



IPSWICH HIGH SCHOOL

WOOLVERSTONE HALL | ESTABLISHED 1878

## Effective Scheme of Work

1. Aim to reduce in school variation (John Hattie 2011, 2018) and enable a consistent approach to be adopted by the school community.
2. Rationale linked to school's vision. A scheme of work (SOW) should also be seen as a vehicle that delivers the vision and ethos of a department or school.
3. Is never a completed document.
4. Cover literacy, numeracy, SIP, SMSC, British Values (BV) and the school's core values
5. Include success criteria outlining what progress looks like e.g., learning objectives met.
6. Well-designed medium-term plans equate to successful and cohesive curriculum.
7. Exam specifications are not a SOW. Exams are simply the method of assessment by which students' knowledge and understanding of the content of a course. Exam Boards must be acknowledged in SOW.
8. An excellent scheme of work doesn't just focus on content, it is rooted in pedagogy too.
9. SOW should include guidance on effective and alternative teaching strategies and ensure that the full range of students' needs are met e.g., G&T, SEN, EAL though HQT and deployed learning support where appropriate.
10. Include a range of guidance about potential approaches, activities, and resources.
11. Regularly discussed and reviewed by the teachers who are delivering the scheme.
12. No lesson plan or SOW exists only – or means anything – on paper. It is how it is delivered in the classroom that counts. In practice, new ideas and suggestions will naturally flow from the teaching of it.
13. Over time, additions and tweaks should be made to a SOW. Furthermore, although a SOW must have suitable content coverage from the relevant specification and prepare students for whatever terminal assessment will follow at the end of a course, the focus should always be on developing and nurturing pupils' understanding and skill development enabling them to progress and realise the vision the school has for them rather than simply covering content.
14. **A SOW should support a department's vision.** A SOW should be much more than a route map through a unit of work or a collection of lesson plans.
15. It is a working, living document that continues to promote discussion and sharing of ideas.



# **Scheme of Work for PSHE/RSE Prep School Curriculum**

**2023/2024**



### **Ipswich High School Vision:**

In line with the school's vision the PSHE department will prepare our pupils to thrive in the 21<sup>st</sup> Century by using their talents to improve the lives of others and through doing so, make their own mark on the world.

All our pupils to leave IHS:

**Inspired** – To have discovered and become the very best versions of themselves and to play an empowering part in our local and wider communities.

**Happy** – With who they are now and feeling equipped for the world they are growing up into.

**Successful** – Having achieved outcomes which would have been impossible in any other school. To have gone beyond what they previously thought was possible.

### **INTENT of PSHE**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

The curriculum is designed to provide a holistic 'curriculum for life' to boost attainment and life chances and prepare pupils for life and work in a rapidly changing world full of opportunities but with few guarantees. The objective is to empower and provide pupils with skills, knowledge and the confidence to stay safe both online and offline, improve their physical and emotional/mental health and develop the character, resilience and skills they need to succeed academically, in the workplace and general life.

The focus throughout, is to adhere to the ethos which underpins everything we do at Ipswich High School; 'providing an exceptional education and experience for every individual.'



Within PSHE, alongside all other departments at Ipswich High School, we aim to provide each pupil with the skills, knowledge, and understanding to enable them to become happy, successful, and caring members of society.

### **Department Rationale:**

Personal, Social, Health and Economic (PSHE) education is a school subject through which pupils develop the knowledge, skills, and attributes they need to manage their lives, now and in the future. PSHE sits comfortably within the Ipswich High School aims to provide pupils with the skills, knowledge and understanding to become a happy, successful, and caring member of society. Including build each student's appreciation of SMSC (spiritual, moral, social, and cultural) education and also ensuring that there are links to our commitment to building highly literate and numerate individuals.

It is a planned programme of learning which helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. When taught well, PSHE education also helps pupils to achieve their academic potential.

Our PSHE programme aims to provide a holistic 'curriculum for life' to boost attainment and life chances. The objective is to empower and provide pupils with skills, knowledge, and the confidence to stay safe both online and offline, improve their physical and emotional/mental health and develop the character, resilience, and skills they need to succeed academically, in the workplace and general life. Ultimately this will enable all students to be an active part of their communities, It will allow them to build the commitment, passion and global outlook to thrive now and in their futures.

