



PSHE Focus:

Being Me In My World

Year 1

Autumn Term 1

### What? (Knowledge)

Know how to use my PSHE log and reflect upon my learning.

Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.

Know how to give suggestions

How can Jigsaw Jack feel safe?  
What advice can we give him?

How to make someone feel safe and welcome.

Suggest a range of ways to keep someone safe and how to make them feel safe;

understand the rights and responsibilities of being a member of my class

Work toward completing class charter.  
How can the choices be justified? What is my role within this?

understand the rights and responsibilities of being a member of my class

Link to RRSa and whole school approach.  
Children to discuss and record what a right is and link to their own rights. Partner these with their responsibilities. Why is it important?

know my views are valued and can contribute to the Learning Charter

Be able to know what makes me feel proud and why. How did I achieve that? How do I feel? Be able to tell others why you are proud of them? Understand how the correct choices can make me feel proud.

recognise the choices I make and understand the consequences

Understand and discuss how the choices we make effect the consequences we receive.

### What? Vocabulary

#### Spelling

#### Definition/Sentence

Safe

To be protected from harm or danger.

Special

Belonging to a particular place or person.

Calm

Not to show strong emotions or feelings.

Belonging

To be in a particular place or with someone

Rights

A legal, social or ethical need of a person.

Responsibility

Doing something that is required.

Learning Charter

A learning contract.

Rewards

Something given for doing well.

Proud

Being pleased with own achievement.

Consequence

A result of something that has been done.

Disappointed

When expectations are not met.

Illustration

A picture or drawing.

### Diagrams, Images and Symbols

Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt

### Possible Experiences

Sharing own experiences. With the class.

Recording these as a picture / reflection in PSHE log.



## PSHE Focus:

## Celebrating Differences

## Year 1

## Autumn Term 2

## What? (Knowledge)

## Learning Skills to Develop

Notice how I am the same to other people in my class.	Know that being similar is being the same as someone else. Know that can be similar to others. What does it mean to be similar? How are we all similar? How are we similar? Know that it is ok to be similar. Be able to point out how I am similar and explain this.
Notice how I am different to other people in my class.	Know that being different is ok and that being different makes us all unique. Know that although we are similar we are also different. Know that is totally acceptable. Know that we should accept, by understanding, people's differences. How do we accept the differences of others? Know that we Owe still have the right to be included if we are different.
Understand how being bullied feels.	Link this to STOP (several times on purpose). Know that bullying is STOP and be able to give examples that support this. Know that anyone can be a bully and there are different forms. Know that a bully can come in many forms and how they bully will be in many different ways. Understand why would someone bully someone else?
Know how to help those who are bullied and what I need to do.	Know that to help I can tell an adult or someone I trust. Know that I can offer help and support by being a good friend. To know and explain how I would feel if it was me being bullied. I know that people might be frightened to ask for help.
Understand how it feels to make new friends.	I can say who my friends are and why. I can explain their qualities. I can explain how I am a good friend and why this is important. What makes a good friend? Can you give an example of when you were a good friend or someone was a good friend to you?
Understand how our differences make us unique.	I can think of words that describe my friend and I can justify these. (Literacy Link). I can explain why is it important to know how we are the same and different to each other? I can say what makes unique that makes me different? What makes my friend unique?

## What? Vocabulary

Spelling	Definition/Sentence
Similar / similarity	Having the same characteristics.
Difference	Liking or having characteristics that are not the same.
Bullying	Repeatedly causing harm / distress to others.
Bully	A person who repeatedly causes harm or distress.
Unfair	Not treated / having the same as others.
Deliberate	Doing something that is planned and thought out.
Included	To involve everyone.
Qualities	An important feature of someone / something.
Friend	A person you like spending time with.
Special	Something that is better than the usual.
Unique	One of a kind.
Celebration	A social gathering or an enjoyable activity.

## Diagrams, Images and Symbols

Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt.

Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.

## Possible Experiences

Complete Gingerbread Man / person outline that reflects / shows the persons differences.

Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.



