



This unit is:
**Being Me in
My World**

Session 1: My Year Ahead

Session 2: Being a Citizen of My Country

Session 3: Responsibilities

Session 4: Rewards and Consequences

Session 5: Our Learning Charter

Session 6: Owing our Learning Charter

Key Vocabulary: Education, Appreciation, Opportunities, Goals, Motivation, Vision, Hopes, Challenge, Rights, Responsibilities, Citizen, Denied, Empathise, Refugee, Persecution, Conflict, Asylum, Migrant, Wealth, Poverty, Prejudice, Privilege, Deprive, Consequences, Choices, Learning Charter, Cooperation, Collaboration, Participation, Motivation,

PSHE Learning:

1. I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.
2. I understand my rights and responsibilities as a citizen of my country.
3. I understand my rights and responsibilities as a member of my school.
4. I can make choices about my own behaviour because I understand how rewards and consequences feel.
5. I understand how an individual's behaviour can impact on a group.
6. I understand how democracy and having a voice benefits the school community and know how to participate in this.

Social and Emotional Learning:

1. I know what I value most about my school and can identify my hopes for this school year.
2. I can empathise with people in this country whose lives are different to my own.
3. I can empathise with people in this country whose lives are different to my own.
4. I understand that my actions affect me and others.
5. I can contribute to the group and understand how we can function.
6. I understand why our school community benefits from a Learning Charter and can help others to follow it.



This unit is:
Celebrating differences

Session 1: Different cultures

Session 2: Racism

Session 3: Rumours and name-calling

Session 4: Types of bullying

Session 5: Does money matter?

Session 6: Celebrating difference across the world.

Key Vocabulary: Culture, conflict, difference, similarity, belong, culture, wheel, racism, colour, race, discrimination, culture ribbon, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem-solving, indirect, direct, happiness, continuum, developing world, discrimination, celebration, artefacts, display, presentation.

PSHE Learning:

1. I understand that cultural differences sometimes cause conflict.
2. I understand what racism is.
3. I understand how rumour-spreading and name-calling can be bullying behaviours.
4. I can explain the difference between direct and indirect types of bullying.
5. I can compare my life with people in the developing world.
6. I can understand a different culture from my own.

Social and Emotional Learning:

1. I am aware of my own culture.
2. I am aware of my attitude towards people from different races.
3. 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.
4. 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.
5. I can appreciate the value of happiness regardless of material wealth.
6. I respect my own and other people's cultures.



This unit is:
Dreams and Goals

Session 1: When I grow up (My dream lifestyle)

Session 2: Investigate jobs and careers

Session 3: My dream job (why I want it and the steps to get there)

Session 4: Dreams and goals (of other people and cultures)

Session 5: How can we support each other?

Session 6: Rallying support

Key Vocabulary: Dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, career, profession, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, difference.

PSHE Learning:

1. I understand that I will need money to help me achieve some of my dreams
2. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
3. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it
4. I can describe the dreams and goals of young people in a culture different to mine
5. I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other
6. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Social and Emotional Learning:

1. I can identify what I would like my life to be like when I am grown up
2. I appreciate the contributions made by people in different jobs
3. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
4. I can reflect on how these relate to my own
5. I appreciate the similarities and differences in aspirations between myself and young people in a different culture
6. I understand why I am motivated to make a positive contribution to supporting others



- Session 1: Smoking**
- Session 2: Alcohol**
- Session 3: Emergency Aid**
- Session 4: Body Image**
- Session 5: My Relationship with Food**
- Session 6: Healthy Me**

Key Vocabulary: Smoking, Alcohol, Emergency, Emergency Aid, Relationship, Healthy, Unhealthy, Image, Body Image, Tobacco, Lungs, Liver, Heart, Pressure, Informed, Choices, Anti-social behaviour, Risks, Calm, Media, Body Types, Media, social media, Celebrity Culture, Respect, Value, Eating Problems, Healthy Lifestyle.

PSHE Learning:

1. I understand the health risks of smoking and can tell you how tobacco affects the lungs, liver, and heart.
2. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
3. I know and can put into practice basic emergency aid procedures and know how to get help in emergency situations.
4. I understand how the media, social media and celebrity culture promotes certain body types.
5. 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
6. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.

Social and Emotional Learning:

1. I can make an informed decision about whether I choose to smoke and know how to resist pressure.
2. I can make an informed decision about whether I choose to drink alcohol and know how to resist pressure.
3. I know how to keep myself calm in emergencies.
4. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.
5. I respect and value my body.
6. I am motivated to keep myself healthy and happy.



This unit is:
Relationships

Session 1: Recognising Me

Session 2: Safety with Online Communities

Session 3: Being in an Online Community

Session 4: Online Gaming

Session 5: My Relationship with Technology - screen time

Session 6: My Relationship - Staying Safe and Happy Online

Key Vocabulary: Characteristics, Personal Qualities, Attributes, Self-esteem, Responsibility/Being responsible, Age restriction, Social Network, Community, Online, Offline, Responsibility, Rights, Risky, Violence, Appropriate, Grooming, Trolled, Gambling/Betting, Trustworthy, Devices, Screen time, Social, Mental Health, Physical Health, Personal, Information, Safe, Online, Choices, Vulnerable.

PSHE Learning:

1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
2. I understand that belonging to an online community can have positive and negative consequences.
3. I understand there are rights and responsibilities in an online community or social network.
4. I know there are rights and responsibilities when playing a game online.
5. I can recognise when I am spending too much time using devices (screen time).
6. I can explain how to stay safe when using technology to communicate with my friends.

Social and Emotional Learning:

1. I know how to keep building my own self-esteem.
2. I can recognise when an online community feels unsafe or uncomfortable.
3. I can recognise when an online community is helpful or unhelpful to me.
4. I can recognise when an online game is becoming unhelpful or unsafe.
5. I can identify things I can do to reduce screen time, so my health isn't affected.
6. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.



This unit is:
Changing Me

Session 1: Self-Image and Body Image

Session 2: Puberty for Girls

Session 3: Puberty for Boys

Session 4: Conception

Session 5: Looking Ahead 1

Session 6: Looking Ahead 2

Key Vocabulary: Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Puberty, Menstruation, Periods, Menstrual towels, Menstrual pads, Tampons, Ovary/Ovaries, Vagina, Oestrogen, Vulva, Womb/Uterus, Puberty, Sperm, Semen, Testicles/Testes, Erection, Ejaculation, Wet dream, Larynx, Facial hair, Growth spurt, Hormones, Relationships, Conception, Making love, Sexual intercourse, Fallopian Tube, Fertilisation, Pregnancy, Embryo, Umbilical cord, Contraception, Fertility treatment (IVF), Teenager, Milestone, Perceptions, Puberty, Responsibilities, Consent, Change, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.

PSHE Learning:

1. I am aware of my own self-image and how my body image fits into that.
2. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
3. I can describe how boys' and girls' bodies change during puberty.
4. I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.
5. I can identify what I am looking forward to about becoming a teenage and understand this brings growing responsibilities (age of consent).
6. I can identify what I am looking forward to when I move to my next class.

Social and Emotional Learning:

1. I know how to develop my own self-esteem.
2. I understand that puberty is a natural process that happens to everybody and that it will be ok for me.
3. I can express how I feel about the changes that will happen to me during puberty.
4. I appreciate how amazing it is that human bodies can reproduce in these ways.
5. I am confident that I can cope with the changes that growing up will bring.
6. I can start to think about changes I will make next year and know how to go about this.