To achieve these aims and objectives, teaching will be focused on three core themes within which there will be broad overlap and flexibility:

1. Health and wellbeing
2. Relationships
3. Living in the Wider World

Our ethos is to put the happiness and success of each pupil at the heart of everything we do in an inclusive and stimulating school community. We value the individual, providing opportunities for growth and nurturing interests, encouraging every pupil to be bold and to be themselves. PSHE teachings underpins the five core values the school wants to instil in our pupils to love learning, be committed, be caring, be ambitious and act sustainably.



PSHE supports the school aims to:

- Recognise and value the individuality of each pupil
- Provide opportunities for each individual to develop their potential within a supportive, happy community
- Promote an enthusiasm for learning which will last throughout life
- Foster a sense of responsibility for others and respect for their needs and values
- Encourage self-confidence, integrity and self-discipline
- Provide a broad, balanced curriculum and a wide range of extra-curricular activities which promote the academic, moral, aesthetic, physical and social development of every pupil
- Promote adaptability, problem-solving and communication skills to enable our pupils to function well, either as individuals or as team members

### **Inclusion, Equality and Diversity:**

At Ipswich High School we promote We promote the needs and interests of all pupils, irrespective of gender, culture, ability, or personal circumstance. We also respect the right of our students, their families, and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of RSE and Health Education. Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as a second language to ensure that all can fully access PSHE education provision. We will ensure that pupils with SEND receive access to PSHE through liaising with the SENCO on individual pupils' specific needs.

We will use PSHE education as a way to address diversity issues and to ensure equality for all by delivering lessons on these topics as part of the Jigsaw program which promote diversity and inclusion to consider all pupils' needs.

The RSE policy should be read separately and includes information on parents' /carers' right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education. There is no right to withdraw from PSHE lessons as a whole.



## **IMPLEMENTATION**

PSHE in the Prep School is delivered by the class teachers. This enables clear ground rules to be established to ensure a safe learning environment. One timetabled lesson is allocated every week for all the Year groups.

At the Prep School, we follow the Jigsaw Programme (Ages 3- 11), the mindful approach to PSHE, and tailor it to our students' needs. It is a programme which offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our students' learning in this vital curriculum area.

The Jigsaw's spiral curriculum covers:

- all the outcomes in the DfE statutory Relationships, Sex and Health Education guidance (England 2019)
- all the outcomes in the PSHE Association Programmes of Study (2020) all set within an inclusive, comprehensive and holistic whole-school PSHE Programme.

Further to this, Jigsaw has a strong safeguarding thread running throughout and a clear focus on positive mental health and respect for self. The mindfulness practice is a key aspect of this.

There are 6 half-term units (Puzzles) in each year group from ages 3 to 11 years. The Puzzles are sequenced and developmental from the beginning to the end of the school year:

Puzzle 1: Being Me in My World (orange)

Puzzle 2: Celebrating Difference (pink)

Puzzle 3: Dreams and Goals (purple)

Puzzle 4: Healthy Me (blue)

Puzzle 5: Relationships (green)

Puzzle 6: Changing Me (red in jigsaw, yellow here in this document)



A summary of the subject content in each Puzzle (unit) is made available on the school Firefly page.

### **Relationship and Sex Education (RSE):**

As required by the DfE, a separate policy is available for RSE. This is available to view on the Ipswich High School website.

The DfE Guidance 2019 integrates Relationships and Sex Education at secondary school level.

The Jigsaw PSHE Programme makes it possible for us to identify which lessons specifically address these aspects of learning, thereby making it straightforward for us to communicate this to parents/carers in relation to their right to request to withdraw their children from Sex Education.

### **Learning Environment:**

A set of ground rules is established by the teacher with input from pupils at the beginning of every year's teaching and reinforced during every lesson to help create and maintain a safe learning environment. We expect student engagement and take an inclusive and mature approach to the subject, but pupils will never be forced to contribute or participate if they feel uncomfortable with a specific topic. We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers need to know their students as well as possible and be vigilant to signs of anyone needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

### **Safeguarding:**

Teachers and other professionals will be required to exercise professional judgement if pupils raise explicit issues that are not appropriate to the level of the maturity of the rest of the class. In such cases, they should not discuss these issues with the whole class. It may be appropriate to respond individually to the pupil's question outside the class. Teachers cannot promise confidentiality but can tell pupils where to seek confidential advice. The school acknowledges its duty to promote the safety and wellbeing of our pupils. In cases where the teacher has reason to believe that a pupil is in distress or in danger the teacher should, in the first instance, consult the Designated Safeguarding Lead (DSL) in accordance with the School's Safeguarding and Child Protection Policy.



