



PSHE Focus:

Dreams and Goals.

Year 2

Spring Term 1

What? (Knowledge)

Can I explain and understand what goals are.	I know that a goal is a dream and something I aspire to achieve, I can say how I will achieve my dream and what I will do. I can think of all the things that I can do and say why I am proud. I can express how I feel.
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Can I set my own goal and say how I will achieve it.	I can say what I am proud of and why. (This links to session one). I can say why I am proud and how I feel. Being proud means I am pleased with what I have done. I can say how I learnt to do something. I can explain, in steps how I will achieve my goal.
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Can I work successfully with other people?	I know that working with others is important and will help me learn. I know that sometimes working with a partner can help me and sometimes I need to work on my own. I can say what the positive and negative points of working with others are.
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Can I understand how it feels to be challenged in my learning?	I can share my thoughts and feelings when I am faced with something new. I can explain what it means when my learning has been stretched (really challenged).
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Can I identify things that might stop me from learning?	I can say how I can help others with their goal and achieving it, I can give advice to someone who might find learning difficult and how to overcome it. I can say how proud I feel when I have achieved my goal and share this with others.
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Can I tell you how I feel when I do something well?	I can explain how I felt when I did something well. I can say how I hold onto these thoughts when my learning gets difficult.
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What? Vocabulary

Spelling	Definition/Sentence
Goal	An ambition, something we want to achieve.
Achievement	Something we have done well and been successful.
Success	Achieving something, doing it well.
Process	A series of actions or steps.
Learning	Acquiring knowledge, acquiring something new.
Celebrate	Be aware of the good things that people do.
Challenge	Something that makes us think.
Feelings	An emotion.
Proud	Being pleased with own achievement.
Obstacle	Something that might get in the way.
Stepping Stone	An action toward a goal.

Diagrams, Images and Symbols

Use the images and the powerpoints in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt. You are also able to record what you deem appropriate.

Possible Experiences

Sharing own experiences. With the class.
Recording these as a picture / reflection in PSHE log.
Done at least three times a half term.



PSHE Focus:

Healthy Me.

Year 1

Spring Term 2

What? (Knowledge)

Can I understand the difference between being healthy and unhealthy. Can I feel good about my self when I make good choices.

I know what food and activities are healthy and unhealthy by sorting and discussing. I can explain my choices and give reasons. I can show you ways of staying healthy and explain the importance of this in our day to day lives. I can say who should keep healthy and the effect this will have on people. I can illustrate how I keep healthy and explain the benefits.

Can I make healthy life-style choices?

I can recap my learning from the previous session and discuss how I have kept healthy. I can discuss how I can make healthy choices. I can explain why I choose and why this is important. I can work as a team to show the choices of people in my team and feedback.

Can I explain how to keep myself clean and healthy?

I know that some household substances can be harmful.

I know how I can keep myself clean and healthy. I know that germs spread and can cause disease. I know that some household substances can help me while others can be harmful. I know that I am special and that I should keep myself safe.

Can I how medicines can help when I am poorly and how to use them safely?

I know how I feel when I am poorly and what happens. I can say what I have and who looks after me. I can decide and justify what items are good / bad for me and which ones are healthy / unhealthy.

Can I explain how to cross the road safely?

I can explain how various people keep me safe. I can say where I feel safe and who makes me feel safe. I can enact the green cross code and explain how it works to keep me safe. I can come up with a stay safe message.

Can I tell you why I me and my body are amazing?

I can tell you what a healthy day looks like? Create a timeline to show this (as a class). I can write a recipe (or part of) to create a class recipe book on how to keep healthy.

What? Vocabulary

Spelling	Definition/Sentence
Healthy	A good physical state / good health
Unhealthy	Not showing good health
Balanced	Equal amounts
Exercise	A physical activity
Sleep	A period of rest
Choices	What we choose to do
Clean	Free from dirt / germs
Body Parts	Any part of a human
Toiletries	Items used to clean ourselves
Hygienic	How clean and healthy you are
Medicine	Something to make us feel better

Diagrams, Images and Symbols

Use the images and the power points in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt. Please record something for each lesson, even if it is a reflection. Also incorporate the questions from the the plan you deem fit.

Possible Experiences

Sharing own experiences. With the class.
Recording these as a picture / reflection in PSHE log.
Recording for every lesson.



