**Regis Academy – PSHE – Jigsaw**

**Long Term Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **Year 3 – 6**  |  Being me in my World  | Celebrating Difference  | Dreams and Goals  | Healthy Me  | Relationships  | Changing Me  |

**Medium Term Overview – Year 3**

|  |  |  |
| --- | --- | --- |
| **Term**  | **Topic** | **In this unit of work, pupils will learn to:** |
| **Autumn 1** | **Being me in my World** | * Recognise their worth and can identify positive things about themselves
* Set personal goals
* Use their personal journal
* Values themselves and how to make someone else feel welcome and valued
* Face new challenges positively, make responsible choices and ask for help when needed
* Recognise how it feels to be happy, sad or scared and able to identify if other people are feeling these emotions
* Understand why rules are needed and how to relate to rights and responsibilities
* Know how to make others feel valued
* Understand that their actions affect themselves and others. Care about other people’s feelings
* Behaviour brings rewards and consequences/rewards
* Make responsible choices and take action
* Work cooperatively in a group
* Understand my actions affect others and try to see things from other’s points of view
 |
| **Autumn 2** | **Celebrating Difference**  | * Understand that everyone’s family is different and important to them
* Appreciate their family and the people that care for them
* Understand that difference and conflicts sometimes happen among family members
* Calm themselves down and can use ‘solve it together’ technique
* Know what it means to be a witness to bullying and ways of helping someone who is bullied feel better
* Understand that witnesses can make a situation better or worse by what they do
* Problem solve a bullying situation with others
* Recognise that some words are used in hurtful ways
* Try not to use hurtful words (e.g. fat, gay)
* Explain about a time when their words affected someone’s feelings and what the consequences were
* Give and receive compliments and know how this feels
 |
| **Spring 1**  | **Dreams and Goals**  | * Describe a person who has faced difficult challenges and achieved success
* Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
* Identify a dream/ambition that is important to them and imagine how it feels when they achieve it
* Enjoy facing new learning challenges and working out the best ways to achieve them
* Breakdown a goal into a number of steps and know how others could help them to achieve it
* Be motivated and enthusiastic about achieving a new challenge
* Be responsible for their own leaning and can use their strengths as a learner to achieve the challenge
* Recognise obstacles which might hinder their achievement and can take steps to overcome them
* Manage their feelings of frustration that may arise when obstacles occur
* Evaluate their own learning process and identify how it can be better next time
* Be confident in sharing their success with others
 |
| **Spring 2**  | **Healthy Me**  | * Understand how exercise affects my body and know why their heart and lungs are such important organs
* Set themselves a fitness challenge
* Describe their knowledge and attitude towards drugs
* Identify things, people and places that they need to keep themselves safe from and explain strategies for keeping themselves safe including who to go to for help
* Express how being anxious or scared feels
* Learn how to seek support (including recognising triggers for seeking support) whom they should speak to if they are worried about their own or someone else’s mental well-being.
* Understand that it is common for people to experience mental ill health and that with the right support problems can be resolved.
* Understand that, like medicines, some household substances can be harmful if not used correctly
* Take responsibility for keeping myself and others safe
* Understand how complex their bodies are and how important it is to take care of it
* Respect their body and appreciate what it does for them
* Understand that each person’s body belongs to them and the differences between appropriate and inappropriate or unsafe physical & other contact
 |
| **Summer 1** | **Relationships**  | * Identify the roles and responsibilities of each member of their family and can reflect on the expectations for males and females
* Describe how taking some responsibility in their family can make them feel
* Identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener
* Negotiate in conflict situations to try and find a win – win solution
* Have knowledge and use strategies for keeping myself safe.
* Ask for help if they are worried or concerned
* Explain how some of the actions and work of people around the world help and influence my life. Show awareness of how this could affect their choices
* Understand how my needs and rights are shared by children around the world and can identify how their lives may be different
* Empathise with children whose lives are different to theirs and appreciate what they may learn from them
* Express their appreciation to their friends and family
* Enjoy being part of a family and friendship groups
 |
| **Summer 2**  | **Changing Me**  | * 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
* Express how they feel when they see babies or baby animals
* Understand how babies grow and develop in the others uterus
* Understand what a babies needs to live and grow
* Express how they might feel if they had a new baby in their family
* Understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies
* Identify how boys’ and girls’ bodies change on the outside during this growing up process
* Recognise how they feel about those changes happening to them and know how to cope with those feelings
* Identify how boys’ and girls’ bodies change on the inside during the growing up process and can explain why these changes are necessary so that their bodies can make babies when they grow up
* recognise stereotypical ideas they might have about parenting and family roles
* Express how they when their ideas are challenged and might be willing to change their ideas sometimes
* Identify what they are looking forward to in Year 4 and start to think about changes they will make when they are in Year 4 and know how to go about this
 |