### **Quality Assurance:**

- Learning walks
- Book Looks
- Pupil Perception ('Books and Biscuits')
- Feedback, marking and assessment

There will be no specific homework, however, students may be encouraged to discuss issues addressed within their lessons at home/those they live with.

This policy will also be reviewed by the Prep Head of PSHE on a yearly basis.

### **Scheme of Work:**

#### **Prep School Approach**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. This SOW directly links to the Jigsaw website where all the specific resources needed for these lessons can be found. It is at individual teacher's discretion about how they adapt these resources, lessons plans and PowerPoints to suit the needs of their classes/their own individual teaching styles.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society





<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Being Me in My World Puzzle – Autumn 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Objectives are in bold</b>	<p>Know they have a right to learn and play, safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p>	<p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of</p>	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p>	<p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p>	<p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know how groups work together to reach a consensus</p>	<p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider</p>	<p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p>



	<p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p>	<p>a member of a class</p>	<p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p>	<p>Know that others may hold different views</p> <p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p>	<p>Know that having a voice and democracy benefits the school community</p> <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know that their own actions affect themselves and others</p>	<p>community and their country</p> <p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>
Social and Emotional Skills	<p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p>	<p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p>	<p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p>	<p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group</p>	<p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have</p>	<p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p>



	<p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	<p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>Be able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p>	<p>Be able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p>discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p>	<p>on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued</p>
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## Celebrating Difference Puzzle – Autumn 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Objectives are in bold</b>	<p>Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know what being proud means and that people can be</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and</p>	<p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p> <p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p>	<p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know what to do if they think bullying is</p>	<p>Know external forms of support in regard to bullying e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know that rumour-spreading is a form of bullying online and offline</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that people can hold power over others individually or in a group</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that difference can be a source of celebration as well as conflict</p> <p>Know that being different could affect someone's life</p> <p>Know why some people choose to bully others</p>



	<p>proud of different things</p> <p>Know that people can be good at different things</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p>		wrong and the role that choice has to play in this		<p>or might be taking place</p> <p>Know that first impressions can change</p>		Know that people with disabilities can lead amazing lives
Social and Emotio	Recognise emotions when they or	Identify what is bullying and what isn't	Explain how being bullied can make someone feel	Use the 'Solve it together' technique to calm	Be comfortable with the way they look	Appreciate the value of happiness	Empathise with people who are different and be



Personal Skills	someone else is upset, frightened or angry	Understand how being bullied might feel	Know how to stand up for themselves when they need to	and resolve conflicts with friends and family	Try to accept people for who they are	regardless of material wealth	aware of my own feelings towards them
	Identify and use skills to make a friend	Recognise ways in which they are the same as their friends and ways they are different	Understand that everyone's differences make them special and unique	Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary	Be non-judgemental about others who are different	Identify their own culture and different cultures within their class community	Identify feelings associated with being excluded
	Identify some ways they can be different and the same as others	Know ways to help a person who is being bullied	Understand that boys and girls can be similar in lots of ways and that is OK	Be able to show appreciation for their families, parents and carers	Identify influences that have made them think or feel positively/negatively about a situation	Identify their own attitudes about people from different faith and cultural backgrounds	Be able to recognise when someone is exerting power negatively in a relationship
	Identify and use skills to stand up for themselves	Identify emotions associated with making a new friend	Understand that boys and girls can be different in lots of ways and that is OK	Empathise with people who are bullied	Identify feelings that a bystander might feel in a bullying situation	Develop respect for cultures different from their own	Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
	Identify feelings associated with being proud	Verbalise some of the attributes that make them unique and special	Can choose to be kind to someone who is being bullied	Employ skills to support someone who is bullied	Identify reasons why a bystander might join in with bullying	Identify a range of strategies for managing their own feelings in bullying situations	Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
	Identify things they are good at		Recognise that they shouldn't judge people because they are different	Be able to recognise, accept and give compliments	Revisit the 'Solve it together' technique to practise conflict and bullying scenarios	Identify some strategies to encourage children who use bullying behaviours to make other choices	Identify different feelings of the bully, bullied and bystanders in a bullying scenario
	Be able to vocalise success for themselves			Recognise feelings associated with receiving a compliment		Be able to support children who are being bullied	



