Future work clip Lunar hotel challenge printed explanation and equipment (optional) <ul style="list-style-type: none"> Fifty index cards (per group) Ruler (per group) Scissors (per group) Roll of sticky tape (per group) Pack of markers (per group) Template (optional) Jigsaw Journals
3. Coping strategies	I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour	I can anticipate and plan to work around or overcome potential obstacles I can identify barriers to achieving a goal and identify how I am going to overcome them	Jigsaw Chime PowerPoint slides Jigsaw Charter Scenario sheets to print (optional) Jigsaw Journals
4. How responsible and irresponsible choices affect my dreams and goals	I can explain how responsible choices enable me to move towards my dreams and goals I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals	I understand that an irresponsible or unsafe choice could affect my dreams and goals	Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals
5. How making an irresponsible choice could affect a person's dreams and goals	I can demonstrate how to respond to a situation requiring first aid I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals	I understand that an irresponsible or unsafe choice could affect my dreams and goals	Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals
6. Assessment	I understand that the choices I make affect my relationships, health and future	I can take responsibility for my life, believe that I can influence what happens to me and make wise choices	Jigsaw Chime Jigsaw Charter PowerPoint Slides Jigsaw Journals Workbook page

Spring term 2: Healthy Me

Big Question: To what extent am I responsible for my mental and physical health?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. How to recognise and deal with anxiety and stress	I can explain ways to help myself when I feel stressed	I can describe techniques I use to manage my emotions	Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals Bubble template
2. Healthy choices on... managing stress	I understand how health can be affected by emotions and know a range of ways to keep myself well and happy I recognise when I feel stressed and the triggers associated with this I understand how physical activity can help combat stress	I understand that how I express my feelings can have a significant impact both on other people and on what happens to me.	Jigsaw Chime PowerPoint slides Jigsaw Charter Plain paper, pens Jigsaw Journals
3. Healthy choices on... substances	I know about different substances and the effects they have on the body and why some people use them	I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others	Jigsaw Chime PowerPoint slides Jigsaw Charter Substance cards - printed on to A4 pieces of paper/card Flipchart paper Jigsaw Journals
4. Healthy lifestyle choices: Good nutrition, exercise and sleep	I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind	I can explain why everyone needs to take responsibility for their health	Jigsaw Chime Jigsaw Charter Game sheet (for teacher) PowerPoint slides Stop, Start, Continue template Jigsaw Journals
5. Healthy choices on... medicines and immunisation	I understand the role of vaccinations and can explain differing views on this	I can recognise that decisions about my health depend on having access to accurate information	Jigsaw Chime PowerPoint slides Jigsaw Charter Juggling ball Materials for students' guide to safe use of medicines (including photos of and/or real OTC medication boxes and 'instructions for use' pamphlets - contents removed) (optional) Jigsaw Journals
6. Assessment	I can summarise some key things I can do to sustain my wellbeing	I can express my emotions and empathise with others	Jigsaw Chime Jigsaw Charter PowerPoint slides Juggling Balls Workbook Jigsaw Journals

Summer term 1: Relationships

Big Question: What can make a relationship healthy or unhealthy?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Positive qualities of healthy relationships	I can identify characteristics and benefits of positive, strong, supportive, relationships I understand what expectations might be of having a romantic/attraction relationship I understand what is meant by consent	I understand/recognise the range of positive qualities people bring to relationships I understand why respect for the other person's wishes is important in relationships	Jigsaw Chime Jigsaw Charter PowerPoint slides Ball of string or wool Post-it notes for each student Relationship recipe template (optional) Jigsaw Journals
2. My changing supportive relationships	I can identify the supportive relationships in my life I know that relationships change and suggest how to manage this	I understand/recognise the characteristics of some of the supportive relationships in my life I can recognise that my emotions and feelings can change regularly	Jigsaw Chime Jigsaw Charter PowerPoint slides Support-wall template (optional) Post-it notes Jigsaw Journals
3. Getting on and falling out	I can identify why people sometimes fall out I can suggest ways to manage conflict within my friendship group	I can identify emotions that can be associated with falling out	Jigsaw Chime Jigsaw Charter PowerPoint slides Scenario cards printed for groups Paper for group work Jigsaw Journals
4. Discerning external factors in relationships	I can understand that discernment is an important skill when being a consumer of media	I can understand discernment and how it is important in relationships	Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals
5. Assertiveness in relationships	I can recognise when to use assertiveness in some of my relationships I can understand the personal and legal consequences of sexting I can understand what it meant by consent	I can suggest skills which will keep my relationships happy and healthy I can apply assertiveness to my relationships when appropriate	Jigsaw Chime Jigsaw Charter PowerPoint slides Assertive/Passive/Aggressive cards (optional) Scenario cards (optional) Jigsaw Journals
6. Assessment	I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is	I can explain my understanding of respect and authenticity	Jigsaw Chime Jigsaw Charter PowerPoint slides Workbook Jigsaw Journals

Summer term 2: Changing Me

Big Question: How do I feel about becoming an adult?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. My changing body	I can understand the changes that happen during puberty I understand that practices such as female genital mutilation and breast ironing are forms of abuse I know where to access help if I am worried or concerned about puberty or abuse	I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned	Jigsaw Chime Jigsaw Charter PowerPoint slides Truth or Myth Game Sheet Puberty flashcards (optional) Jigsaw Journals
2. Having a baby	I know how a baby is conceived naturally I know that there are other ways a baby can be conceived, e.g. IVF I understand how a baby develops inside the uterus and is born	I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby I can appreciate that a baby comes with responsibilities	Jigsaw Chime Jigsaw Charter PowerPoint slides Having a Baby Diamond 9 cards Truth about Conception and Pregnancy Cards Jigsaw Journals
3. Types of relationships and their impact	I know there are different types of committed stable relationships and that some people may choose to have children or not I can make links between positive, healthy family relationships and effective parenting I can identify some of the roles and responsibilities of being a parent	I can understand that stable intimate relationships can be linked to happiness	Jigsaw Chime Jigsaw Charter PowerPoint slides Relationships Matching Game Cards Post-it notes Jigsaw Journals

Big Question: Do I stay the same when things around me change?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
4. Image and self-esteem	I know that the media can have a positive or negative impact on a person's self-esteem or body image I know where to go for help if I am worried about my body image or self-esteem	I understand how self-image is linked to self-esteem I can apply strategies to build my self-esteem	Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals
5. My changing feelings	I know some of the changes in my brain during puberty I understand some of the emotional changes during puberty I know where to access support if I am worried about adolescence	I know some ways to support myself and others during times of change	Jigsaw Chime Jigsaw Charter PowerPoint slides Situation cards Mood and mindset template (optional) Jigsaw Journals
6. Assessment	I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes	I can stay positive and boost my own self-esteem	Jigsaw Chime Jigsaw Charter PowerPoint slides Workbook Jigsaw Journals