PSHE Focus:

Dreams and Goals

Year 2

Spring Term 1

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

Can I set a realistic goal and know how to achieve it?	I know that a goal is something I want to achieve, I know that I will have to think about how I will achieve it. To achieve something is have a plan of what I will do.
Can I understand why it is important to persevere?	I know that perseverance is never giving up. I know that some tasks are really hard and some can be easy. I can explain how some tasks will require more perseverance than others. I know what my learning strengths are.
Can I explain how working with others can help me?	I know that there are some people that I can work better with than others. To achieve my dream, there will be people who can help me, I can work with a partner and explain how we have helped each other.
Can I work cooperatively with others.	I know that working with others will help me to achieve a goal / dream. I can give the benefits of working together. I can say how feeling calm can help to reflect and achieve,
Can I work cooperatively with others.	I know that working with others will help me to achieve a goal / dream. I can give the benefits of working together. I can say how feeling calm can help to reflect and achieve,
Can I share my achievements with others?	I know that by working as a team I can achieve a variety of things.

What? Vocabulary

Spelling	Definition/Sentence
Realistic	Showing things that are accurate to real life.
Success	Achieving something, doing it well.
Celebrate	Be aware of the good things that people do.
Achievement	Something we have done well and been successful.
Perseverance	Never giving up.
Challenge	Something that makes us think.
Partner	Someone who we work with.
Team Work	Working together with others.
Proud	Being pleased with own achievement.
Problem Solve	Finding a solution.

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.



PSHE Focus:

Healthy Me.

Year 2

Spring Term 2

What? (Knowledge)

Can I explain what I need to keep my body healthy?	I know how to keep healthy and discuss what is healthy and unhealthy. I can say why this is important. I can explain times when I haven't felt like doing anything (motivation) I can say what makes and keeps me motivated and what doesn't. I can say what makes and keeps people healthy. I can say and give examples of how to stay motivated.
Can I explain how I feel when I am relaxed and stressed and this might impact upon me.?	I know what I like to do when I am relaxed and I can explain what makes me relaxed. I can compare this to when I feel uneasy (stressed). I can say when I think someone is stressed or relaxed by what actions they do. I can rank pictures / facial expressions and explain how I can tell.
Can I explain how medicines help me and the importance of knowing how to use them safely?	I know that there are different medicines and what they might be used for. I can explain that medicines are used for different illnesses and have different uses. I can explain why medicines come in different forms. I know how to keep myself safe around medicines.
Can I sort foods and explain how they can keep me healthy.	I can explain my favourite foods and say why I like them. Can I use the eat well plate to help me think about a balanced, healthy diet. I can complete an eat well plate and discuss what I have chosen.
Can I explain which foods give my body energy?	I can explain the different food groups (recap previous lesson). I can say what it is like to have lots of energy and no energy. I can explain how my body is like a car and it needs certain things to keep going. I can draw what foods are nutritious and keep me going.
Can I make a healthy snack	I can explain what makes a healthy snack. I can think of a healthy recipe that I can make (own or a class).. I can say if I like something or not.

What? Vocabulary

Spelling	Definition/Sentence
Healthy	A good physical state / good health
Unhealthy	Not showing good health
Balanced	Equal amounts
Body	Physical structure of a person
Dangerous	Something not safe
Relax	To be less tense
Calm	Not being nervous
Tense	Not able to relax
Healthy Choices	A choice that is good for you
Lifestyle	The way in which someone lives
Motivation	A reason for wanting to do something
Medicine	Something to make you better

Diagrams, Images and Symbols

Use the images and the power points in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt. Please record something for each lesson, even if it is a reflection. Also incorporate the questions from the plan you deem fit. There is also vocabulary on the plan.

Possible Experiences

Sharing own experiences. With the class.
Recording these as a picture / reflection in PSHE log.
Recording for every lesson.



