

KS2 PSHE Long Term Plan using Jigsaw

Cycle A

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| Lower KS2 | Being Me in My World Year 3 | Healthy Me Year 3 | Healthy Me Year 4 | Relationships Year 3 | Relationships Year 4 | Changing Me (Teach correct year group split – classes must ensure they teach to correct age. Teacher led.) |
| Upper KS2 | Being Me in My World Year 5 | Healthy Me Year 5 | Healthy Me Year 6 | Relationships Year 5 | Relationships Year 6 | Changing Me |

Cycle B

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| Lower KS2 | Being Me in My World Year 4 | Celebrating Difference Year 3 | Celebrating Difference Year 4 | Dreams and Goals Year 3 | Dreams and Goals Year 4 | Changing Me (Teach correct year group split – classes must ensure they teach to correct age. Teacher led.) |
| Upper KS2 | Being Me in My World Year 6 | Celebrating Difference Year 5 | Celebrating Difference Year 6 | Dreams and Goals Year 5 | Dreams and Goals Year 6 | Changing Me (Teach correct year group split – classes must ensure they teach to correct age. Teacher led.) |

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| Year 3 Key Learning | I understand why rules are needed and how they relate to rights and responsibilities. | I can tell you about a time when my words affected someone's feelings and what the consequences were | I can evaluate my own learning process and identify how it can be better next time | I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help | I can explain how some of the actions and work of people around the world help and influence my life | I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up |
| | I understand that my behaviour brings rewards and consequences. | I can give and receive compliments and know how this feels | I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest | I can express how being anxious or scared feels | I can show an awareness of how this could affect my choices | I recognise how I feel about these changes happening to me and know how to cope with these feelings |

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| Year 4 Key Learning | I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them. | I can tell you a time when my first impression of someone changed as I got to know them | I know how to make a new plan and set new goals even if I have been disappointed | I can recognise when people are putting me under pressure and can explain ways to resist this when I want to | I can explain different points of view on an animal rights issue | I can identify what I am looking forward to when I am in Year 5 |
| | I understand how rewards and consequences motivate people's behaviour. | I can explain why it is good to accept people for who they are | I know what it means to be resilient and to have a positive attitude | I can identify feelings of anxiety and fear associated with peer pressure | I can express my own opinion and feelings on this | I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this |

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| Year 5 Key Learning | I understand my rights and responsibilities as a British citizen and a member of my school. | I can explain the differences between direct and indirect types of bullying | I can describe the dreams and goals of a young person in a culture different from mine | I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures | I can explain how to stay safe when using technology to communicate with my friends | I can describe how boys' and girls' bodies change during puberty |
| | I understand that my actions affect me and others. | I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied | I can reflect on how these relate to my own | I respect and value my body | I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others | I can express how I feel about the changes that will happen to me during puberty |

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| Year 6 Key Learning | I know that there are universal rights for all children, but for many children these rights are not met. | I can explain ways in which difference can be a source of conflict or a cause for celebration | I can describe some ways in which I can work with other people to help make the world a better place | I can evaluate when alcohol is being used responsibly, anti-socially or being misused | I can recognise when people are trying to gain power or control | I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and |
| | I understand that my actions affect other people globally and locally. | I can show empathy with people in either situation | I can identify why I am motivated to do this | I can tell you how I feel about using alcohol when I am older and my reasons for this | I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control | I recognise how I feel when I reflect on the development and birth of a baby |