6.7.8. L4

Autumn term 1: Being Me in My World

Big Question: Can I choose how I fit into the world?			
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Who am I?	I can appreciate that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people's identities	I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life	Jigsaw Chime PowerPoint slides Jigsaw Charter Two sheets of paper for each student (optional)
2. My 'family'	I can understand about collective and individual identities and cultural diversity I understand the influence family has on self-identity	I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject	Jigsaw Chime PowerPoint slides Jigsaw Charter Prompt cards Kibbutz quiz, one per student (optional) Score sheet - one between two students (optional)
3. 'Family Factors'	I can define what stereotypes are	I can listen actively to other people I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family	Jigsaw Chime PowerPoint slides Jigsaw Charter Instruction cards for active listening activity A4 paper for each student Active Listening sheet Challenging Stereotypes sheet (optional)
4. The power of first impressions	I understand that first impressions can lead to judgements that may be misinformed	I understand that I can make accurate and inaccurate assumptions about my own and others' identities I understand that I can make choices about the influences I accept as part of my personal identity	Jigsaw Chime PowerPoint slides Jigsaw Charter Filtering messages sheet (optional) Additional mindfulness script - filtering messages (optional)
5. Faith and beliefs	I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me I can appreciate that people's faiths and beliefs can affect their personal identity	I can see the world from other people's points of view and understand their beliefs I respect people's right to hold their own views and beliefs	Jigsaw Chime PowerPoint slides Jigsaw Charter State of emergency table OR paper for each student (optional)
6. Assessment	I understand how to identify influences and differences and use these positively in my relationships	I know I have choices in how I respond to the expectations of others	Jigsaw Chime Jigsaw Charter PowerPoint Slides Workbook pages Shield template (optional) Expectations template (optional) What's important to me template (optional)

Autumn term 2: Celebrating Difference

Big Question: How different are we really?			
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Prejudice and Discrimination	<p>I can recognise the challenges faced by individuals when trying to make positive change</p> <p>I can give examples of individuals who have made a positive contribution despite prejudice and discrimination</p>	<p>I can describe the positive feelings that result from doing something positive</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p>
2. Inequality	<p>I can give examples of social injustice in the UK</p> <p>I can describe what inequality means in the UK</p>	<p>I can give examples of the benefits of living in a multi-cultural society</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.bbc.co.uk/bitesize/guides/z7gmn39/revision/1</p> <p>Pastor Niemoller</p> <p>https://encyclopedia.ushmm.org/content/en/article/martin-niemoller-first-they-came-for-the-socialists</p>
3. When things go right	<p>I can give examples of social injustice</p>	<p>I can challenge prejudice and discrimination</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>TED talk: https://www.ted.com/talks/zak_brahim_i_am_the_son_of_a_terrorist_here_s_how_i_chose_peace?language=en (optional)</p> <p>Templates x7 (optional)</p>
4. Bullying	<p>I can define what is and what is not bullying</p> <p>I can give examples of LGBT bullying</p> <p>I can describe the steps that can be taken to challenge LGBT bullying</p>	<p>I can understand and explain the emotional impact of LGBT bullying on both victim and perpetrator</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.gov.uk/bullying-at-school/bullying-a-definition</p> <p>Bullies Out website</p>
5. How I can make a difference	<p>I can make a positive contribution to my community</p> <p>I recognise that the choices I make will have an impact on my ability to develop my self-confidence and integrity</p>	<p>I can recognise the benefits of helping others</p> <p>I understand that taking positive action can support mental wellbeing</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p>
6. Assessment	<p>I understand how respect and equality, or the lack of these, affects relationships</p> <p>I know I can make a difference (self-efficacy)</p>	<p>I can take positive action to challenge bullying, prejudice and discrimination</p> <p>I believe that I can influence what happens to me and can make informed choices</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Jigsaw Journals</p> <p>Workbook page</p> <p>Charles Richard Drew resources</p> <p>Choices that make a difference template</p>

Spring 1: Dreams and Goals

Big Question: Can the choices I make now influence my future?

Piece (Lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Your goals - long-term	<p>I know what some of my long-term goals are, how I can achieve them, and how my short- and medium-term goals might help me do that</p> <p>I can identify the careers that interest me and the skills I need to develop and how these can be linked to short-term and long-term goals</p>	<p>I can identify areas where I may need to expand my skills and how I might do this</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Long-term goal activity template</p> <p>www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance (optional)</p> <p>www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve (optional)</p> <p>Grit template (optional)</p>
2. What money can't buy	<p>I understand some of the positive and negative roles that money can play in society</p>	<p>I understand that people have different relationships with money</p> <p>I understand that money can be a divisive element in relationships and communities</p> <p>I am able to form my own opinions on moral issues around money</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.youtube.com/watch?v=rPzXYMFJCmA</p> <p>Should you be able to buy the following? Lists for groups (optional)</p>
3. Online Safety	<p>I can describe how my activity online can be both positive and negative</p>	<p>I can identify the steps I can take to protect my online identity and avoid anything that can negatively impact my future aspirations</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p>
4. Money and Earnings	<p>I can explain why it is important to keep track of spending</p>	<p>I understand that money can be a divisive element in relationships and communities</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Budgeting template (optional)</p>
5. The price of life	<p>I can explain why it is important to keep track of spending</p> <p>I understand the variations in income across the world</p>	<p>I can make reasoned judgements about spending</p> <p>I can reflect on the effect money can have on emotional and mental health, including my own</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>World poverty sheet (optional)</p>
6. Assessment	<p>I understand that choices I make now can affect my future</p> <p>I know that gambling can become addictive and tell you some of the warning signs</p>	<p>I understand that money can be a divisive element in relationships and communities and can be a reason why people gamble</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Jigsaw Journals</p> <p>Workbook page</p> <p>What are the signs of problem gambling? statement cards</p>

Spring term 2: Healthy Me

Big Question: Can I become more responsible for my health and happiness?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Me and My Health	<p>I can describe the actions that can be taken to support good physical health</p> <p>I can list some factors that help ensure good health in the longer term</p> <p>I can list the factors that can impact negatively on dental health</p> <p>I can describe the steps that can be taken to keep teeth and gums healthy</p>	<p>I can understand my responsibility for my health</p> <p>I can state some links between dental health and physical and emotional health</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Me and my health table</p>
2. Healthy choices on... managing stress	<p>I understand how health can be affected by emotions and know a range of ways to keep myself well and happy</p> <p>I can recognise when I feel stressed and the triggers associated with this</p>	<p>I understand that how I express my feelings can have a significant impact both on other people and on what happens to me</p> <p>I know some things do to help manage my emotions and reduce stress</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Post-It notes and pens</p>
3. Healthy choices on... substances	<p>I know about different substances and the effects they have on the body and why some people use them</p>	<p>I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>True/false quiz</p>
4. Substance misuse and exploitation	<p>I understand what the law says about substance use and possession</p> <p>I can describe some of the links between substances and exploitation of young people</p>	<p>I am aware of some steps that can be taken to avoid engaging in high risk behaviour in relation to substance use</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.nhs.uk</p>
5. Healthy choices on... medicines and immunisation	<p>I understand the role of medicines and can explain differing views on this</p>	<p>I can recognise that decisions about my health depend on having access to accurate information</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Disease cards</p> <p>Antibiotics news report</p> <p>information sheet for groups (optional)</p>
6. Assessment	<p>I can summarise some key things I can do to sustain my health and happiness in the face of stress</p> <p>I can show I understand how and when the influence of others could be harmful to my health and happiness</p>	<p>I can recognise and manage stressful situations</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p>

Summer term 1: Relationships

Big Question: Because I'm worth it... or am I?