PSHE Focus:

Dreams and Goals

Year 3

Spring Term 1

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

Can I explain what it would be like to face challenges and succeed?	I know that a challenge can make things more difficult to achieve, I can say how some people overcome this and achieve their dreams.
Can I identify an ambition and how I might achieve it?	I know that an ambition is a dream that I have. It is the ultimate dream. I know that it will take hard work to achieve my ambition. I can say it is good to have dreams (something to aim for). I know that having a plan will help me achieve my dreams.
Can I persevere when faced with learning challenges?	I know that working as part of a team helps everyone to achieve. I know that when I find things a challenge, I can ask for help and support and I can give this to others who ask. I know that working effectively is listening and supporting my peers.
Can I work with enthusiasm and motivation?	I know that I am responsible for my own learning and only I can achieve the outcomes needed. I know that I can ask for support, I know that being motivated means that I really want to do something because of how it will make me feel.
Can I manage feelings of frustration and challenges I may face?	I know that a hurdle is something that might stop me achieving a dream in the short term. I know that feeling frustrated means that I may feel a little bit angry. I know that a solution is finding a way to overcome this.
Can I evaluate my learning and how I can improve?	I know that evaluating is saying how something has gone (well or not) and how well I did and what I could do next time.

What? Vocabulary

Spelling	Definition/Sentence
Dreams	A cherished aspiration.
Goals	An ambition, something we want to achieve.
Ambition	A strong desire to do something.
Achievement	Something we have done well and been successful
Obstacle	Something that gets in the way.
Challenge	Something that makes us think.
Aspiration	A dream, a goal to aim for.
Team Work	Working with others to achieve an outcome.
Proud	Being pleased with own achievement.
Strengths	Something that we are good at / do well.
Review	A critical look at something.
Evaluate	Say how well / not well something has gone.
Motivated	Have an interest in doing something.
Enthusiastic	An intense enjoyment.
Cooperation	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.

Possible Experiences

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



PSHE Focus:

Healthy Me.

Year 3

Spring Term 2

What? (Knowledge)

Can I explain how exercise affects my body and why my lungs and heart are so important?

I know how to keep healthy and discuss what is healthy and unhealthy. How does this link to being active / inactive? What are the ways that we can be active? Make a link to PE— what happens to our bodies when we are active? I can explain why it is important to exercise and how / why my body changes. I can say what I can do to help my lungs and heart become stronger.

Can I understand and explain how exercise affects my body and why my lungs and heart are so important?

I know what happens to my heart and my lungs when I exercise. I can explain the benefit and affect on my body. I can explain what happens to my heart and lungs and why this happens. Can I come up with my own fitness challenge that I can complete and explain the benefit this will have on my health.

Can I explain what I know about drugs and how I feel about them?

I know how to illustrate a story, by listening and inferring what I hear. I am able to make links to what I already know. I am able to express an opinion to how I feel about drugs and its uses. I am able to give reasons for my opinion and listen to the opinions of others.

Can I identify the places and things I need to stay safe from? Do I know where to go for help?

I know what makes me feel safe. I can compare this to what makes me feel unsafe and I can talk about them both. I can talk about places, people and things. I can explain what a hazard is and how they are caused. I can develop a range of strategies to stay safe. I can illustrate how I would keep safe.

Can I think of ways to stay safe and understand how substances at home can be harmful?

I can explain how somethings can be harmful and some things can be safe (links to healthy / unhealthy). I know that staying safe is also staying healthy. I can explain how to stay healthy by staying safe and link this to school / home. I can identify ways to keep safe.

Can I understand how complex my body is and how to take care of it?

I can explain what I think is amazing about the human body? I can say what amazes me and what I would like to find out about. I can create an advert that celebrates the human body.

What? Vocabulary

Spelling	Definition/Sentence
Healthy	A good physical state / good health
Unhealthy	Not showing good health
Drugs	A substance that causes a reaction
Body	Physical structure of a person
Dangerous	Something not safe
Oxygen	A gas that sustains life
Heartbeat	The pulse of your heart
Lungs	An organ of the body that helps us breath
Heart	An organ that pumps blood
Fitness	How fit you are
Challenge	Take part in a competitive situation
Safe	Protect from danger

Diagrams, Images and Symbols

Use the images and the power points in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt. Please record something for each lesson, even if it is a reflection. Also incorporate the questions from the plan you deem fit. There is also vocabulary on the plan.

Possible Experiences

Sharing own experiences. With the class.
Recording these as a picture / reflection in PSHE log.
Recording for every lesson.



