

Curriculum 2022-24

Subject: <b>PSHE/RSHE</b> Theme: <b>Being Me In My World</b>			
<b>Year Group</b>	<b>Knowledge</b>	<b>Social &amp; Emotional Skills</b>	<b>Outcome</b>
Y3/4 A (2023-24) (Jigsaw 8-9)	<ul style="list-style-type: none"> <li>• Know how individual attitudes and actions make a difference to a class</li> <li>• Know about the different roles in the school community</li> <li>• Know my place in the school community</li> <li>• Know what democracy is (applied to pupil voice in school)</li> <li>• Know that my own actions affect themselves and others</li> <li>• Know how groups work together to reach a consensus</li> <li>• Know that having a voice and democracy benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify the feelings associated with being included or excluded</li> <li>• I can make others feel valued and included</li> <li>• I can take on a role in a group discussion / task and contribute to the overall outcome</li> <li>• I can make others feel cared for and welcomed</li> <li>• I can recognise the feelings of being motivated or unmotivated</li> <li>• I can understand why the school community benefits from a Learning Charter (Golden Agreement)</li> <li>• I can help friends make positive choices</li> <li>• I can regulate my emotions</li> </ul>	In response to a scenario of a team working unsuccessfully together, in teams pupils design a poster giving advice on team work, showing their knowledge learning, whilst using the skills they have learnt to be a successful team member themselves.
Y3/4 B (2022-23) (Jigsaw 7-8)	<ul style="list-style-type: none"> <li>• Understand that I am important</li> <li>• Know what a personal goal is</li> <li>• Understanding what a challenge is</li> <li>• Know why rules are needed and how these relate to choices and consequences</li> <li>• Know that actions can affect others' feelings</li> <li>• Know that others may hold different views</li> <li>• Know that the school has a shared set of values</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise self-worth</li> <li>• I can identify personal strengths</li> <li>• I can set a personal goal</li> <li>• I can recognise feelings of happiness, sadness, worry and fear in themselves and others</li> <li>• I can make other people feel valued</li> <li>• I can develop compassion and empathy for others</li> <li>• I can work collaboratively</li> </ul>	To create a child-friendly booklet based on school behavior policy and golden agreement

Y5/6 A (2023-24) (Jigsaw 9-10)	<ul style="list-style-type: none"> <li>• Know how to face new challenges positively</li> <li>• Understand how to set personal goals</li> <li>• Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>• Know how an individual's behaviour can affect a group and the consequences of this</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify what I value most about school</li> <li>• I can identify hopes for the school year</li> <li>• I can show empathy for people whose lives are different from their own</li> <li>• I can consider my own actions and the effect they have on themselves and others</li> <li>• I can work as part of a group, listening and contributing effectively</li> <li>• I can understand why the school community benefits from having a Golden Agreement</li> <li>• I can help friends make positive choices</li> <li>• I can regulate my emotions</li> </ul>	To create a poster of one of the school rules, showing which Right or Rights it is linked to from UNCRC and what responsibilities they have in upholding the rights for others.
Y5/6 B (2022-23) (Jigsaw 10-11)	<ul style="list-style-type: none"> <li>• Know how to set goals for the year ahead</li> <li>• Understand what fears and worries are</li> <li>• Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>• Know about the lives of children in other parts of the world</li> <li>• Know that personal choices can affect others locally and globally</li> <li>• Understand that their own choices result in different consequences and rewards</li> <li>• Understand how democracy and having a voice benefits the school community</li> <li>• Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>• I can make others feel welcomed and valued</li> <li>• I can talk about my own wants and needs</li> <li>• I can compare my life with the lives of those less fortunate</li> <li>• I can demonstrate empathy and understanding towards others</li> <li>• I can demonstrate attributes of a positive role model</li> <li>• I can take positive action to help others</li> <li>• I can contribute towards a group task</li> <li>• I can say what effective group work is</li> <li>• I can regulate my emotions</li> </ul>	To create a presentation to raise awareness of a local or global issue relating to children – this should also highlight how our choices can affect others