Piece (Lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Being in control of... myself	<p>I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised</p> <p>I understand that social media can both positively and negatively affect how I feel about myself</p>	<p>I know some things I can do to manage the impact of how social media makes me feel about myself</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Tables</p>
2. Being in control of... my relationships	<p>I understand that relationships can cause strong feelings and emotions</p> <p>I understand the features of positive and stable relationships</p> <p>I understand that all relationships have positive and less positive aspects</p>	<p>I understand that relationships affect everything we do in our lives and that relationship skills have to be learned and practised</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Paper and pens (optional)</p>
3. Being in control of... personal space	<p>I can define what is meant by personal space and how this varies across my relationships both online and offline</p> <p>I can discuss how personal space differs across different cultures</p>	<p>I understand etiquette and manners in relation to privacy both online and offline</p> <p>I know some steps that can be taken if my personal space, privacy or both are being threatened</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Paper and pens</p>
4. Managing Control and Coercion in Relationships	<p>I understand what is meant by control, power balance and coercion in a relationship</p>	<p>I know what a good relationship looks like and how to protect myself from an unhealthy relationship</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Care, coercion or more info situations</p> <p>www.youtube.com/watch?v=a9ZNV9a9N3M</p> <p>Pre-thinking grid</p>
5. Being in control of... social media	<p>I understand how to use social media appropriately, safely and legally</p> <p>I can give examples of how personal safety can be compromised online</p>	<p>I understand some of the emotional risks associated with inappropriate use of social media</p> <p>I know what to do if I'm worried about my online or offline safety</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Materials for Top Ten Tips activity (optional)</p>
6. Assessment	<p>I can summarise the differences between a healthy, positive relationship and a coercive one</p>	<p>I can empathise with people experiencing negative or difficult relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p>

Summer term 2: Changing Me

Big Question: What factors can make an intimate relationship happy and healthy?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Different types of relationship	<p>I know different types of close, intimate relationships that people can have</p> <p>I know what happens physically when individuals experience physical attraction</p> <p>I know how to discuss the positive aspects of a range of different types of personal relationships that adults may have and the possible impact on children</p>	<p>I know that intimate relationships do not have to involve sex</p> <p>I know some of the things that might happen emotionally when individuals experience physical attraction</p> <p>I know some of the positive behaviours people exhibit in healthy intimate relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Slide 3 as a hand-out</p> <p>Slide 4 as a hand-out</p>
2. What's in a relationship?	<p>I understand the positive aspects of having a girlfriend or boyfriend</p> <p>I can describe some of the behaviours you would expect to find in a healthy romantic relationship</p>	<p>I can identify what you would seek in a boyfriend/girlfriend relationship</p> <p>I can compare and contrast the key features of healthy and unhealthy romantic relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Blank A4 gender non-specific gingerbread person</p>
3. Looks and smiles	<p>I can understand the range of feelings associated with attraction</p> <p>I know where to get information to safely explore feelings about sexuality</p>	<p>I recognise that attraction towards others takes many forms and can change over time to help manage them</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.youtube.com/watch?v=p578HIQyUaY</p> <p>www.youtube.com/watch?v=DJfj-5twicc</p> <p>www.youtube.com/watch?v=NS4fpagwyPA</p> <p>Script (optional)</p>
4. Does watching pornography help people to understand relationships?	<p>I know that pornographic images do not reflect reality</p> <p>I know how pornography can impact on expectations and self-image</p>	<p>I recognise the role of pornography in society</p> <p>I understand the negative influence pornography can have on relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Worksheets:</p> <ol style="list-style-type: none"> 1) Isn't it curious that ... 2) In American-made pornography ... 3) Actors/Actresses and 'Performers'
5. Alcohol and Risk	<p>I can list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex</p> <p>I know what the law says in relation to sex and alcohol</p> <p>I can discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol</p>	<p>I can describe the behaviour changes that can occur when people drink alcohol</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Mix and match activity</p> <p>www.youtube.com/watch?v=7x6HUNTnXUw</p> <p>Or www.youtube.com/watch?v=g2gVzVIBc_g</p> <p>Or www.youtube.com/watch?v=EY37BFniVxwQ</p>
6. Assessment	<p>I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy</p> <p>I can explain some risks associated with pornography or alcohol use in relation to relationships</p>	<p>I can express my own opinions on relationship issues</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p>

6.7.9. U4

Autumn term 1: Being Me in My World

Big Question: To what extent does the world I live in affect my identity?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Expectations and perceptions of relationships	I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue	I have an understanding of my own expectations of intimate relationships	Jigsaw Chime Jigsaw Charter PowerPoint slides 'The Situation' Assessment / reflection sheets What's OK? – card sort www.youtube.com/watch?v=a9ZNV9a9N3M www.youtube.com/watch?v=1L6HB97lbrQ Don't confuse love an abuse confuse (2.45) Jigsaw Journals
2. Peer Approval	I can explain peer approval and how it can cause problems I can describe what grooming is and give examples	I have strategies to help me manage my peer group relationships	Jigsaw Chime Jigsaw Charter PowerPoint slides www.nspcc.org.uk www.childrenssociety.org.uk Jigsaw Journals
3. 'Family Factors'	I can suggest links between risky behaviour choices and the influence of social groups I know that I can accept or reject influences	I know where to access help and advice if I am concerned about a risky situation in my life	Jigsaw Chime Jigsaw Charter PowerPoint slides www.childrenssociety.org.uk Jigsaw Journals
4. Being 'me' in a group	I can identify differences between myself and others in my social groups I can explain how differences can be a source of conflict or a reason to celebrate	I can manage differences of opinion within my social groups to maintain positive and safe relationships	Jigsaw Chime Jigsaw Charter PowerPoint slides UK Youth charity website Jigsaw Journals
5. Consent	I can explain the links between having a positive self-identity and healthy intimate relationships I understand what consent means for me within my peer and intimate social groups I know how to report abusive or coercive behaviour	I can explain how negative self-identity and low self-esteem can contribute towards risky behaviour	Jigsaw Chime Jigsaw Charter PowerPoint slides Consent is everything website - clip 'Tea and Sex' Jigsaw Journals
6. Assessment	I understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships	I feel confident about re-assessing my own and others' behaviour and choices	Jigsaw Chime YouTube clip www.youtube.com/watch?v=CTufwCG8Xeg Jigsaw Charter PowerPoint Slides Workbook pages Jigsaw Journals

Autumn term 2: Celebrating Difference

Big Question: Is being different a good thing?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Equality	<p>I can give examples of different types of prejudice and discrimination</p> <p>I can explain how the Equality Act has protected characteristics and why these are important</p> <p>I can distinguish between 'banter' and sexist, LGBT-phobic and racist language</p> <p>I know where to report bullying</p> <p>I understand the legal consequences of bullying and hate crime</p>	<p>I can empathise with people who are discriminated against</p>	<p>Equality Act grid - printed, one per group</p> <p>Videos about banter/bullying, choice of:</p> <p>www.youtube.com/watch?v=NAwkckpA&t=4s</p> <p>www.youtube.com/watch?v=wbM5WowgqyE</p> <p>Your setting's behaviour policy - printed, one per group</p> <p>Jigsaw Journals</p>
2. Understanding difference	<p>I can explain why some people can display sexist and ageist behaviour</p> <p>I understand the complexities associated with gender identity</p> <p>I can challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity</p>	<p>I understand why fear can lead us to judge others negatively</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Scene help sheet - printed, one per group</p> <p>Jigsaw Journals</p>
3. The power of positive language	<p>I can identify positive and negative language and can recognise my own language style</p>	<p>I can recognise that my language choices can affect other people and their views of me</p> <p>I understand that negative language can be damaging to mental health</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Thinking about language choices template</p> <p>Printable sheets 1-5 for group work</p> <p>Jigsaw Journals</p>
4. Bullying	<p>I understand that there are different types of bullying (verbal, physical, online)</p> <p>I know what to do if I encounter bullying</p> <p>I can give examples of workplace bullying</p>	<p>I appreciate the short- and long- term effects and consequences of bullying on everyone involved including impact on mental health</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Flip chart paper and pens (optional)</p> <p>Jigsaw Journals</p>
5. Discrimination	<p>I understand about protected characteristics and how everyone has the responsibility to challenge discrimination</p> <p>I understand that there are some inequalities in the world</p>	<p>I know some ways that I can protect myself from discrimination and some ways that I can challenge inequalities</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Protected characteristics worksheet (optional)</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I understand how prejudice, discrimination and bullying can arise and how these can affect mental health</p>	<p>I know some ways that I can protect myself from the prejudices that I might encounter in my life</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Jigsaw Journals</p> <p>Workbook page</p> <p>Stereotype activity resources</p>

