

Autumn 1 - Being Me in My World Puzzle Map – Y6



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. My Year Ahead		I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
2. Being a Global Citizen 1	R12, H2, H3	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
3. Being a Global Citizen 2	R12, H2, H3	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
4. The Learning Charter	R12, R13, R14, R25, H4	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5. Our Learning Charter	R7, R12, R13, R16	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owing our Learning Charter	R12, R13, R16	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself
The Zones of Regulation	<p>Lesson 14 'When to Use Yellow Zone Tools' (Extra Session) Students: review what their yellow zone looks like in them; recognise when to self-regulate and what type of tool they need and understand the more they stay in the green zone, the more successfully they are socially and academically.</p> <p>Lesson 15 'Stop & Use a Tool' (Extra Session) Students recognise opportunities in the day to use zones tools and select an appropriate tool based on their zone.</p>		

Vocabulary
Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective

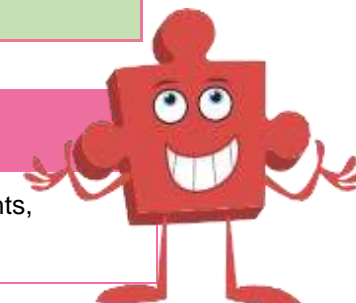


Autumn 2 - Celebrating Difference Puzzle Map – Y6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
Am I Normal?	R15, H4, H7, H10	I understand there are different perceptions about what normal means	I can empathise with people who are different
Understanding Differences	R3, R12, R18, R19, H7, H10	I understand how being different could affect someone's	I am aware of my attitude towards people who are different
Power Struggles	R11, R21, R25, R31, R32, H7, H13, H17	I can explain some of the ways in which one person or a group can have power over another	I am aware of my attitude towards people who are different
Why Bully?	R11, R17, R30, R31, H8, H13, H17	I know some of the reasons why people use bullying behaviours	I know how it can feel to be excluded or treated badly by being different in some way
Celebrating Difference Puzzle Outcome: Admiration Accolades	R12, R13	I can give examples of people with disabilities who lead amazing lives	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
Celebrating Difference Assessment Opportunity	R13, R16, H2, H3	I can explain ways in which difference can be a source of conflict and a cause for celebration	I appreciate people for who they are
The Zones of Regulation	Lesson 16 'Tracking my Tools' (Extra Session) Students increase their use of tools to aid in self-regulation and generalise the use of their tools to a variety of settings.		

Vocabulary

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration



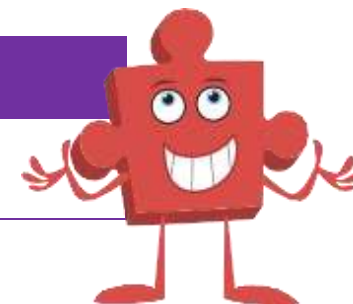
Spring 1 - Dreams & Goals Puzzle Map – Y6



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Personal Learning Goals	R15	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I understand why it is important to stretch the boundaries of my current learning
2. Steps to Success		I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal
3. My Dream For the World Puzzle outcome: Flags/bunting	H2, H3	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
4. Helping to Make a Difference Puzzle outcome: Fundraising event	R12, R13, H7	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations
5. Helping to Make a Difference	R16, H4	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this
6. Recognising Our Achievements Assessment Opportunity	R16	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements
The Zones of Regulation	Lesson 17 'STOP, OPT, GO!' (Extra Session) Students: increase their problem solving and planning abilities; decrease impulsive/reaction behaviours; improve their ability to self-regulate and work together as a team.		

