

PSHE Jigsaw Curriculum Overview — Year 6

Being Me in My World

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- I feel welcome and valued and know how to make others feel the same
- 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
- I understand that my actions affect other people locally and globally
- 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
- 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
- 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

Dreams & Goals

- 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
- 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
- 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
- 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
- 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
- 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

Celebrating Difference

- I understand there are different perceptions about what normal means
- I can empathise with people who are living with disabilities
- I understand how having a disability could affect someone's life
- I am aware of my attitude towards people with disabilities
- I can explain some of the ways in which one person or a group can have power over another
- I know how it can feel to be excluded or treated badly by being different in some way
- I know some of the reasons why people use bullying behaviours
- I can tell you a range of strategies in managing my feelings in bullying situations and for problem solving when I'm part of one
- I can give examples of people with disabilities who lead amazing lives
- I appreciate people for who they are
- I can explain ways in which difference can be a source of conflict and a cause for celebration
- I can show empathy with people in either situation

Healthy Me

- I know the impact of food on the body, e.g. creating energy, giving comfort and altering mood
- I am motivated to give my body the best combination of food for my physical and emotional health
- 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
- I can evaluate when alcohol is being used responsibly, anti-socially or being misused
- I can tell you how I feel about using alcohol when I am older and my reasons for this
- I know and can pull the correct basic emergency aid procedures (e.g. the recovery position) and know how to get help in emergency situations
- I know how to keep myself safe to avoid emergencies and also how to deal with emergencies if they happen
- 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
- I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse
- I can use different strategies to manage stress and pressure

Our role as educators is to teach respect, tolerance and equality for all, in line with the Equality Act 2010.

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Omitted from the scheme are the following units: 'Changing Me' & 'Relationships'

Relationships

I can identify the most significant people to be in my life so far

I understand how it feels to have people in my life that are special to me

I know some of the feelings we can have when someone dies or leaves

I can use some strategies to manage feelings associated with loss and can help other people to do so

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 people are trying to gain power or control

I understand how technology can be used to try to gain power or control and I can use strategies to prevent this from happening

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

Changing Me

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

I can explain how girls' and boys' bodies change and understand the importance of looking after yourself physically and emotionally

I understand how being physically attracted to someone changes the nature of the relationship

I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

I can identify what I am looking forward to and what worries me about the transition to secondary school

I know how to prepare myself emotionally for starting secondary school