Spring term 1: Dreams and Goals

Big Question: Who do I dream of becoming?			
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. My personal strengths	I can identify my personal strengths I can identify some health goals I would like to achieve	I can identify personal strengths I would like to improve	Jigsaw Chime PowerPoint slides Jigsaw Charter My personal strengths audit - printed, one per student Health Investment sheet Jigsaw Journals
2. The power of planning	I can produce a SMART plan and know how to apply it to support my life and learning	I am aware of the importance of planning in order to achieve my goals	Jigsaw Chime PowerPoint slides Jigsaw Charter Jigsaw Journals
3. My dreams for my life	I am able to accept helpful feedback and reject unhelpful criticism	I know that some dreams and goals in life are not associated with financial gain	Jigsaw Chime PowerPoint slides Jigsaw Charter www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en Jigsaw Journals
4. Mental health and illness	I know the difference between mental health and mental ill-health I can consider factors that can contribute to a person's mental ill health I know how to access support if I am worried about a mental health issue	I understand that stigma about mental ill health is unhelpful	Jigsaw Chime PowerPoint slides Jigsaw Charter Tackling stigma film production guide - printed, one per group Jigsaw Journals
5. Media manipulation and mental health	I can understand how media manipulation can be involved in a person's mental ill-health I can understand how and why some media is manipulated I can consider how self-esteem can be affected by the media positively and negatively I know where to access help if worried about a mental health concern	I can consider how some mental ill health issues such as self-harm, eating disorders, anxiety and depression can be linked to low self-esteem	Jigsaw Chime PowerPoint slides Jigsaw Charter Media manipulations scenarios Information sheets on self-harm, eating disorders, anxiety, and depression Optional video clip: www.youtube.be/J3xibpxieW0 Jigsaw Journals
6. Assessment	I understand my own mental health and how to recognise signs of mental ill-health in myself and others	I know ways to include mental health as part of a healthy lifestyle	Jigsaw Chime Jigsaw Charter PowerPoint Slides Jigsaw Journals Workbook page

Spring term 2: Healthy Me

Big Question: How can substances impact on wellbeing?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Making healthier choices	I know that the majority of people my age make healthy lifestyle choices I understand that there are misperceptions about the health choices of people my age	I have the confidence to make healthy choices that are right for me and can form my own opinions	Jigsaw Chime PowerPoint slides Jigsaw Charter Jigsaw Journals
2. Alcohol	I understand the physical and emotional effects of alcohol and how it can affect decision-making I know what the law says about alcohol	I feel confident about making my own decisions about my lifestyle choices	Jigsaw Chime PowerPoint slides Jigsaw Charter Jigsaw Journals
3. Using substances (including smoking)	I understand the physical and emotional effects of certain substances and how they can affect decision-making I know some facts about drug classification and what the law says about possession and supply of drugs	I feel confident about making my own decision about my lifestyle choices	Jigsaw Chime PowerPoint slides Jigsaw Charter Jigsaw Journals
4. Life-saving skills	I know about the recovery position and how to contact emergency services I know what to do in an emergency situation involving substances	I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen	Jigsaw Chime PowerPoint slides Jigsaw Charter Jigsaw Journals
5. Effects of substances	I understand some of the physiological and psychological effects of substance misuse and the impact of illegal substances on society and individuals	I know how to access support if concerned about substances	Jigsaw Chime Jigsaw Charter PowerPoint slides Assessment / reflection sheets 'Some of the effects of drugs' www.youtube.com/watch?v=HUNGlgRJpo www.youtube.com/watch?v=Uvv5rIDYohg Jigsaw Journals
6. Assessment	I can summarise some of the risks associated with substance use and the laws relating to these. I can express why some people choose to use different substances and my own thinking relating to such choices.	I can express my opinion and stand up for myself when necessary	Jigsaw Chime Jigsaw Charter PowerPoint slides Post-it notes Workbook pages Jigsaw Journals

Summer term 1: Relationships

Big Question: Can relationships ever be equal?			
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Power in relationships	<p>I can recognise when others might try to use their power to control, coerce and manipulate in an intimate relationship</p> <p>I understand the features of positive, stable, intimate relationships</p>	<p>I know how to access help if an intimate relationship makes me uncomfortable, or is putting me at risk</p> <p>I know that my adolescence is normal for me</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Healthy relationships top 10 handout</p> <p>The Good, Bad and Ugly balance of power - scenario cards (optional)</p> <p>Power Games feedback sheet (optional)</p> <p>Jigsaw Journals</p>
2. Assertiveness and saying no	<p>I understand that I have a choice in many situations, including when I want to say no</p> <p>I know and can use some assertiveness skills to help me manage a range of circumstances</p> <p>I understand that consent is a vital feature of a sexual relationship</p> <p>I know about sex and the law</p>	<p>I can be assertive when appropriate</p> <p>I know how to access help if I'm worried about a relationship</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Person template, one per group</p> <p>Aggressive, Assertive or Passive signs</p> <p>Assertiveness scenarios (optional)</p> <p>Jigsaw Journals</p>
3. Porn - is it real?	<p>I understand that pornography and some media images give a false impression of sex and sexual relationships</p> <p>I can challenge stereotypical ideas of 'ideal' males and females</p> <p>I know about sex and the law as applied to online and social media</p>	<p>I am reassured that my adolescence is normal for me</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Jigsaw Journals</p>
4. Contraception	<p>I know about the different contraception methods available</p> <p>I know that contraception is important for sexual health as well as preventing a pregnancy</p> <p>I know that communication and negotiation about contraception use is important</p> <p>I understand that information and facts are vital in making an informed choice about contraception if and when needed</p> <p>I know how to access advice and information about sexual health</p> <p>I know about sex and the law</p>	<p>I feel empowered to make an informed decision about contraception if and when needed</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Contraception information sheet</p> <p>Materials for Big Bit activities (optional)</p> <p>Jigsaw Journals</p>
5. Consequences of unprotected sex	<p>I understand that there are consequences if I choose to have unprotected sex</p> <p>I know about different sexually transmitted infections</p> <p>I know about sexual health clinics and how to access help and support if I have unprotected sex</p>	<p>I know some of the options available if I have unprotected sex</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>STI matching game and STI information sheet</p> <p>Character cards (optional)</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I can consider the risks and consequences of becoming sexually active</p>	<p>I can think through how I feel about what is right for me in relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p> <p>Jigsaw Journals</p>