PSHE Focus:

Dreams and Goals

Year 4

Spring Term 1

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

Can I explain what my hopes and dreams are and how I will achieve these?	I know that hopes and dreams are what I aspire to. I know that they are things that I have to work toward and have a plan for. I know that these can be short and long term.
Can I explain that sometimes I will be faced with disappointment when my hopes and dreams don't happen?	I know that dreams can go wrong and how I can deal with these. I will know that this can happen and I need to be able to deal with this. I can explain how I might feel. I can reflect upon my feelings and how this can differ.
Can I explain how being happy will have a positive impact upon my reactions?	I know how it help to work with others and how after something has gone wrong, it can be made better by having a positive outlook. I can talk about when I feel about giving up and how I can overcome this.
Can I explain how to I can set a new goal and overcome disappointment?	I know that after a disappointment I will need to set a new goal. I now that this means being resilient and not giving up. I know that I can do well at things if I keep trying.
Can I explain how to achieve a goal and what steps I need to take?	I know how to work toward an end goal and how I can work with other people to achieve a goal. I know how I can collaborate and help others. I can discuss how to become more efficient when working as a team.
Can I identify how well I have worked in a group?	I know how to collaborate with others to achieve a desired outcome. I can explain how to do this.

What? Vocabulary

Spelling	Definition/Sentence
Dreams	A cherished aspiration.
Goals	An ambition, something we want to achieve.
Determination	Never giving up.
Perseverance	A persistence in doing something.
Disappointment	Feeling sad or upset about something.
Fears	Being frightened / worried about something.
Cope	Do something effectively / well.
Resilient	Recover from a difficult situation.
Commitment	Being dedicated to completing something.
Enterprise	A project.
Team Work	Working with others.
Evaluate	Say how well / not well something has gone.
Motivated	Have an interest in doing something.
Enthusiastic	An intense enjoyment.
Cooperation	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.

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:

Healthy Me.

Year 4

Spring Term 2

What? (Knowledge)

Can I explain how different friendship groups are formed and which friendships I value the most?

I know how to describe the friends that I have (how we came friends, what we do, how we met etc). I know what value each of my friends / groups have. I know that the friends that I have will have different interests and be part of different groups. I know how to deal with a variety of situations and embarrassing scenarios. I know how to respond appropriately.

Can I understand the different roles that people take in groups.

I can explain how I might handle a difficult situation. I can explain the reasons for my choices. I can give reasons for my own and the reactions of others, I can share the qualities of a friend that I think are important.

Can I explain the effects of smoking on people's health?

I know that smoking is bad for you and I can say what the effects might be on your health. I know that some people start smoking because of peer pressure. I can explain what facts I have learnt.

Can I explain the effects of alcohol on people's health?

I know that some facts will be true and some facts will be false, I can explain why I think this. I can say which other ways I can stay healthy (smoking, drinking, eating, exercise). I can locate the liver in the human body and discuss its function.

Can I explain when I feel others are putting me under pressure?

I can explain what a healthy friendship is and that it does not mean that my friends pressure me. I know that pressure is being made to do something / say something I am not comfortable with. I can show, by describing, talking about and illustrating what good friendships are.

Can I explain what I know is meant right and wrong.

I can explain and I know that I have the capabilities to do anything I put my mind to. I know that as I grow my views and opinions will change.

What? Vocabulary

Spelling	Definition/Sentence
Healthy	A good physical state / good health
Friendship	Feelings of liking others in a group / mutual
Relationship	How others behave towards each other
Embarrassed	Feeling uneasy / feeling a bit silly
Value	How something important something is
Roles	Behaviours / things we do as part of a job
Peers	Social group / friends
Pressure	To persuade someone
Guilt	Having done something wrong
Fitness	Being fit and healthy
Liver	An organ in the body
Disease	An illness that affects you for a long time.

Diagrams, Images and Symbols

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Possible Experiences

Sharing own experiences. With the class.
Recording these as a picture / reflection in PSHE log.
Recording for every lesson.



PSHE Focus

Being Me In My World.

