

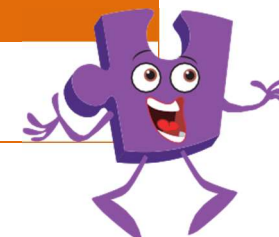
Autumn 1 - Being Me in My World Puzzle Map – Y3



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Getting to Know Each Other	R7, R8, R9	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued
2. Our Nightmare School	R12, R32, H2, H3	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
3. Our Dream School	R13, R16, H2, H3	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued
4. Rewards and Consequences	R21	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
5. Our Learning Charter	R14, R19	I can make responsible choices and take action	I can work cooperatively in a group
6. Owning our Learning Charter	R14, R19, R25	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

Vocabulary

Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Teamwork, View Point, Ideal School, Belong



Autumn 2 - Celebrating Difference Puzzle Map – Y3



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Families	R1, R2, R3, R4	I understand that everybody's family is different and important to them	I appreciate my family/the people who care for me
2. Family conflict	R5, R6, H4, H9	I understand that differences and conflicts sometimes happen among family members	I know how to calm myself down and cause the 'Solve it together' technique
3. Witness and feelings - (Focus only on what bullying is)	R11, R17, R31, H8, H9	I know what it means to be a witness to bullying	I know some ways of helping to make someone who is bullied feel better
4. Witness and solutions	R11, R17, R31, R32, H8, H9	I know that witnesses can make the situation better or worse by what they do	I can problem-solve a bullying situation with others
5. Words that harm	R9, R10, R12, R13, R14, R16, R17, R18, R20, R21, R23, R25, R30, H7, H8, H13, H15	I recognise that some words are used in hurtful ways	I try hard not to use hurtful words (e.g. gay, fat)
6. Celebrating difference: compliments Assessment Opportunity Puzzle Outcome: Kites	R7, R12, R15, R16, H2, H3	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can give and receive compliments and know how this feels

Vocabulary

Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Feelings, Tell, Consequences, Hurtful, Compliment,



Spring 1 - Dreams & Goals Puzzle Map – Y3



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Dreams and Goals	R12	I can tell you about a person who has faced difficult challenges and achieved success	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
2.My Dreams and Ambitions	H4	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition
3.A New Challenge Puzzle Outcome: Garden design/decoration		I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can break down a goal into a number of steps and know how others could help me to achieve it
4.Our New Challenge Puzzle Outcome: Garden design/decoration		I am motivated and enthusiastic about achieving our new challenge	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
5.Our New Challenge - Overcoming Obstacles Puzzle Outcome: Garden design/decoration	R14, R15, H2, H3	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can manage the feelings of frustration that may arise when obstacles occur
6.Celebrating My Learning Assessment Opportunity	R13, H2, H3	I can evaluate my own learning process and identify how it can be better next time	I am confident in sharing my success with others and can store my feelings in my internal treasure chest

Vocabulary

Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate



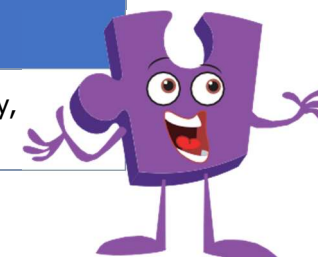
Spring 2 - Healthy Me Puzzle Map – Y3



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being Fit and Healthy	H5, H6, H18, H19, H20, H22, H23, H24	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge
2. Being Fit and Healthy	H5, H6, H18, H19, H20, H22, H23, H24, H28	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice
3. What Do I Know About Drugs?	H17, H21, H25	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs
4. Being Safe Puzzle outcome: Keeping safe	R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, H2, H3, H9, H11, H17, H21	I can identify things, people and places that I need to keep safe from I know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can express how being anxious or scared feels
5. Safe or Unsafe	R20, R21, R22, R23, R24, R25, R26, R28, R29, R30, R31, R32, H9, H11, H21	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe
6. My Amazing Body Assessment Opportunity	R15, H1, H6, H18, H19, H21	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me

Vocabulary

Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice



Summer 1 - Relationships Puzzle Map – Y3



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Family Roles and Responsibilities	R1, R2, R3, R4, R18	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
2. Friendship	R7, R8, R9, R10, R12, R19, H2, H3	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
3. Keeping Myself Safe Online	R11, R17, R20, R21, R22, R23, R24, R25, R26, R32, H9, H11, H12, H13, H14, H15, H16, H17,	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
4. Being a Global Citizen 1		I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
5. Being a Global Citizen 2		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	R13, R16	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

Vocabulary

Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs



Summer 2 - Changing Me Puzzle Map – Y3



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.How Babies Grow (Young to Old)	H2, H3	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2.Family Stereotypes	R1, R2, R3, R4, R18, H2, H3	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
3.Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	H2, H3	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this
4.Looking Ahead Assessment Opportunity Puzzle Outcome: Ribbon Mobiles	H2, H3	identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

Vocabulary

Birth, Animals, Babies, Mother, Grow, , Nutrients, Survive, Love, Affection, Care, Stereotypes, Task, Roles, Challenge