Summer term 2: Changing Me

Big Question: How can change affect mental health?			
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Mental health	I know that my mental health can be affected by different situations and experiences. I know about some common mental health issues I can challenge stigma about mental health issues I know where to access support if I am worried about my mental health	I appreciate that the people in my life may have a range of different views and opinions	Jigsaw Chime Jigsaw Charter PowerPoint slides www.youtube.com/watch?v=ADsJrh1jI Instruction sheet - printed, one per group Jigsaw Journals
2. Change and our emotions	I know that change can trigger a range of emotional responses I know that some changes can be more difficult to manage than others I know that going through change can develop resilience	I can suggest ways I can manage change in my life	Jigsaw Chime Jigsaw Charter PowerPoint slides Materials for resilience list Jigsaw Journals
3. Better sleep	I know that sleep is important for psychological and physical reasons I know that sleep is important for my mental health I know that sleep is important for learning	I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging	Jigsaw Chime Jigsaw Charter PowerPoint slides Plain paper, coloured pens (optional) Jigsaw Journals
4. Resilience	I understand what resilience means I understand how resilience can be developed	I can reflect on skills that I could improve to enhance my resilience	Jigsaw Chime Jigsaw Charter PowerPoint slides Giving Advice scenarios handout - printed, one per student Jigsaw Journals
5. Resilience	I can reflect on the changes that my body and brain have undergone since starting puberty I can consider the changes yet to come and how to manage these I know where to access support if I am worried about an aspect of change in my life	I understand that some change is inevitable	Jigsaw Chime Jigsaw Charter PowerPoint slides Jigsaw Journals
6. Assessment	I can summarise how different types of change can affect mental health and know some strategies to stay resilient	I can change manage change positively and know where to get help if I need it	Jigsaw Chime Jigsaw Charter PowerPoint slides Workbook Jigsaw Journals

6.7.10. L5

Autumn term 1: Being Me in My World

Big Question: Is managing my online and offline world within my control?			
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Liberty and safety in my world	I can list the freedoms I enjoy in society I can describe what personal freedom means to me I can describe my understanding of safety I can identify potential risks to my safety	I understand that this can differ in other parts of the world I can compare my freedom and safety to that of teenagers in different parts of the world	Jigsaw Chime Jigsaw Charter www.youtube.com/watch?v=VO7oS8PqkUY& Human Rights Act cards Human Rights Violation case study cards Jigsaw Journals
2. How I feel when things end	I can describe the stages of grief I know where to appropriately get help and support with loss and bereavement issues I can discern which online sources or support in regards to loss/ grief are helpful or not	I understand the range of emotions associated with relationships ending I understand the behaviours that some people experience as a result of grief, this can be on or offline I can identify some of the ways some individuals manage grief and loss	Jigsaw Chime Jigsaw Charter Anonymous question box www.youtube.be/h-qFkRaPRYY Leaflets/posters of local grief support services Jigsaw Journals
3. How social media affects me, my identity and culture	I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness-building I understand the impact social media has on culture and identity I recognise how online data is used both positively and negatively I can compare social media usage across different societies	I can reflect on how social media can impact on safety	Jigsaw Chime Jigsaw Charter Debate help sheets Internet access for students Materials for infographic activity Jigsaw Journals
4. Rated!	I can identify potential threats to online safety I understand "netiquette" and legislation relating to online safety I can state decision-making process regarding what you post online	I can critically assess own online identity	Jigsaw Chime Jigsaw Charter Resources for You've Been Rated! activity Jigsaw Journals
5. Risk	I can identify potential threats to safety in a range of situations on and offline I can describe actions to mitigate risk in a range of situations I know how to get help if personal safety is threatened	I know some strategies for managing my feelings about how my world is changing	Jigsaw Chime Jigsaw Charter PowerPoint slides How risky is it? (Handout sheet) www.youtube.com/watch?v=e_UQ0QTnZJI https://www.youtube.com/watch?v=SIFybM0x4_M www.youtube.com/watch?v=P629TojpvDU Jigsaw Journals
6. Assessment	I understand how to stay safe in my online and offline relationships	I know some strategies for managing on and offline relationships, positively	Jigsaw Chime www.youtube.com/watch?v=CTufwCG8Xeg Jigsaw Charter PowerPoint Slides Workbook pages Jigsaw Journals

Autumn term 2: Celebrating Difference

Big Question: Does difference result in inequality?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Equality: what does it mean to me in the UK?	I can define what equality is I can give examples of disabilities including hidden disabilities I can give some consequences of not adhering to the Equality Act	I know of strategies to accept and embrace my individuality I appreciate other people's individuality and accept them as they are	Jigsaw Chime PowerPoint slides Jigsaw Charter Equality success stories (printed copies - optional) Jigsaw Journals
2. Equality in the workplace	I can give examples of job roles that are exempt from the Equality Act I can give examples of how to promote equality I know what is expected of me and what I can expect in the workplace	I know of some strategies to deal with situations that may occur in the workplace	Jigsaw Chime PowerPoint slides Jigsaw Charter Rights and responsibilities in the workplace quiz – one sheet per pair Case studies in the workplace - one per small group Jigsaw Journals
3. Multicultural Society	I can discuss a range of individuals that make up society I can explain the benefits of multi-cultural societies I can appreciate the differing views and opinions of individuals I can explain some of the physical and mental consequences of unequal treatment of individuals	I can explain how being treated unequally can affect a person's physical and mental well-being	Jigsaw Chime PowerPoint slides Jigsaw Charter Inequality table Jigsaw Journals
4. Power in relationships	I can identify the misuse of power in relationships I can give examples of the physical and mental consequences of misuse of power in relationships I can list sources of support for individuals experiencing ill-treatment by others	I can understand and discuss how coercive control can develop	Jigsaw Chime Jigsaw Charter PowerPoint slides Changing you, changing me template Jigsaw Journals
5. Challenging inequality	I can identify individuals and groups that may experience inequality I can list some organisations that campaign for greater equality I can describe how some groups and individuals' campaign for equality	I can explain the physical and mental effects of unequal treatment on individuals	Jigsaw Chime PowerPoint slides Jigsaw Charter Unequal Treatment Table Jigsaw Journals
6. Assessment	I understand how equality and inequality can affect relationships I recognise some of the ways in which aspects of health can impact on life chances, particularly education I know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences	I understand that some people face barriers to better health and I appreciate the challenges that this brings	Jigsaw Chime Jigsaw Charter PowerPoint Slides Jigsaw Journals Workbook page 9-point solutions template