Year 1

Autumn Term 1

What? (Knowledge)**What? Vocabulary****Spelling****Definition/Sentence**

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 consequenc-
es

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

Diagrams, Images and Symbols**Possible Experiences**



PSHE Focus:

Dreams and Goals

Year 5

Spring Term 1

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

Can I explain how money will be needed to help me achieve my dreams?	I know money is needed to do certain things and how this can affect what I can / I cannot do. I can describe how I would like my life to be when I am older and how I will achieve this. I can say what dreams I have.
Can I explain the range of jobs there is and the different salaries they have?	I know that there is a range of different professional jobs and that there are different routes to achieve these. I know that different jobs will have different salaries. I can express my opinion about what might surprise me or what I have found out.
Can I explain what I would like to do when I am older and how I might get there?	I know that certain careers require lots of different training and further education. Different careers need different skills. I can explain how I will need to develop my skills, perseverance and determination as I develop my skills. I can explain how it will feel to be in a job that I really want to do.
Can I explain how different cultures might have different dreams and goals?	I know that different people from different cultures will. I can compare and contrast my life with that of someone from another culture. I can explain how my dreams can be the same as someone else in another culture.
Can I explain how we can support each other?	I know that by communicating with others from my own and other cultures, I am able to understand how our dreams are the same and also different. I know that we can communicate in different ways. I can explain the importance of listening to others and how this impacts upon different outcomes.
Can I explain how we can support people in different ways.	I know that we are able to support other cultures by sponsorship. I can give examples of how I can support others in different countries. I can explain how we can support others and work as part of a team.

What? Vocabulary

Spelling	Definition/Sentence
Dreams	A cherished aspiration.
Goals	An ambition, something we want to achieve.
Determination	Never giving up when doing something.
Society	Place where people live / work / congregate.
Profession	An occupation after lots of training.
Contribution	What we can offer.
Aspiration	A dream, a goal to aim for.
Perseverance	Never giving up.
Job	A position of paid employment.
Strengths	Something that we are good at / do well.
Career	A profession that takes a long part of your life.
Culture	Ideas of a particular society
Motivated	Have an interest in doing something.
Enthusiastic	An intense enjoyment.
Cooperation	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.

Possible Experiences

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



PSHE Focus:

Healthy Me

Year 5

Spring Term 2

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

Can I explain the risks of smoking and how it can affect organs of my body?	I know that I can share and express what I know about smoking and tobacco. I know how smoking can affect my body. I can explain why I think some people can give up and some don't. I can share the effects of smoking on parts of the body.
Can I explain the risks of misusing alcohol and how it can affect the organs of my body.	I know that I can share and express what I already know about alcohol. I can explain how people might feel if they have drunk too much and the effect on the body. I know that is ok to have a drink and compare this the misuse of alcohol. I know what an informed decision is and how I can make this.
Can I use basic first aid and know how to get help?	I know a range of basic first aid and how and when to administer them. I can explain why it is important to think calmly and quickly in an emergency situation. I can think of my own situations and how I could help. I can say what skills are useful in an emergency situation. I can tell you when I would use the recovery position.
Can I explain how the media promotes certain body types?	I know how important it is to be positive about myself and my body image. I can explain why people look differently. I can share my ideas as to why people want to look different. I can explain why altered images look different and the impact it can have on people. I can say whether I should change my appearance.
Can I explain the different roles that food plays in people's lives and body image pressures.	I know what constitutes a happy, healthy body. I can give advice on how to stay physically and mentally healthy. I can express an opinion about the ideas of others.
Can I explain what makes a healthy lifestyle?	I know this includes my relationship with others, the food I eat and how I feel about myself. I know that some people choose not to be healthy and can give reasons for this. I can give reasons why people choose to be healthy. I can explain how people are motivated.

What? Vocabulary

Spelling	Definition/Sentence
Choices	Choosing between two or more things
behaviour	The way in which we act
Decision	A conclusion or resolution
Pressure	To persuade
Emergency	A serious, unexpected situation
Procedure	A way of doing something
Calm	Not showing strong emotions
Level headed	Calm and sensible
Body Image	How you see yourself
Celebrity	A famous person
Altered	Changed
Self Respect	Confidence in oneself
Eating Problem	Abnormal eating habits
Motivation	A desire to do something

Diagrams, Images and Symbols

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Possible Experiences

Sharing own experiences. With the class.
Recording these as a picture / reflection in PSHE log.
Recording for every lesson.