PSHE Focus:

Being Me In My World

Year 2

Autumn Term 1

**What? (Knowledge)****Learning Skills to Develop**

Know how to use my PSHE log and reflect upon my learning.	Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.
I can recognise when I feel worried and who to ask for help.	Being worried is when you are frightened or unsure about something new. Asking for help is when I know I can ask an adult or a friend to help me. What are you worried about? Who would you go to for help?
Know my rights and responsibilities of being a class member	I know that a right is something that I am entitled to and that people should make sure that I am exposed to that right. I know that a responsibility is something that is expected. What are some of your rights? What are some of your responsibilities.
Know how to make class a safe and fair place.	Know what choices and behaviours result in a reward and what the reward is. Know how I and others feel when this happens. How are you rewarded in school? Know that a reward happens when I make the right choice.
Know how to make my class a safe and fair place.	Know what choices and behaviours result in a consequence. Consequences occur when we make the wrong choices. What consequences do we have in school for making the wrong choices?
Work cooperatively	Know that a learning charter is a class agreement. Know that I have a responsibility to contribute ideas and follow

**What? Vocabulary**

Spelling	Definition/Sentence
Worries	Feeling anxious / having a fear.
Hopes	Wanting something to happen.
Fears	Something we worry about / are scared of.
Belonging	To be in a particular place or with someone
Rights	A legal, social or ethical need of a person.
Responsibility	Doing something that is required.
Learning Charter	A learning contract.
Rewards	Something given for doing well.
Proud	Being pleased with own achievement.
Consequence	The result of something happening.
Positive	Something really good.
Negative	Something not so good.
Choice	Something we choose to do.
Praise	Approval of doing something well.
Actions	Something that we do.
Co-operate	Working together.

**Diagrams, Images and Symbols**

Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt

To recognise the choices that I make.

Understand that the choices I make are my responsibility and no body else's.  
To know the difference between rewards and consequences and the effect that they will have on me.

**Possible Experiences**

Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.



PSHE Focus:		Celebrating Differences	Year 2	Autumn Term 2
What? (Knowledge)			What? Vocabulary	
Learning Skills to Develop			Spelling	Definition/Sentence
Compare boys and girls to understand how they are similar.	I know that boys and girls can be similar because we are human, we go to school, we talk etc I know that sometimes boys and girls like the same things such as football and beavers. What do boys like? What do girls like? Is it fair to assume that girls like pink and boys like blue? I know that I can agree and disagree with statements about boys and girls and justify my		Similar / similarity	Having the same characteristics.
Understand how boys and girls are different and accept that this is ok.	Continuation from last week. What have you / they noticed over the week? I know that boys and girls are different and how this can be looked at through toys, games and hobbies. I know that a stereotypical view is a widely held view, not always true. I know that it is ok for boys and girls to like the same things. How do you think the characters in Bill's New Frock / Boy In The dress feel? Can I share		Boys / Girls	Male / Female
			Assumption	Something that is certain, without proof.
Explain why people bully others and how people who are bullied feel.	I can say why I think people might bully other people (feeling frightened, being bullied themselves, feeling insecure etc). I can explain what bullying is (Link to STOP— several times on purpose). Is bullying the same as teasing— explain? I know who I can talk to if I am being bullied. There are adults who I can		Stereotype	A held belief about someone or something
			Shield	Personal armour to provide protection.
Know how to make the class a safe and fair place with rewards and consequences.	I know that belonging means that I am part of a group. I know there are lots of groups that I belong (family, friends, school, groups etc). I know that to make others feel welcome, we include them. How can we make others feel like they belong? I know how I can be rewarded by getting praise. I know that if others		Bully	Someone who harms someone else several times.
			On purpose	Doing something intentionally.. A reason.
Know how it feels to be a friend and have a friend.	I know that it is a good feeling and I feel happy when I have friends and we include each other. I feel happy when I am chosen to do something. I know that sometimes I can feel upset if I am not chosen. Can you explain when someone has been a good friend to you? How does it feel to be a good friend?		Difference	Liking or having characteristics that are not the same.
			Kind / Unkind	Being gentle / caring / nice. Not gentle /caring / nice.
Understand how difference makes us special and unique.	I know that similarities and differences can help us when finding a friend. It is good to have things in common and good to find out about each other. Would it be boring if we were all the same?		Special	Something that is better than the usual.
			Unique	One of a kind.
			Celebration	A social gathering or an enjoyable activity.
			Friend	A person you like spending time with.
			Included	Not left out, asked to join in.
			Value	Something with importance.
			Stand Up For	Speak out / stand up for.
Diagrams, Images and Symbols				
Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt.				
Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.				
Possible Experiences				
Complete trophy template. This can be adapted to suit needs / ideas.				
Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.				