Spring term 1: Dreams and Goals

Big Question: Is success only possible when physical and emotional needs are in balance?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Relationships and goals	<p>I can describe the relationships in my life that will support me in reaching my goals</p> <p>I can assess how I can respect and nurture the important relationships in my life</p> <p>I can define what resilience is and identify both my areas of strength and where I need to keep working</p>	<p>I can identify my main strategies for coping when things don't go according to plan</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Brick wall template - printed, one per student</p> <p>Resilience SWOT analysis template - printed, one per student</p> <p>Post-It Notes</p> <p>Jigsaw Journals</p>
2. Me, my goals and my health	<p>I can identify the connections between physical health and achieving my goals</p> <p>I can understand the impact that poor mental health can have on my goals</p> <p>I can consider some steps I could take to ensure my health supports me with my goals</p>	<p>I can describe how relationships can support people in achieving their goals</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Mental Health template</p> <p>Jigsaw Journals</p>
3. Work/life balance	<p>I understand the issues that may impact on me and my future success, including social media</p> <p>I understand the importance of balance in all aspects of my life (work, social life, family, etc.)</p> <p>I can identify realistic and unrealistic goals</p>	<p>I know some ways to relax and can recognise when I need to take some time out, and also when I need to persevere</p>	<p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Wheel of life template</p> <p>TED talk: www.ted.com/talks/nigel_marshall_how_to_make_work_life_balance_work?language=en (optional)</p> <p>TED talk: www.ted.com/talks/ainn_de_botton_a_kinder_gentler_philosophy_of_success?language=en (optional)</p> <p>Extra mindfulness practice (optional)</p> <p>Jigsaw Journals</p>
4. A Healthy Balance	<p>I can describe how balance supports mental and physical health</p> <p>I can identify what I can do to create more balance in my life</p> <p>I can explain the importance of connections in relation to healthy relationships</p>	<p>I can understand the importance of having balance in my life</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Work/Life template</p> <p>Jigsaw Journals</p>
5. A Healthy Balance	<p>I can identify the wide range of goals individuals have</p> <p>I can understand a range of health goals that are priorities for some people</p> <p>I can explain how helping a stranger can impact positively on people</p>	<p>I can discuss how I can support someone achieve their health goals</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I understand how relationships and being part of a community can support me and others to achieve our goals</p>	<p>I know how to make manageable plans for my life and set myself realistic and challenging expectations</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Jigsaw Journals</p> <p>Workbook page</p> <p>www.youtube.com/watch?v=8cCiqbSJ9fg</p>

Spring term 2: Healthy Me

Big Question: When it comes to health, to what extent am I in control?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. My health MOT	I understand the range of factors that affect my physical and mental health I can use new (health-related) information to inform my lifestyle choices	I recognise that my health choices can affect my emotions	Jigsaw Chime PowerPoint slides Jigsaw Charter Health quiz, one per student Complete the stats on mental health - one sheet per student Jigsaw Journals
2. What protects my health?	I understand there is a wide range of actions that I can use to enhance and protect my health	I understand that the people I surround myself with can have an effect on my health	Jigsaw Chime PowerPoint slides Jigsaw Charter Jigsaw Journals
3. Extraordinary bodies	I appreciate how complex my body is and that it needs to be looked after well, now and in the future I am aware of the potential risks associated with a range of substances including prescribed and over-the-counter drugs	I am aware of the importance of looking after myself and that it is my responsibility to do so	Jigsaw Chime PowerPoint slides Jigsaw Charter Access to websites/apps Jigsaw Journals
4. Extraordinary minds	I know about some mental health disorders I understand the positive impact that community action and volunteering can have on mental health	I am aware of the importance of looking after my mental health and that it is my responsibility to do so I understand the links between physical and mental health, including spending time outdoors. I can describe a range of actions I can take that support mental health	Jigsaw Chime PowerPoint slides Jigsaw Charter Jigsaw Journals
5. Diseases, treatments and lifestyle choices	I can discuss common threats to health, including cardio-vascular disease and cancer and diabetes I can identify the steps that can be taken to help prevent lifestyle-related ill-health I have knowledge of future health challenges to society including: epidemics, pandemics, antibiotic resistance I understand the availability and limitations of advanced medical techniques including: stem cell therapy, organ donation	I can reflect on how I feel about these health issues	Sorting sheet - printed, one per student Materials/equipment for healthier lifestyle guide Access to internet/library for Research hub activity resources Jigsaw Journals
6. Assessment	I can summarise some of the risks associated with substance use and the laws relating to these I can describe how people who are sexually active can keep themselves safe from STIs I can express why some people choose to use different substances and my own thinking relating to such choices	I can express my opinion and stand up for myself when necessary	Jigsaw Chime Jigsaw Charter PowerPoint slides STI matching sheets and answers Workbook Jigsaw Journals

Summer term 1: Relationships

Big Question: Is love all you need?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Healthy, long-term relationships	<p>I can identify types of long-term relationships, including legal status</p> <p>I can identify the important elements in long-term relationships</p> <p>I can discuss what is required to sustain healthy long-term relationships</p> <p>I know appropriate vocabulary associated with long-term relationships</p> <p>I can differentiate the elements present in different types of long-term relationships</p>	<p>I understand the importance of relationship with self.</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>www.ted.com/talks</p> <p>What's happening template (optional)</p> <p>Jigsaw Journals</p>
2. Love and loss	<p>I understand the relationship life-cycle</p> <p>I understand the choices I have in my relationships, including: ending a range of relationships, physical and non-physical relationship choices</p> <p>I can explain how a range of relationships can be ended including romantic relationships</p> <p>I understand the consequences of ending relationships including: bullying, revenge pornography, depression, the grief process and how to manage this</p> <p>I can list sources of help and support for when relationships end including bereavement and divorce, family separation</p>	<p>I understand relationship choices and support available when things go wrong</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Flipchart paper</p> <p>Stages of relationships template (optional)</p> <p>TED talk - Unhealthy love</p> <p>Jigsaw Journals</p>
3. Healthy connections	<p>I understand the benefits of healthy relationships</p> <p>I can discuss the physical and mental benefits of connectedness</p> <p>I can assess the impact healthy relationships can have on children</p> <p>I can evaluate my own role in a range of relationships</p> <p>I can critically evaluate the role of love in relationships</p> <p>I can list strategies to cope with difficult relationships</p>	<p>I can explain how different types of relationships contribute towards happiness</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Jigsaw Journals</p>
4. Relationships - don't believe what you see!	<p>I can critically evaluate the truth or otherwise of a relationship e.g. via social media, "fake news" etc.</p> <p>I can explain why rumour mongering might give a false impression of a relationship</p> <p>I can discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography</p>	<p>I can describe the negative influence pornography can have on relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Fact sheets</p> <p>Jigsaw Journals</p>