PSHE Focus:

Dreams and Goals

Year 6

Spring Term 1

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

Can I explain my strengths and set a goal?	I know what a realistic and unrealistic goal is and give an example. I can share my own personal goals and how I might achieve them. I can explain how it feels when I achieve something and I can say what it is to feel proud.
Can I explain the steps that I need to take to achieve my learning goal?	I know that to achieve a goal, there are steps that I need to take that I can help to develop my skills. I can explain that by completing small steps I can achieve my goal. I know that I can imitate and learn from others. I know that a goal is manageable when it is broken down into smaller achievable chunks.
Can I explain how different issues in the world can have an impact upon me?	I know that if I have an issue, worry or a concern, I can talk to others and share my thoughts. I can explain and think about the main issues that face other cultures and how this might impact.
Can I explain how I can make the world a better place?	I know explain how working collaboratively has a positive impact upon the people around me, I can share and discuss the skills that I will be able to develop. I know that by supporting a charity means to help them.
Can I explain how I can make the world a better place?	I know that to support a charity I will need to decide on a variety of aspects.
Can I explain what I have achieved and how I will show this?	I know that some people in my class / school will admire the things that I do. I know that this means they like what I do. I can express what I have observed about others and say what they have done well. I

What? Vocabulary

Spelling	Definition/Sentence
Dreams	A cherished aspiration.
Goals	An ambition, something we want to achieve.
Ambition	A strong desire to do something.
Achievement	Something we have done well and been successful
Learning Steps	Small actions taken to achieve something.
Issue	An important topic.
Aspiration	A dream, a goal to aim for.
Concern	Something you worry about.
Sponsorship	Funding by donating money.
Strengths	Something that we are good at / do well.
Suffering	Undergoing hardship or pain.
Hardship	Suffering as a result of something.
Motivated	Have an interest in doing something.
Contribution	What is offered while doing something.
Recognition	An appreciation of something that is done.

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.



PSHE Focus:

Healthy Me

Year 6

Spring Term 2

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

Can I explain how food impacts my body? (Energy, comfort and altering mood).	I know that there is a variety of ways to keep healthy, (by playing a game at start). I can explain and give my reasons for the foods that I enjoy and I can say how they make me feel. I know that healthy foods can give me energy and unhealthy food can make me feel sluggish. I can explain what a balanced diet means and what it would look like.
Can I explain how different drugs have different effects on the body? (heart and liver)	I know that being healthy isn't just about food and exercise. I can explain what I know and what is meant by the word drug and know that it is not always a negative thing. I can say some drugs are legal (medicine, help us) and some are illegal (not good for us, not ok to use). I can say whether drugs should be legal/illegal.
Can I explain when alcohol is being responsibly or anti-socially	I know that there are ways that people act in public and explain what is meant by each. (Responsible, anti-social, misuse) I know that alcohol can make people act in different ways. I can express an opinion about what I would do when I am older and explain my preferences.
Can I explain how to use basic first aid in emergency situations?	I know what the most common emergencies are and what we can do to help in these situations. I can compare these to situations that are not emergencies. I can put someone in the recovery position and explain why this is important. I can explain (show) how to give CPR and what to do if someone stops breathing. I can explain how to respond in a variety of situations.
Can I explain what it means to be emotionally well and explore people's attitudes to mental health?	I know that I can have a range of emotions and this is ok. I can share / explain a range of emotions I may have / experience. I can explain how I might know how other people are feeling and what I would notice. I can explain how I would make myself feel better. I know that mental illness is not wrong.
Can I explain when I might feel stressed and the effect this might have on me?	I know what things can make me stressed and the feeling that it gives me. I know that other people may be able to help me by offering solutions. I know that people may misuse alcohol to feel better about them-

What? Vocabulary

Spelling	Definition/Sentence
Mood	How we are feeling.
Energy	The power to do something
Balanced Diet	A diet that gives your body what it needs
Drugs	A medicine or substance that affects us
Effect	A change which is a result of an action
Motivation	The reason for acting in a certain way
Misuse	Not using something properly
Anti Social	Cause offence to others
Responsible	Doing something correctly
Appropriate	Something that is suitable
Emergency	A serious situation
CPR	Resuscitation
Safety	Protected from danger
Recovery Position	A position in to be placed in for first aid

Diagrams, Images and Symbols

Use the images and the power points in the jigsaw folder to reinforce and inspire discussion. Staff are welcome to adapt. Please record something for each lesson, even if it is a reflection. Also incorporate the questions from the plan you deem fit. There is also vocabulary on the plan.

Possible Experiences

Sharing own experiences. With the class.
Recording these as a picture / reflection in PSHE log.
Recording for every lesson.