Vocabulary

Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference



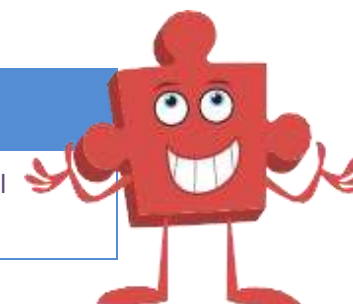
Spring 2 - Healthy Me Puzzle Map – Y6



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.Taking responsibility for my health and well-being	R15, R27, R31, R32, H1, H5, H6, H7, H9, H10, H17, H18, H19, H21, H24, H31	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health
2.Drugs	R31, R32, H2, H3, H8, H9, H10, H17, H21, H24, H25	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs
3.Exploitation	R7, R11, R25, R31, R32, H8, H9, H10, H17, H21	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves
4.Gangs	R7, R11, R25, R31, R32, H8, H9, H10, H17, H21	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised
5.Emotional and Mental Health	R30, R31, R32, H1, H4, H5, H6, H7, H9, H10, H12, H17, H18, H19, H21, H28	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness	I know how to help myself feel emotionally healthy and can recognise when I need help with this
6.Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind Assessment Opportunity	R15, R19, R27, R30, R31, R32, H1, H4, H5, H6, H7, H9, H10, H12, H17, H18, H19, H20, H21, H28	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	I can use different strategies to manage stress and pressure

Vocabulary

Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure



Summer 1 - Relationships Puzzle Map – Y6

Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. What is Mental Health?	R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know that it is important to take care of my mental health	I understand that people can get problems with their mental health and that it is nothing to be ashamed of
2. My Mental Health	R15, R27, R32, H1, H4, H5, H6, H7, H9, H10, H17, H18, H21	I know how to take care of my mental health	I can help myself and others when worried about a mental health problem
3. Love and Loss	R32, H2, H3, H4, H7, H9, H10, H17	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve	I can recognise when I am feeling those emotions and have strategies to manage them
4. Power and Control	R8, R9, R10, R13, R17, R19, R25, R26, R28, R30, R31, R32, H8, H9, H17	I can recognise when people are trying to gain power or control	I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
5. Being Online: Real or Fake? Safe or Unsafe?	R11, R13, R20, R21, R22, R23, R24, R25, R26, R28, R29, R32, H11, H12, H13, H14, H15, H16, H17	I can judge whether something online is safe and helpful for me	I can resist pressure to do something online that might hurt myself or others
6. Using Technology Responsibly Puzzle Outcome: Internet Safety Presentation Assessment Opportunity	R13, R21, R22, R23, R24, R25, R26, R28, R32, H11, H12, H13, H14, H15, H16, H17	I can use technology positively and safely to communicate with my friends and family	I can take responsibility for my own safety and well-being

Vocabulary

Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety



Summer 2 - Changing Me Puzzle Map – Y6



Piece (lesson)	RSHE guidance reference	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1.My Self Image	R15, R27, H1, H4, H6, H7, H9, H10	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2.Real self and ideal self	R13, R15, R16, R19, R27, H1, H4, H6 H9, H10	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'
3.Introduction to Puberty (Not in Jigsaw)	R30, R32, H9, H34, H35	I can explain how my body changes during puberty and understand the importance of looking after myself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
4.Preparing for Puberty (Not in Jigsaw)	R30, R32, H9, H34, H35	I can explain how my body changes during puberty and understand the importance of looking after myself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
5. Reflections (Not in Jigsaw)		I can think back in the year and identify my strengths and areas to improve on.	I am confident enough to try to make changes that I think they will benefit me
6.The Year Ahead	H2, H3, H4, H6, H9, H10	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my nextclass.	I know how to prepare myself emotionally for the changes next year.
The Zones of Regulation	<p>Lesson 13 'The Toolbox' (Extra Session) Students understand they can engage in different strategies to change their zone and self-regulate.</p> <p>Lesson 18 'Celebrating My Use of Tools' (Within Lesson 5) Students; celebrate their achievements in using the tools to regulate their zones; are positively reinforced for their use of tools and gains in regulation and generalise their use of tools across environments.</p>		

Vocabulary

Negative body-talk, mental health, labour, opportunities, freedoms, relationship, love,, transition, secondary, journey, worries, anxiety, excitement, puberty, sperm, semen, testicles, hormones, facial hair, testicles, growth spurt, penis, larynx, periods, ovaries, vagina, tampons, sanitary towels/pads