PSHE Focus:

Being Me In My World

Year 3

Autumn Term 1

**What? (Knowledge)****Learning Skills to Develop**

To value myself and know how to make others valued.	Valuing myself is about knowing my worth and my achievements and knowing that I am important. Know that by celebrating others and saying what they do well makes them valued.
To be able to recognise my emotions.	I know that when I am happy I feel good about myself and others. When I am sad I am upset and things don't seem right. When I am, frightened I have a fear of something. I know that I can talk to adults and my friends. I know how these feelings would develop in a school that was a nightmare. I know that bad choices result in consequences.
To know why rules are needed.	I know that by making good choices the place where I am can be a happy one, rather than a sad one. I can explain why we have rules in school and in society and their impact.
To know that my choices bring rewards / consequences.	I know that I have a right to an education and be in a happy place. I know that it is my responsibility to make sure I follow rules. I know that good choices bring rewards and I can explain these. I know that wrong choices bring consequences and I can explain these. I can say which one I prefer.
To work co-operatively in a group.	I know that with some people I have things in common and we like the same things. I know that sometimes I do not like the same as other people, I know that to work cooperatively with others I need to listen to their ideas.
I can follow the learning charter.	I know that a learning charter is a contract and that a contract is something I need to follow.

**What? Vocabulary**

Spelling	Definition/Sentence
Valued	Feeling important / loved.
Achievement	Something done well.
Affirm	To uphold an idea / thought.
Acknowledge	Accept something.
Goal	Someone's ambition.
Emotion	How you feel about something.
Learning Charter	A learning contract.
Feeling	An emotional reaction.
Proud	A feeling of satisfaction as a result of one's achievement.
Nightmare	An unpleasant dream / experience.
Worries	Feeling anxious.
Solution	Solving a problem.
Praise	Approval of doing something well.
Rights	An entitlement.
Responsibilities	Having a duty to do something.

**Diagrams, Images and Symbols**

Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt

**Possible Experiences**

Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.

Complete learning charter that will be used throughout the year.



## PSHE Focus:

## Celebrating Differences

## Year 3

## Autumn Term 2

## What? (Knowledge)

## Learning Skills to Develop

Appreciate my family and the people that care for me. I know what can make a family and understand that all family set ups are different and this is ok. (Be mindful of those whose families maybe different in their structure / separation / bereavement). I know that some families the same / different. I can explain how they are. I know that different people can be connected? I can create a definition of a family? What does your family mean to you?

Know how to stay calm and use the 'solve it together technique'.

Be sensitive and mindful to family situations and information you may be aware of. What conflict can we see in each picture? How do I know there is conflict in a family (via a picture). I can say how each person is feeling. They might feel sad, uneasy and upset. I can give reasons how to solve conflict. How can we use the solve it together technique to help with conflict resolution?

Know how to make someone who is being bullied feel better.

I know how I feel when I am upset and I can express my emotions. I know that it ok to feel sad. I can make someone else feel better when they are upset. Was there ever a time when you felt upset on the playground or saw someone who was? Did you do anything to help? (Relate to the Jigsaw teaching sequence).

Be able to use problem solving skills to solve bullying situation.

I know that working together makes a solution easier to reach. The more ideas we have the better the solution. I know that being a bystander means that I see a situation but don't do anything about it.

Not to use hurtful ways to upset others.

Use Wrinkled Wanda about how words can have an effect on people. I know that bullying hurts and upsets others. I know that bullying is (STOP - Several Times On Purpose). How might people feel when people use hurtful words? Have you ever felt this way?

Be able to give and receive compliments and say how it feels.

I know that a compliment is when something nice is said about you. I know that it is nice to receive a compliment and give one and it makes people happy. Chose one person / partner to give a compliment to.

## What? Vocabulary

## Spelling

## Definition/Sentence

Family

A group of related things / people.

Loving

Showing care to others.

Caring

Showing kindness or concern for others.

Safe

Being protected from harm / hurt.

Connected

Linked together.

Difference

Liking or having characteristics that are not the same.

Special

Something that is better than the usual.

Conflict

Disagreement or argument.

Solution

Finding an answer.

Resolve

Finding a solution.

Witness

Someone who sees an event.

Bystander

A person present at an event but not taking part.

Bullying

To harm or hurt on purpose, (STOP)

Gay

Homosexual.

Unkind

Not very nice / quite nasty.

Feelings

An emotion we feel.

Consequence

A result of something happening.

Hurtful

Causing distress or upset.

Unique

One of a kind.

Compliment

Saying something nice.

## Diagrams, Images and Symbols

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## Possible Experiences

Hall of Fame outcome. This can be adapted to suit needs / ideas.

Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.