Summer term 2: Changing Me

Big Question: Can all change be positive in some way?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Changing society and me	<p>I can identify some of the changes in society that will affect me</p> <p>I can discuss the emotional impact societal change can have on young people</p> <p>I can assess the role of media, including social media on social change</p>	<p>I understand that change is inevitable and have strategies to manage feelings about this</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Societal change template(optional)</p> <p>Big changes template (optional)</p> <p>10 things to save the planet template (optional)</p> <p>Jigsaw Journals</p>
2. Managing change and decision making	<p>I can recognise the range of changes I have experienced in my life</p> <p>I can identify the feelings associated with change both positive and negative</p> <p>I can list changes I have made that I am proud of</p> <p>I understand the type of decision-maker I am</p> <p>I can discuss the impact of the range of changes families can experience and their impact on children and their parents/family</p>	<p>I can reflect on how I have managed the changes I have faced</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Diamond 9 template (optional)</p> <p>Change template (optional)</p> <p>Reflection template (optional)</p> <p>Decision making questionnaire (optional)</p>
3. Gender and sexual identity	<p>I can identify the change that some people may experience in relation to sexual identity and gender</p> <p>I can understand the spectrum (or galaxy) of sexuality and gender including appropriate vocabulary</p> <p>I can discuss the reality and myths surrounding sexual identity and gender</p> <p>I can describe where to find help and support around sexual identity and gender</p>	<p>I understand the range of relationship changes that individuals can experience, including with self</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Terms & definitions pre-prepared for sorting exercise (optional)</p> <p>Definitions list</p>
4. Gender stereotypes and sexual identity	<p>I can discuss gender and stereotypes in relation to a range of romantic relationships</p> <p>I can identify and understand the legislation relating to a range of relationships</p> <p>I understand the risks associated with exploring sexual identity</p>	<p>I understand the range of emotions individuals can experience in relation to romantic relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>What would you give up for love template (optional)</p> <p>TED talk: www.ted.com</p> <p>Jigsaw Journals</p>
5. Physical and emotional changes	<p>I can reflect on physical changes experienced so far</p> <p>I understand the relationship between physical change, self-esteem and emotional change</p> <p>I understand the impact of family change and how it can affect future relationships</p> <p>I can list sources of help and support in relation to changes young people may have difficulty with</p>	<p>I can discuss the difficulties associated with the physical and emotional changes young people can experience</p> <p>I can describe some of the strategies that can be helpful in managing change</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Post-it notes, enough for at least 10 per student (or use small pieces of scrap paper)</p> <p>Scenarios sheet - printed, one per student</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I can understand how societies change and this affects people's attitudes and ways of</p>	<p>I can reflect on how I have successfully managed change in my personal life</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p> <p>Jigsaw Journals</p>

6.7.11. U5

Autumn term 1: Being Me in My World

Big Question: Are we in the adult world at 16?			
Piece (Lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Becoming an adult	I can state what 'being an adult' means to me I can give some examples of legislation that affects me at 16	I can identify things I am looking forward to in adulthood, and things that concern me I know where to access help and information if I am worried or concerned about anything	Jigsaw Chime Jigsaw Charter PowerPoint slides https://lawstuff.org.uk Jigsaw Journals
2. Relationships and the law	I can give examples of legislation that relates to sex and relationships I know about the legal status of different relationships e.g marriage, civil partnership, co-habitation I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this	I can suggest ways to keep myself and others safe in regard to healthy and positive relationships I know how and where to access advice and support if I am concerned about a sex or relationship matter	Jigsaw Chime Jigsaw Charter PowerPoint slides Information sheets on: Marriage, Civil Partnership / Cohabiting, etc. 6 Scenarios sheets Jigsaw Journals
3. The law and you	I can give examples of legislation around the possession and supply of drugs, tobacco and other substances I can explain the legal consequences of breaching the Equality Act I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control	I can suggest ways to keep myself and others safe in regard to alcohol and substances I know how and where to access advice and support if I am concerned about the misuse of power or coercive control	Jigsaw Chime Jigsaw Charter PowerPoint slides 12 Question Quick Quiz What is coercive control? clip 'Teen dating violence' clip Why doesn't she just leave? clip What is the Equality Act clip Jigsaw Journals
4. Me, the internet and the law	I can give examples of legislation in reference to online activity I can assess the impact of illegal online activity and misuse of technology on a range of people I can explain why pornography is legislated against and the potential consequences of viewing pornography	I know how and where to access advice and support if I am concerned about the misuse of technology	Jigsaw Chime Jigsaw Charter PowerPoint slides Self-Review tool (pre & post lesson) What's the law about internet use? What's the impact? How young is too young to use the internet? 'The Situation' Points to consider sheets The dangers of sexting video Jigsaw Journals
5. Emergency situation	I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help I can apply this knowledge to a range of scenarios where emergency aid may be needed	I am aware of the feelings I might encounter when faced with an emergency situation and how those requiring my help might feel	Jigsaw Chime Jigsaw Charter PowerPoint slides www.redcross.org.uk Jigsaw Journals
6. Assessment	I know some of the rights, responsibilities and laws that affect me	I acknowledge that I can accept or reject influences in my life to be a responsible citizen	Jigsaw Chime Jigsaw Charter PowerPoint Slides Workbook pages Jigsaw Journals

Autumn term 2: PPE Exams 1

Pre-Public Examinations series 1 preparation time.

Spring term 1: Dreams and Goals

Big Question: Can I rely on myself to achieve my goals or do I need luck or destiny?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Managing anxiety and overwhelm	<p>I know of some ways to help me manage any anxiety I may feel now and in the future</p> <p>I know of some ways to help me manage when I feel overwhelmed</p> <p>I know where I can access further information and support</p> <p>I know the links between sleep, physical and mental health and learning</p>	<p>I acknowledge that I am in control of changes in my life and appreciate that the decision to implement change can be challenging</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>How to relax template</p> <p>Jigsaw Journals</p>
2. Money and debt	<p>I can identify my financial goals and whether these are realistic in the short or longer term</p> <p>I can tell you the skills and attributes I have or need to develop in order to aim for my financial goals</p> <p>I am able to budget and understand the possible consequences of debt and sources of support for people in debt or have a gambling problem</p> <p>I understand the risks associated with gambling as an answer to debt or financial pressures</p>	<p>I can tell you about some of the financial pressures that come with increasing independence and into adulthood</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Ways to keep healthy table</p> <p>Jigsaw Journals</p>
3. Dream jobs and skill set	<p>I can identify what my dream job might be</p> <p>I can tell you if my dream job differs from the expectations of my family or friends and if so, how I can manage this to maintain positive relationships</p> <p>I can explain why I may need to change my skill-set as my career develops</p>	<p>I can reflect on my skills and feel proud of who I am</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Skills set template</p> <p>Jigsaw Journals</p>
4. My future relationships	<p>I can tell you what my dreams and goals are in relation to long-term intimate commitments including my choice to raise a family or not</p> <p>I can tell you about the choices available to me in terms of different legal arrangements in a relationship status e.g. marriage, civil partnership and the difference between them</p> <p>I can explain the challenges and opportunities of becoming a parent</p> <p>I can identify key skills of successful parenting</p> <p>I can reflect on an appropriate time to start a family and the positive conditions within my relationships and lifestyle that I believe are essential to raising children successfully e.g. financial stability, support networks etc.</p>	<p>I can reflect on whether my long term relationship aspirations differ from those expected of me from others e.g. family or friends, and how I can manage this to maintain healthy positive relationships</p>	<p>Jigsaw Charter</p> <p>Jigsaw Chime</p> <p>PowerPoint slides</p> <p>Flipchart paper</p> <p>Template – types of living arrangements (optional)</p> <p>Templates for parenting questions (optional)</p> <p>Templates for diamond-9 (optional)</p> <p>Jigsaw Journals</p>
5. What to do when things go wrong	<p>I can identify some possible barriers to some of my dreams and goals</p> <p>I can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met</p>	<p>I can suggest ways I can build my own resilience to face potential challenges in the future</p> <p>I reflect upon people's different responses when goals and aspirations are missed and how they manage/cope with this</p>	<p>Jigsaw Chime</p> <p>PowerPoints slides</p> <p>Jigsaw Charter</p> <p>What are your goals? template</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I understand what I need to do to achieve successful health, relationships and life-goals</p>	<p>I know how to develop skills and relationships that will help me achieve my goals</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint Slides</p> <p>Jigsaw Journals</p> <p>Workbook page</p> <p>www.ted.com/talks/gary_wolf_the_quantified_self</p> <p>Jigsaw Journals</p>

Spring term 2: Healthy Me

Big Question: Should relationships, sex and sexual health be discussed more openly?