**Medium Term Overview – Year 4**

|  |  |  |
| --- | --- | --- |
| **Term**  | **Topic** | **In this unit of work, pupils will learn to:** |
| **Autumn 1** | **Being me in my World** | * Understand that their attitudes and actions make a difference to the class team
* Use the Jigsaw Journal
* How good it feels it be included in a group and understand how it feels to be excited
* Make people feel welcome and valued
* Understand who is in my school community, the roles theses play people and how the pupils fit
* Take on a role in a group and contribute to the overall outcome
* Understand how democracy works through the school council
* Recognise their contribution to making a learning charter for the whole school
* Understand that their actions affect themselves and others they care about, actions affect other people feelings and try to empathise with them
* Understand how rewards and consequences motivate people’s behaviour
* Understand how groups come together to make decisions
* Take on a role in a group and contribute to the overall outcome
* Understand how democracy and having a voice benefits the school community
* Understand why our school community benefits from a learning charter and can help others to follow it
 |
| **Autumn 2** | **Celebrating Difference**  | * understand that, sometimes we make assumptions based on what people look like
* Try to accept people for who they are
* Understand what influences them to make assumptions based on how people look
* Question why they think what they do about other people
* Understand that sometime bullying is hard to spot and know what to do if they think it is going on, but they are not sure
* Understand how it might feel to be a witness to and a target of bullying
* Explain why witnesses sometimes join in with bullying and sometimes don’t tell
* Problem solve a bullying situation with others
* Identify what is special about themselves and value the ways in which they are unique
* Like and respect the unique features of my physical appearance
* Explain a time when their first impressions of someone changed when they got to know them
* Explain why it is good to accept people for who they are
 |
| **Spring 1**  | **Dreams and Goals**  | * Explain their hopes and dreams and know how it feels
* Understand that sometimes hopes and dreams do not come true and that this can hurt.
* Understand how disappointment feels and can identify when they have felt that way
* Reflect on how positive and happy experiences can help them to counteract disappointment
* Cope with disappointment and know how to help others
* Make a new plan and set new goals even if they have been disappointed
* Understand resilience and to have a positive attitude
* Create steps to take to achieve a goal and can do this successfully as part of a group
* Enjoy being part of a group challenge
* Identify the contributions made by themselves and others to the group’s achievement
* Share in the success of a group and how to store this success experience
 |
| **Spring 2**  | **Healthy Me**  | * Recognise how different friendship groups are formed, how they fit into them and the friends they value the most
* Recognise when other people’s actions make them feel embarrassed, hurt or inadequate and I can help themselves to manage these emotions
* Recognise the changing dynamics between people in different groups, see who takes on which role e.g. leader, follower and understand the roles they take on in different situations
* Be aware of how different people and groups impact on me and can recognise the people they most want to be friends with
* Understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol
* Relate to the feelings of shame and guilt and know how to act assertively to resist pressure from themselves and others
* Recognise when people are putting them under pressure and can explain ways to resist then they want to
* Identify feelings of anxiety and fear associated with peer pressure
* Know themselves well enough to have a clear picture of what they believe is right and wrong
* Use inner strength and know how to be assertive
* Learn how to seek support (including recognising triggers for seeking support) whom they should speak to if they are worried about their own or someone else’s mental well-being.
* Understand that it is common for people to experience mental ill health and that with the right support problems can be resolved.
* How to recognise the early signs of physical illness
* Dental health and benefits of good oral hygiene