PSHE Focus:		Celebrating Differences	Year 4	Autumn Term 2
<b>What? (Knowledge)</b>			<b>What? Vocabulary</b>	
<b>Learning Skills to Develop</b>			<b>Spelling</b>	<b>Definition/Sentence</b>
To accept people for who they are.	I know that to be kind is to accept people for who they are (boys, girls, like football, religion, etc)I know that by making an assumption means to believe something without actually knowing anything about them. How does thoughts, experiences and assumptions impact upon your own decisions? Is it ok to judge others on		Character	What somebody is like.
Question why I think what I do about others.	I can explain what a physical aspect about myself is - a physical feature, what I look like. I know that we are all different. I can say what I like about myself and say why. to only be judged on your physical appearance? Explain and justify— is it fair? How would you feel if someone judged you on what you looked like and not what you could do?		Assumption	Something believed, without proof.
			Judgement	To make a decision about someone or something.
Know how it might feel to be bullied and to witness it..	Know how it feels to be bullied. Explain that is something that is several times on purpose. If you've been bullied how did you feel? Know that time impact upon someone will upset them, make them feel unliked and not want to come to school. Why would someone bully someone else? I know that I need to speak out if I see		Surprised	Sudden feeling of wonder.
			Appearance	What something /one looks like.
To problem solve a bullying situation.	I can explain reasons why someone might be bullied, the way they look, where they are from, what they wear, what they eat etc. I can explain why someone would help and why someone would not. (Want to make the person happy, scared to get involved). I know that cyber bullying happens online		Difference	Liking or having characteristics that are not the same.
			Influence	The effect on ourselves / others.
To like and respect the unique features of my physical appearance	I can say why I am unique (one of a kind) and what makes me this way. (smile, skill, etc) How do you feel special within your family / school? (Be sensitive to personal issues). I know that I can feel upset when I am left out. How do you feel if you do not belong? What characteristics do you like about you and your		Opinion	A view or a judgement.
			Attitude	A way of thinking. Someone's thoughts.
To explain why it is good to accept people for who they are.	I can recap and explain why we make assumptions do we make about other people? We might not know them, they might remind us of someone of something. (Use book on plan or pictures of people). Have you ever judged someone? How does it feel if someone judges you?		Accept	To receive / to say yes.
			Friend	Someone who we really like and get on with.
		Secret	Something not known to others.	
		Deliberate	Something done on purpose.	
		Bystander	Someone present but does not take part.	
		Witness	A person who sees an event take place.	
		Cyber Bullying	The use of electronic equipment to bully a person	
		Website	A set of pages on the internet.	
		Special	Something better than normal.	
		Unique	One of a kind.	
		Physical features	What you see on a person.	
		Characteristics	A feature belonging specifically to someone.	
<b>Diagrams, Images and Symbols</b>				
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Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.				
<b>Possible Experiences</b>				
Hall of Fame outcome. This can be adapted to suit needs / ideas.				
Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.				





PSHE Focus:		Being Me In My World	Year 5	Autumn Term 1
<b>What? (Knowledge)</b>			<b>What? Vocabulary</b>	
<b>Learning Skills to Develop</b>			<b>Spelling</b>	<b>Definition/Sentence</b>
To know my hopes for this forthcoming year.	Hopes are something that we want desire and want to achieve. These can be personal or at school. I know that I will many hopes for the year and I can achieve these in various ways. I know that some of these hopes will mean me facing challenges and I will know how to overcome and achieve these. Understand that hopes are like goals that I want to achieve and to achieve these I will need		Education	Being taught / told new facts.
To know my rights and responsibilities as a British Citizen.	I know that I have rights and these can be found in the UN Convention (RRSA). I know that all children are entitled to these ,regardless of their nationality or age. I know that it is up to the adults in my life to make sure that I am exposed to these rights. I also know that with my rights I have responsibilities to make sure I treat others fairly and with respect; This is true for all areas of society.		Appreciation	Recognising qualities of others.
To empathise with others whose lives are different to my own.	I know that some people will have different experiences to me who live in this country. Some experiences will be better and some will be worse. I know that people will have wealth (money and the ability to do things) and some people will have poverty. (not much money, income etc).		Opportunities	A set of opportunities.
To make choices about my behaviour.	I can explain how the school behaviour system encourages good choices with rewards. I know that my own choices will result in either a reward or a consequence. I can explain the choices that would lead to consequences. I can tell you how both good and bad choices will affect myself and others within the classroom.		Goals	A dream to strive for.
To contribute effectively to a group.	I can tell that I can make my own contributions to a group but can also support others for a better outcome. I can give ideas that will support a productive learning environment. I know that working in a group means listening, contributing and sharing ideas.		Motivation	A desire to do something..
To know how a learning charter helps us.	I know that a learning charter is an agreement between class members and it needs to be followed.		Vision	To see something.
			Learning Charter	A learning contract.
			Hopes	A desire for something to happen.
			Citizen	A national of a place.
			UN Rights	A list of rights for children.
			Denied	Refusal to admit.
			Empathise	Understand the feelings of others.
			Rights	An entitlement.
			Responsibilities	Having a duty to do something.
			Rewards	Something given in recognition of doing good.
			Consequences	A result of making a wrong choice.
			Observer	Someone who watches but does not take part.
			<b>Diagrams, Images and Symbols</b>	
			Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt	
			<b>Possible Experiences</b>	
			Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.	
			Complete learning charter that will be used throughout the year,	