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Relaxation and managing stress	<p>I know some ways to help me manage anxiety and stress</p> <p>I know some ways to relax</p> <p>I can explain the links between sleep and physical/ mental health</p>	<p>I know how I can prepare for my exams to help improve my concentration and manage any stress /anxiety</p>	<p>Jigsaw Chime PowerPoint slides</p> <p>Jigsaw Charter</p> <p>STI matching sheets and answers</p> <p>www.youtube.com/watch?v=cyEdZ23Cp1E (or similar)</p> <p>5-4-3-2-1 template (optional)</p> <p>Jigsaw Journals</p>
2. Hygiene and health	<p>I am aware of the steps I can take to keep healthy including self-examination</p> <p>I understand the preventative steps that can be taken to reduce the chance of contracting STIs</p> <p>I have knowledge of the treatment available for STIs</p>	<p>I understand the responsibilities I have to protect my own health and others' health</p>	<p>Jigsaw Chime PowerPoint slide</p> <p>Jigsaw Charter</p> <p>www.kidshealth.org/en/teens/tse.html</p> <p>Jigsaw Journals</p>
3. Under pressure	<p>I understand the influences that inform decision making with regard to sexual relationships.</p> <p>I know some strategies to help manage sexual pressure</p> <p>I understand what consent is in relation to sexual relationships</p>	<p>I recognise that there are different views about sexual relationships and my own may be different from others</p>	<p>Jigsaw Chime PowerPoint slide</p> <p>Jigsaw Charter</p> <p>Flipchart paper</p> <p>Pens</p> <p>You Tube clips</p> <p>Jigsaw Journals</p>
4. Pregnancy and choice	<p>I understand the choices available in relation to contraception and pregnancy</p> <p>I know key facts about fertility and pregnancy</p>	<p>I have an understanding of my own feelings and beliefs about pregnancy and choice</p> <p>I understand that there are a range of views and beliefs about contraception and pregnancy and respect that views that differ from my own</p>	<p>Jigsaw Chime PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Pregnancy myths - table (optional)</p> <p>Pregnancy costs template (optional)</p> <p>Jigsaw Journals</p>
5. Staying safe in sexual relationships	<p>I understand the range of risks to physical and mental health associated with unhealthy sexual relationship</p> <p>I know some things I can do to avoid high risk situations in relation to sex</p>	<p>I am aware that I should be treated with respect in all of my relationships including sexual relationships</p> <p>I know that ending unhealthy relationships is often necessary to protect mental and physical health</p>	<p>Jigsaw Chime PowerPoint slides</p> <p>Jigsaw Charter</p> <p>Printed tables (optional)</p> <p>Jigsaw Journals</p>
6. Assessment	<p>I can summarise ways people can stay healthy when they are sexually active</p> <p>I can explain choices relating to pregnancy and where to go for advice and support concerning sexual and reproductive health</p>	<p>I can express my own thoughts about what constitutes a healthy, safe relationship</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>Workbook</p> <p>Jigsaw Journals</p>

Summer term 1: Relationships

Big Question: Is it possible to stay true to yourself and be in healthy relationships?			
Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions	Resources
1. Intimate romantic relationships	<p>I know that an intimate relationship can move through different stages and how behaviour may change according to the stage</p> <p>I can give examples of how the media can sometimes portray unrealistic expectations of sex and relationships</p> <p>I can tell you some of positive and negative connotations of sex and where these might come from</p> <p>I can tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future</p>	<p>I can judge whether information I receive about intimate sexual relationships can be trusted</p> <p>I know how to access confidential health and advice about sex and relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>'What some think...' template</p> <p>Are you ready for sex? checklist cards</p> <p>Jigsaw Journals</p>
2. Gender diversity and sexuality	<p>I can explain there is a spectrum of gender and sexuality</p> <p>I know that sexuality is different from gender diversity</p> <p>I know that for some people, gender identity and sexuality is fluid and for others it is fixed</p> <p>I know that LGBT+ people are protected by law</p>	<p>I can empathise with those with those are LGBT+</p> <p>I know how to access support if worried about sexuality or gender issues</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>LGBT+ wordsearch</p> <p>www.youtube.com (or any other of the Stonewall Come Out For Trans Equality videos)</p> <p>Case studies</p> <p>Flip chart and pens</p> <p>Jigsaw Journals</p>
3. Coming Out as LGBT+	<p>I understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this</p> <p>I understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented</p> <p>I know that being LGBT+ is different for each individual and there is no 'normal' way of being or expressing being LGBT+</p>	<p>I know how to access support and advice about LGBT+ issues</p> <p>I can empathise with people who are LGBT+</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>PowerPoint slides</p> <p>You decide scenario cards</p> <p>Jigsaw Journals</p>
4. Who holds all the cards?	<p>I can recognise when there is an imbalance of power within an intimate relationship</p> <p>I can suggest strategies for managing relationships that are imbalanced, including ending them if appropriate</p> <p>I know how to recognise illegal behaviour within an intimate relationship, how and where to report it</p>	<p>I understand that for some young people (straight and LGBTQ) lack of understanding, information or support can lead them towards risky sexual experimentation which is a different form of power imbalance in relationships</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Balance of power template (optional)</p> <p>Is there any future template (optional)</p> <p>Case study (print out – optional)</p> <p>Jigsaw Journals</p>
5. The last taboos	<p>I can explain why honour-based violence and forced marriage is unacceptable and illegal</p> <p>I can give examples of honour-based violence</p> <p>I know what FGM and breast ironing is, and why it is illegal</p> <p>I can give examples of hate crimes against LGBT+ people and explain why this is unacceptable and illegal</p> <p>I know how to report honour-based crimes or hate crime against LGBTQ+ people</p>	<p>I understand the difficulties some people might face as a result of the cultural group they belong to</p>	<p>Jigsaw Chime</p> <p>Jigsaw Charter</p> <p>Legal/illegal template (optional)</p> <p>FGM & Breast Ironing fact sheets (optional)</p> <p>Video - Surviving Forced Marriage</p> <p>Jigsaw Journals</p>

Summer term 2: GCSE examinations preparation and completion

Appendix 2: Parent consultation

Parents were consulted on this most recent SMSC and RSE policy by letter (emailed) by the Headmaster 16.10.2020, stating:

Relationships Education and Relationships & Sex Education – Consultation

The statutory guidance on the delivery of Relationships and Sex Education requires that schools start to deliver relationships, sex and health education at the latest by the start of the Summer Term 2021. At Gad's Hill School, Relationships Education, and Relationships and Sex Education, are delivered at age-appropriate levels using the well-regarded Jigsaw programme in SMSC lessons, although we do not use all of the resources or cover all of the topics that this programme provides. We comply with

all statutory requirements for teaching relationships education to primary aged pupils, and relationships and sex education to secondary aged pupils.

We are very happy to be open with the content that we deliver in these subject areas, and to that end I am keen to share with you our revised draft [SMSC and RSE policy](#). There is a limited scope for parents to withdraw their children from some of these lessons – but only out of those lessons in our sex education programme covering topics that do not feature in the science national curriculum. The policy explains in more detail which topics these are.

If you wish to share any thoughts on this policy as part of a consultation period, you can do so by emailing me directly. The consultation period will end on Friday 6th November 2020. If you wish to withdraw your child from a non-compulsory element of RSE lessons, you can do that at any time by putting this in writing to me, please.