  |
| **Summer 1** | **Relationships**  | * Identify the web of relationships that they are part of, starting from those closest to them and including those more distant
* Understand how it feels to belong to a range of different relationships and can identify what they contribute to each of them
* Identify someone I love and can express why they are special to them
* How most people feel when they lose someone or something, they love
* Talk about someone they know that they no longer see
* Understand that they can remember people even if we no longer see them
* Explain different points of view on an animal rights issue and express their own opinion and feelings
* Understand how people feel when they love a special pet
* Understand that losing a special pet brings feelings that can be hard to cope with, but that it can be helpful to mark a loss by celebrating special things about the pet
* Show love and appreciation to the people and animals who are special to them
* love and be loved
 |
| **Summer 2**  | **Changing Me**  | * understand that some of their personal characteristics have come from their birth parents and that this happens because I am made from the joining of their egg and sperm
* Appreciate that they are a truly unique human being
* Correctly label internal and external parts of male and female bodies that are necessary for making a baby
* Understand that having a baby is a personal choice and can express how they feel about having children when they are an adult
* 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
* Have strategies to help them cope with the physical and emotional changes they will experience during puberty
* Understand how the circle of change works and can apply it to changes they want to make in their life
* Be confident enough to try to make changes when they think they will benefit them
* Identify changes that have been and may continue to be outside of my control that they learn to accept and express their fears and concerns, managing these positively
* Identify what they are looking forward to in Year 5
* Identify the changes they would like to make in Year and describe how they can go about this
 |