PSHE Focus:

Celebrating Differences

Year 5

Autumn Term 2

## What? (Knowledge)

## Learning Skills to Develop

To be aware of my own culture	I can say what groups I am a part of and what they represent (values, beliefs, vision). I can tell you how I feel to be apart of this group. (Welcomed, secure, liked. I know that being part of a group is special. I know that sometimes people and groups have a conflict, whereby they disagree on something. I know that disagreements can arise because of a lack of understanding of each other. I know, by talking and understand-
To be aware of my own attitude towards other races	I know that it can be hurtful to be left out of a group and treated differently. I can feel lonely and unworthy. I know that people can be discriminated against because of the colour of your skin (be aware of sensitivities). People will feel hurt and upset. Has this ever happened? How did it make you / your family feel? Why do people pick on others because they are a different colour / race?
To be able to manage my feelings in a bullying situation.	A rumour is a story or fact that is not true and can I know that rumours are not good because they can upset and cause issues for the recipient. Think and compare how it would feel to spread a rumour or hear one about yourself. I know how to describe what bullying is. (STOP)
To be able to support children who are being bullied and who show bullying behaviours.	I know that indirect bullying is bullying by others, for example, spreading rumours. I know that direct bullying is between the people involved. How can these be prevented? I know to ask an adult for help and tell others when I see incidences of bullying. I can tell you how my teachers and school deal with incidences of bullying.
To appreciate happiness over material wealth.	I know that happiness can come from a variety of means (family, work, friends). I know that money is not the only way to happiness. I know that money can buy things to make you happy. How do you think that the children feel that work in the plantation? Would you be happy? Why not? Might the children be happier than you? Justify why.
To show respect for mine and other cultures.	I can say what is particular to my culture (religion, customs, etc) I can discuss these and listen to what my partner says. How do show respect to other cultures?

## What? Vocabulary

Spelling	Definition/Sentence
Culture	Ideas and customs of people or society.
Conflict	A disagreement or argument.
Similarity	Something that is the same.
Racism	
Difference	Liking or having characteristics that are not the same.
Homophobic	A dislike toward homosexual people.
Race	A particular group of human beings.
Discrimination	Unjust treatment towards others based upon based
Bullying	Wanting to harm and intimidate.
Rumour	A story or fact that is not true.
Racist	Prejudiced toward those of a particular race.
Cyber Bullying	The use of electronic equipment to bully a person

  

Happiness	State of being happy.
Continuum	A continuous sequence.
Indirect	Bullying that damages the reputation of others.
Plantation	An estate where crops grow.
Developing World	A place that is industrially underdeveloped.
Direct	Directly between two people.

## Diagrams, Images and Symbols

Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt.

Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.

## Possible Experiences

Hall of Fame outcome. This can be adapted to suit needs / ideas.

Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.