	<p>and about others successes</p> <p>Recognise similarities and differences between their family and other families.</p>				<p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>		<p>Appreciate people for who they are</p> <p>Show empathy</p>
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## Dreams and Goals Puzzle – Spring 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Objectives are in bold</b>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p>	<p>Know that they are responsible for their own learning</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know what dreams and ambitions are important to them</p>	<p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know about a range of jobs that are carried out by people I know</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that they will need money to help</p>	<p>Know their own learning strengths</p> <p>Know what their classmates like and admire about them</p> <p>Know a variety of problems that the world is facing</p> <p>Know some ways in which they could work with others to make the world a better place</p>



	<p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p>	<p>Know how to share success with other people</p>	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know how they can best overcome learning challenges</p> <p>Know what their own strengths are as a learner</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to work out the steps they need to take to achieve a goal</p>	<p>them to achieve some of their dreams</p> <p>Know that different jobs pay more money than others</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know how to set realistic and challenging goals</p>
<b>Social and Emotional Skills</b>	<p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p>	<p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with</p>	<p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they</p>	<p>Have a positive attitude</p> <p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p>





	<p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>achieve their dream/ambition</p> <p>Recognise other people's achievements in overcoming difficulties</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Can identify a time when they have felt disappointed</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Help others to cope with disappointment</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Appreciate the opportunities learning and education can give them</p>	<p>Empathise with people who are suffering or living in difficult situations</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p>
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## Healthy Me Puzzle – Spring 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Objectives are in bold</b>	<p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to exercise to keep healthy</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p>	<p>Know how exercise affects their bodies</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p> <p>Know why their hearts and lungs are such important organs</p>	<p>Know that there are leaders and followers in groups</p> <p>Know the facts about smoking and its effects on health</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p> <p>Know how different friendship groups are formed and</p>	<p>Know basic emergency procedures, including the recovery position</p> <p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p>	<p>Know how to take responsibility for their own health</p> <p>Know what it means to be emotionally well</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause</p>



	<p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p>	<p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p> <p>Know about people who can keep them safe</p>		<p>Know a range of strategies to keep themselves safe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>how they fit into them</p> <p>Know which friends they value most</p> <p>Know that they can take on different roles according to the situation</p> <p>Know some of the reasons some people start to smoke</p> <p>Know some of the reasons some people drink alcohol</p>	<p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know what makes a healthy lifestyle</p>	<p>drug and alcohol misuse</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p>
<b>Social and Emotional skills</b>	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p>	<p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p>	<p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p>	<p>Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p>	<p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p>



	<p>Can explain what to do if a stranger approaches them</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p>	<p>Recognise when they feel frightened and know how to ask for help</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p>	<p>Identify when a feeling is weak and when a feeling is strong</p> <p>Express how it feels to share healthy food with their friends</p>	<p>Can express how being anxious or scared feels</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p>	<p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p>	<p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness</p>
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## Relationships Puzzle – Summer 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Know what a family is</p> <p>Know that different people in a family have different</p>	<p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p>	<p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that loss is a normal part of relationships</p>	<p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of</p>



	<p>responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why</p>	<p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p>	<p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together</p>	<p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know that negative feelings are a normal part of loss</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that memories can support us when we lose a special person or animal</p>	<p>responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p> <p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p>	<p>their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
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	others get angry		problem-solving methods				
<b>Social and Emotional Skills</b>	<p>Can identify what jobs they do in their family and those carried out by parents/care rs and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can use different ways to mend a friendship</p> <p>Can recognise what being angry feels like</p> <p>Can use Calm Me when angry or</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p> <p>Can show skills of friendship</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together)</p>	<p>Can identify the responsibilities they have within their family</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job or are less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can use Solve it together in a conflict scenario and find a win-win outcome</p> <p>Can identify similarities in</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship</p>	<p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online/social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p>



	upset		<p>to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	changes including how to negotiate	managing unhelpful pressures online or in social networks	Can take responsibility for their own safety and well-being
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## Changing Me Puzzle – Summer 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Objectives in bold</b>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that</p>	<p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p>	<p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of</p>