**Medium Term Overview – Year 5**

|  |  |  |
| --- | --- | --- |
| **Term**  | **Topic** | **In this unit of work, pupils will learn to:** |
| **Autumn 1** | **Being me in my World** | * Face new challenges positively and know how to set personal goals
* Use their Jigsaw Journal
* Understand what they valve most about their school and can identify their hopes for this school year
* Understand my rights and responsibilities as a British citizen
* Empathise with people in this country whose lives are different to my own
* Understand my rights and responsibilities as a British Citizen and a member of my school
* Make choices about my own behaviour because they understand how rewards and consequences feel
* Understand that their actions affect themselves and others
* Understand how an individual’s behaviour can impact on a group
* Contribute to the group and understand how we can function best as a whole
* Understand how democracy and having a voice benefits the school community and know how to participate in this
* Understand why the school community benefits from a learning charter and can help others to follow it
 |
| **Autumn 2** | **Celebrating Difference**  | * Understand that cultural differences sometimes cause conflict
* Be aware of their own culture
* Understand what racism is
* Be aware of their own attitude towards people from different races
* Understand how rumour spreading and name calling can be bullying behaviours
* Explain a range of strategies in managing their feelings in bullying situations and for problem – solving when they are part of one
* Explain the difference between direct and indirect types of bullying
* Encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
* Compare their life with people in the developing world
* Appreciate the value of happiness regardless of material wealth
* Enjoy the experience of culture other than their own
* Respect their own and other people’s cultures
 |
| **Spring 1**  | **Dreams and Goals**  | * Understand that they will need money to help them achieve some of their dreams
* Identify what they would like their life to look like when they are growing up
* Understand about a range of jobs carried out by people I know and have explored how much people earn in different jobs
* Appreciate that contributions made by people in different jobs
* Identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it
* Appreciate the opportunities that learning, and education are giving them and understand how this will help me to build their future
* Describe the dreams and goals of young people in a culture different to theirs
* Reflect on how these relate to their own culture
* Understand that communicating with someone in a different culture means we can learn from each other and they can identify a range of ways that they could support each other
* Appreciate the similarities and differences in aspirations between themselves and young people in a different culture
* Encourage their peers to support young people here and aboard to meet their aspirations and suggest ways we might do this e.g. through sponsorship
* Understand why they are motivated to make a positive contribution to supporting others
 |
| **Spring 2**  | **Healthy Me**  | * Understand the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart
* Make an informed decision about whether or not they choose to smoke and know how to resist pressure
* Understand the risks with misusing alcohol, including anti – social behaviour and how it affects the liver and heart
* Make an informed decision about whether or not they choose to drink alcohol and know how to resist pressure
* Put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
* Keep themselves calm in emergencies
* Understand how the media and celebrity culture promotes certain body types
* Reflect on their own body image and know how important it is that this is positive, and they accept and respect themselves for who they are
* Describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures
* Respect and value their body
* Understand that a person’s body belongs to them and the difference between appropriate & inappropriate or unsafe physical & other contact
* Understand a healthy lifestyle including eating and the choices they need to make to be healthy and happy
* Learn how to seek support (including recognising triggers for seeking support) whom they should speak to if they are worried about their own or someone else’s mental well-being.
* Understand that it is common for people to experience mental ill health and that with the right support problems can be resolved.
* How to be a discerning consumer of information, including that from search engines
* Learn about safe and unsafe sun exposure
* Importance of sufficient good quality sleep
* Understand facts and science relating to allergies, immunisation & vaccination
* Motivate themselves to keep happy and healthy
 |
| **Summer 1** | **Relationships**  | * Have an accurate picture of who they are as a person in terms of their characteristics and personal qualities
* Keep building their own self – esteem
* Recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends
* Stand up for themselves and how to negotiate and compromise
* Understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean
* Understand that relationships are personal and there is no need to feel pressured into having a boyfriend / girlfriend
* Recognise the feeling of jealousy, where it comes from and how to manage it
* Understand how to stay safe when using technology to communicate with their friends
* Recognise and resist pressures to use technology to communicate with my friends
* Recognise and resist pressures to use technology in ways that may be risky or may cause harm to others
* Explain how to stay safe when using technology to communicate with my friends
 |
| **Summer 2**  | **Changing Me**  | * Be aware of their own self – image and how their own body image fits into that
* Develop their own self – esteem
* Explain how girl’s body changes during puberty and understand the importance of looking after themselves physically and emotionally
* Understand that puberty is a natural process that happens to everybody and that it will be ok for them
* Describe how boy’s and girl’s bodies change during puberty
* Express how they feel about the changes that will happen to them during puberty
* Understand that sexual intercourse can lead to conception and that is how babies are made
* Understand that sometimes people need IVF to help them have a baby
* Appreciate how amazing it is that human bodies can reproduce in these ways
* Identify what they are looking forward to about becoming a teenager and understand that brings growing responsibilities (age of consent)
* Be confident that they can cope with the changes that growing up can bring
* Identify what I am looking forward to when they are in Year 6
* Think about changes they will make when they enter Year 6 and know how to go about this
 |