PSHE Focus:	Being Me In My World	Year 6	Autumn Term 1
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What? (Knowledge)	
Learning Skills to Develop	
I can identify my goals for the year..	I know that this year I will face many challenges, hopes and fears. I know that I am able to express these and talk about how I will overcome them. I know that to help others they need to feel welcome and able to share their own worries and thoughts. I know that a goal is something that I want to achieve and I am able to say how I will get there. I know that worries are thoughts that make me feel I can't achieve them.
To know there are rights for all children. (1)	I know that I have rights and these can be found in the UN Convention (RRSA). I know that all children are entitled to these, regardless of their nationality or age. I know that it is up to the adults in my life to make sure that I am exposed to these rights. I also know that with my rights I have responsibilities to make sure I treat others fairly and with respect. This is true for all areas of society.
To understand my own wants and needs and how they might differ. (2)	I know that some people will have different experiences to me. These can be both positive and negative. I know that as humans we all have needs and wants. Needs are what we need to survive (Maslow) and wants are not a necessity to our survival.
To make choices about my behaviour.	I can explain how the school behaviour system encourages good choices with rewards. I know that my own choices will result in either a reward or a consequence. I can explain the choices that would lead to consequences. I can tell you how both good and bad choices will affect myself and others within the classroom.
To contribute effectively to a group.	I can tell that I can make my own contributions to a group but can also support others for a better outcome. I can give ideas that will support a productive learning environment. I know that working in a group means listening, contributing and sharing ideas.
To know how a learning charter helps us.	I know that a learning charter is an agreement between class members and it needs to be followed.

What? Vocabulary	
Spelling	Definition/Sentence
Goals	A dream to strive for.
Worries	Something we feel anxious about.
Fears	Something that might frighten us.
Community	A group which you belong to.
Education	Something that we learn / are taught.
Needs	Something that is a necessity to survival.
Learning Charter	A learning contract.
Wants	A desire for something to happen.
Maslow	A well known psychologist.
UN Rights	A list of rights for children.
Choices	Something we choose to do.
Empathise	Understand the feelings of others.
Rights	An entitlement.
Responsibilities	Having a duty to do something.
Rewards	Something given in recognition of doing good.
Consequences	A result of making a wrong choice.
Obstacle	

Diagrams, Images and Symbols
Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt

Possible Experiences
Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.
Complete learning charter that will be used throughout the year.



PSHE Focus:		Celebrating Differences	Year 6	Autumn Term 2
What? (Knowledge)			What? Vocabulary	
Learning Skills to Develop			Spelling	Definition/Sentence
To empathise with those who live with a disability.	I know that some people live with a disability and this can impact upon what they can and can't do. Not all disabilities will limit what someone can do. I know that for various tasks I need to develop different skills. I know that sometimes these can be easily achievable or take a little longer. I know that an impairment is something stops me from doing something to my full potential.		Normal	Something that is the same as something else.
To be aware of my attitude towards those with a disability	I can tell you how to work as part of a team to solve a problem, (collaboration, listening, etc). I can empathise with people who have lost a part of their body. I can say how I would feel if I had lost a limb / had an impairment. I can justify my reasons and give my personal opinion.		Ability	How we can do something.
Know how it feels to be excluded or treated badly because of being different.	I can say how it feels to be excluded, (Lonely, left out, bored). I know that it is wrong to be treated badly because of being different. I know that power can be a good thing (Shared, not bossy) but it can also be a negative (overwhelming, unfair).		Disability	Something that may limit a persons ability.
			Visual Impairment	Anything that impacts a person's ability to see.
Know a range of strategies in managing my feelings.	I can clearly define what bullying is, using the STOP acronym. I know that it is several times on purpose. I know that bullying is not a one off incident. I know that it can happen in person and online.		Empathy	Understand the feelings of another person.
			Perception	An awareness of something through the senses.
To appreciate people for who they are.	I know that a Paralympian is an athlete with an impairment and that they will have different obstacles to overcome, I know that sometimes these impairments are hard to overcome and require perseverance, I understand that maybe I would feel it unfair if I had an impairment and wouldn't be happy.		Medication	A drug to treat disease.
			Vision	Ability to see.
To show empathy for others.	I know that differences can be good and provide variety and interest. I know that if we were all the same then life would be very boring. To be kind, everyone needs to be included. While differences are unique they should not be forgotten.		Blind	Inability to see.
			Inspire	Create a feeling in someone to achieve something
			Independent	Being able to do things on your own.
			Power	To influence the behaviour of others.
			Struggle	To find things difficult.
			Imbalance	An unequal amount.
			Control	Power to influence others.
			Harassment	Daily pressure or intimidation.
			Bullying	Seeking to harm and cause distress regularly.
			Indirect	Not directly causing harm.
			Direct	Directly between two people.
			Recipient	A person that receives something.
Diagrams, Images and Symbols				
Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt.				
Templates are in the Jigsaw folders for each year group. Staff are welcome to adapt, use professional judgement.				
Possible Experiences				
Hall of Fame outcome. This can be adapted to suit needs / ideas.				
Record reflections that indicates what has been learnt and how the children feel it went. To be completed to a high standard with clear clarification.				