	<p>talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p>	<p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p>Know some of the changes on the inside that happen during puberty</p> <p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>	<p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>	<p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p> <p>Know what perception means and that perceptions can be right or wrong</p>	<p>pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p>
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Social and Emotional Skills	Year 7							Year 8						
	Autumn		Spring		Summer			Autumn		Spring		Summer		
	Recognise that changing class can elicit happy and/or sad emotions	Understand and accept that change is a natural part of getting older	Can say who they would go to for help if worried or scared	Can express how they feel about puberty	Can appreciate their own uniqueness and that of others	Can celebrate what they like about their own and others' self-image and body image	Recognise ways they can develop their own self-esteem							
	Can say how they feel about changing class/ growing up	Can suggest ways to manage change, e.g. moving to a new class	Can say what types of touch they find comfortable/uncomfortable	Can say who they can talk to about puberty if they have any worries	Can express any concerns they have about puberty	Can suggest ways to boost self-esteem of self and others	Can express how they feel about the changes that will happen to them during puberty							
	Can identify how they have changed from a baby	Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)	Be able to confidently ask someone to stop if they are being hurt or frightened	Can suggest ways to help them manage feelings during changes they are more anxious about	Have strategies for managing the emotions relating to change	Recognise that puberty is a natural process that happens to everybody and that it will be OK for them	Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to							
	Can say what might change for them they get older	Can express why they enjoy learning	Can appreciate that changes will happen and that some can be controlled and others not	Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry	Can express how they feel about having children when they are grown up	Can ask questions about puberty to seek clarification	Recognise how they feel when they reflect on the development and birth of a baby							
	Can identify positive memories from the past year in school/home		Be able to express how they feel about changes	Can express how they feel about babies	Can say who they can talk to about puberty if they are worried	Can express how they feel about having a romantic relationship when they are an adult	Can celebrate what they like about their own and others' self-image and body image							
			Show appreciation for people who are older	Can describe the emotions that a new baby can bring to a family	Can apply the circle of change model to themselves to have strategies for managing change	Can express how they feel about having children when they are an adult	Use strategies to prepare themselves emotionally for the							
			Can recognise the independence and responsibilities they have now	Can identify changes they are		Can express how they feel about								



			<p>compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year</p>	<p>looking forward to in the next year</p>		<p>becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>	<p>transition (changes) to secondary school</p>
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## IMPACT

### Assessment

Teachers and pupils both need to know what has been learned, and how learning and understanding has progressed. Whilst we agree that much significant learning happens without the need for writing it down, we also believe it is important to value the learning journey of each student. This can be shown through students continually developing their appreciation of the wider world and their place within it. At Key Stage 1 & 2 we use level descriptors such as embedding, embedding plus, achieving and mastery to report children's development of knowledge, understanding, skills, values and attitudes based on clear expectations of what the pupils will know, understand and be able to do at the end of each key Stage.



	Overview with attainment descriptors					
	Being Me In My World	Celebrating Differences	Dreams And Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	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
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter  I can explain why my class is a happy and safe place to learn.	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone  I can tell you some ways that I am different and similar to other people in my class, and why this	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  I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	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  I can explain why I have special relationships with some people and how these relationships help me feel safe and	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition  I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give



	I can give different examples where I or others make my class happy and safe.	<p>makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	I can give examples of when being healthy can help me feel happy.	<p>good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>
<b>Ages 6-7</b>	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing Food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p>



	I can compare my own and my friends' choices and can express why some choices are better than others.	because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how it felt to be part of a group and can identify a range of feelings about group work.	to make healthy and safe choices.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things	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	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices  I can identify things, people and places	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	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition  I can explain how boys' and girls' bodies change on the inside/outside during the growing up



	<p>from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>hurtful Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>processes Managing Feelings Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
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Overview with attainment descriptors						
<b>Ages 8-9</b>	<p>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 behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jealousy Loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my</p>





	can help me and others feel valued.	about it if I'm not sure.  I can explain why it is good to accept myself and others for who we are.				feelings when changes happen.
<b>Ages 9-10</b>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the</p>	<p>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</p> <p>I can explain the differences between direct and indirect types of bullying and can offer</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and</p>	<p>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 SMARRT internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with</p>	<p>Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also</p>





	<p>wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>		<p>how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
<b>Ages 10-11</b>	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p> <p>I can explain when substances including alcohol</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p> <p>I can identify when</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>



	<p>social behavior Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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### **Assessment Schedule:**

Students will receive an 'attitude to learning' grade during the regular Ipswich High School reporting schedule. This will be formally shared with students and parents.

### **Types of assessment to include:**

- Verbal teacher feedback
- Self-Assessment (SA)



Scheme of Work Devised by	Mrs Forouhar	Prep Head of Department	September 2022
Revised by	Mrs Forouhar	Prep Head of Department	February 2024