**Medium Term Overview – Year 6**

|  |  |  |
| --- | --- | --- |
| **Term**  | **Topic** | **In this unit of work, pupils will learn to:** |
| **Autumn 1** | **Being me in my World** | * Identify their goals for this year, understand their fears and worries about the future and know how to express them
* Feel valued and welcome and know how to make others feel the same
* Understand there are universal rights for all children but for many children these rights are not met
* Understand their own wants and needs and can compare these with children in different communities
* Understand that my actions affect other people locally and globally
* Make choices about their own behaviour because they understand how rewards and consequences feel and they understand how these relate to their rights and responsibilities
* Understand that their actions affect themselves and others; they care about other people’s feelings and try to empathise with them
* Understand how an individual’s behaviour can impact on a group
* Contribute to the group and understand how we can function best as a whole
* Understand how democracy and having a voice benefits the school community
* Understand why our school community benefits from a learning charter and how they can help to follow it by modelling it themselves
 |
| **Autumn 2** | **Celebrating Difference**  | * Understand there are different perceptions about what normal means
* Empathise with people who are living with disabilities
* Understand how having a disability could affect someone’s life
* Be aware of their attitude towards people with disabilities
* Explain some of the ways in which one person or a group can have power over another
* Know how it feels to be excluded or treated badly by being different in some way
* Understand some of the reasons why people use bullying behaviours
* Understand a range of strategies in managing their feelings in bullying situations and for problem solving when they are part of one
* Give examples of people with disabilities who lead amazing lives
* Appreciate people for who they are
* Explain ways in which difference can be a source of conflict and cause for celebration
* Show empathy with people in either situation
 |
| **Spring 1**  | **Dreams and Goals**  | * Know their learning strengths and can set challenging but realistic goals for themselves (e.g. one in – school goal and one out -of – school goal)
* Understand why it is important to stretch the boundaries of their current learning
* Work out the learning steps they need to take to reach their goal and understand how to motivate myself to work on these
* Set success criteria so that they will know whether I have reached their goal
* Identify problems in the world that concern them and talk to other people about them
* Recognise the emotions I experience when they consider people in the world who are suffering or living in difficult situations
* Learn to work with other people to help make the world a better place
* Empathise with people who are suffering or who are living in difficult situations
* To describe some ways in which I can work with other people to help make the world a better place
* Describe some ways in which I can work with other people to help make the world a better place and identify why they are motivated to do this
* That some people in their class like or admire about them and can accept their praise
* Give praise and compliments to other people when I recognise their contributions and achievements
 |
| **Spring 2**  | **Healthy Me**  | * Know the impact of food on the body e.g. creating energy, giving comfort and altering mood
* Be motivated to give their bodies the best combination of food for my physical and emotional health
* About different types of drugs and their uses and their effects on the body particularly the liver and heart
* Be motivated to find ways to be happy and cope with life’s situations without using drugs
* Evaluate when alcohol is being used responsibly, anti-socially or being misused
* To say how they feel about using alcohol when they are older and reasons for this
* Put into practice basic first aid procedures (e.g. the recovery position) and know how to get help in emergency situations
* Keep themselves safe to avoid emergencies and also how to deal with emergencies if they happen
* Understand what it means to be emotionally well and can explore people’s attitudes towards mental health / illness
* Help themselves to feel emotionally well and can recognise when they need help with this
* Understand the risks associated with an inactive lifestyle, how & when to seek support including which adults to speak to if they are worried about their health.
* Understand isolation and loneliness can affect children & that it is very important for children to discuss their feelings with an adult and seek support
* Learn how to seek support (including recognising triggers for seeking support) whom they should speak to if they are worried about their own or someone else’s mental well-being.
* Understand that it is common for people to experience mental ill health and that with the right support problems can be resolved.
* Recognise when I feel stressed and the triggers that cause this and they understand how stress can cause alcohol misuse
* Use different strategies to manage stress and pressure
 |
| **Summer 1** | **Relationships**  | * Identify the most significant people to be in their life so far
* Understand that marriage & civil partnership represents a formal & legally recognised commitment of 2 people to each other which is intended to be lifelong
* Understand how it feels to have people in my life that are special to them
* Understand the feelings that they can have when someone dies or leaves
* Use some strategies to manage feelings associated with loss and can help other people to do so
* Understand that there are different stages of grief and that there are different types of loss that cause people to grieve
* Recognise when they are feeling those emotions and have strategies to manage them
* Recognise when people are trying to gain power or control
* Demonstrate ways they can stand up for themselves and their friends in situations where others are trying to gain power or control
* Understand how technology can be used to try and gain power or control and they can use strategies to prevent this from happening
* Take responsibility for their own safety and well – being
* Use technology positively and safely to communicate with my friends and family
* Take responsibility for my own safety and well – being
 |
| **Summer 2**  | **Changing Me**  | * Be aware of their own self – image and how their body image fits into that
* Develop their own self – esteem
* Explain how girls and boy’s bodies change during puberty and understand the importance of looking after themselves physically and emotionally
* Express how they feel about the changes that will happen to them during puberty
* Ask the questions they need answered about changes during puberty
* Reflect on how they feel about asking the questions and about the answers they receive
* Describe how a baby develops from conception through the nine months of pregnancy, and how it is born
* Recognise how they feel when they reflect on the development and birth of a baby
* Understand how being physically attracted to someone changes the nature of the relationship
* Express how they feel about the growing independence of becoming a teenager and am confident that I can cope with this
* Identify what they are looking forward to and what worries them about secondary school
* Prepare themselves emotionally for starting secondary school
 |