



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

- Session 1: My Year Ahead
- Session 2: Being a Global Citizen 1
- Session 3: Being a Global Citizen 2
- Session 4: The Learning Charter
- Session 5: Our Learning Charter
- Session 6: Owing our Learning Charter

**Key Vocabulary:** Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa plantation, Cocoa Pods, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Rights, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud

- PSHE Learning:**
1. 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.
  2. I know that there are universal rights for all children but for many children these rights are not met.
  3. I understand that my actions affect other people local and globally.
  4. 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.
  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.

- Social and Emotional Learning:**
1. I feel welcome and valued and know how to make others feel the same.
  2. I understand my own wants and needs and can compare these with children in different communities.
  3. I understand my own wants and needs and can compare these with children in different communities.
  4. I understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them.
  5. I can contribute to the group and understand how we can function best as a whole.
  6. I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.



This unit is:  
**Celebrating differences**

- Session 1: Am I normal?
- Session 2: Understanding difference.
- Session 3: Power struggles
- Session 4: Why bully?
- Session 5: Celebrating difference.
- Session 6: Celebrating difference.

**Key Vocabulary:** Normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, biological sex, stereotype, individuality, diverse, different, equality, fairness, identity, gender identity, transgender, non-binary, courage, fairness, rights, power struggle, imbalance, control, harassment, bullying, direct, indirect, argument, recipient, para-Olympian, achievement, accolade, perseverance, admiration, stamina.

- PSHE Learning:**
1. I understand there are different perceptions about what normal means.
  2. I understand that everyone has a right to be who they are.
  3. I can explain some of the ways in which one person or a group can have power over another.
  4. I know some of the reasons why people use bullying behaviours.
  5. I can give examples of people with disabilities who lead amazing lives.
  6. I can explain ways in which difference can be a source of conflict and a cause for celebration.

- Social and Emotional Learning:**
1. I can empathise with people who are different.
  2. I am aware of my attitude towards people who are different to me.
  3. I know how it can feel to be excluded or treated badly by being different in some way.
  4. 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.
  5. I appreciate people for who they are.
  6. I can show empathy with people in either situation.



This unit is:  
**Dreams and Goals**

- Session 1: Personal learning goals**
- Session 2: Steps to success**
- Session 3: My dreams for the world**
- Session 4: Helping to make a difference**
- Session 5: Helping to make a difference**
- Session 6: Recognise our achievements**

**Key Vocabulary:** Dream, goal, hope, learning strengths, stretch, achievement, personal, realistic, unrealistic, success criteria, learning steps, feeling, money, global, issue, suffering, concern, hardship, empathy, motivation, sponsorship, admire, respect, compliment, contribution, recognition

- PSHE Learning:**
1. 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)
  2. 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
  3. I can identify problems in the world that concern me and talk to other people about them
  4. I can work with other people to help make the world a better place
  5. I can describe some ways in which I can work with other people to help make the world a better place
  6. I know what some people in my class like or admire about me and can accept their praise

- Social and Emotional Learning:**
1. I understand why it is important to stretch the boundaries of my current learning
  2. I can set success criteria so that I will know whether I have reached my goal
  3. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
  4. I can empathise with people who are suffering or who are living in difficult situations
  5. I can identify why I am motivated to do this
  6. I can give praise and compliments to other people when I recognise their contributions and achievements



This unit is:  
**Healthy Me**

**Session 1: Taking Responsibility**

**Session 2: Drugs**

**Session 3: Exploitation**

**Session 4: Gangs**

**Session 5: Emotional and Mental Health**

**Session 6: Managing Stress and Pressure**

**Key Vocabulary:** Responsibility, Health, Well-being, Choices, Drugs, Liver, Heart, Exploited, Exploitation, Law, Gangs, Risks, emotionally well, Attitude, Mental Health, Mental Illness, Stress, Drug, Alcohol, Drug/alcohol Misuse, Pressure, Strategies, Motivation.

**PSHE Learning:**

1. I can take responsibility for my health and make choices that benefit my health and well-being.
2. I know about different types of drugs and their uses and their effects on the body, particularly the liver and heart.
3. I understand that some people can be exploited and made to do things that are against the law.
4. I know why some people join gangs and the risks this involves.
5. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness.
6. I can recognise stress and the triggers that cause this, and I understand how stress can cause drug and alcohol misuse.

**Social and Emotional Learning:**

1. I can be motivated to care for my physical and emotional health.
2. I am motivated to find ways to be happy and cope with life's situations without using drugs.
3. I can suggest ways that someone who is being exploited can help themselves.
4. I can suggest strategies someone could use to avoid being pressurised.
5. I know how to help myself feel emotionally healthy and can recognise when I need help with this.
6. I can use different strategies to manage stress and pressure.



This unit is:  
**Relationships**

**Session 1: What is Mental Health?**

**Session 2: My Mental Health**

**Session 3: Love and Loss**

**Session 4: Power and Control**

**Session 5: Being Online - Real or Fake? Safe or Unsafe?**

**Session 6: Using Technology Responsibly**

**Key Vocabulary:** Mental Health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping Strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/Fake, True/Untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyberbullying, Abuse, Safety.

**PSHE Learning:**

1. I know it is important to take care of my mental health.
2. I know how to take care of my mental health.
3. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
4. I can recognise when people are trying to gain power or control.
5. I can judge whether something online is safe and helpful for me.
6. I can use technology positively and safely to communicate with my friends and family.

**Social and Emotional Learning:**

1. I understand that people can get problems with their mental health and that it is nothing to be ashamed of.
2. I can help myself and others when worried about a mental health problem.
3. I can recognise when I am feeling those emotions and have strategies to manage them.
4. 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. I can resist pressure to do something online that might hurt myself or others.
6. I can take responsibility for my own safety and well-being.



**Session 1: My Self-Image**

**Session 2: Puberty**

**Session 3: Babies - Conception to Birth**

**Session 4: Boyfriends and Girlfriends or 4a - Adolescent Friendships (alternative)**

**Session 5: Real Self and Ideal Self**

**Session 6: The Year Ahead**

**Key Vocabulary:** Self-Image, Self-esteem, Real Self, Celebrity, Opportunities, Freedoms, Responsibilities, Puberty, Pregnancy, Embryo, Foetus, Placenta, Umbilical Cord, Labour, Contractions, Cervix, Midwife, Attraction, Relationship, Pressure, Love, Sexting, Consent, or - Independence, Identity, Values, Relationships, Pressure, Adolescent, Negative body-talk, Choice, Feelings/emotions Challenge, Mental health, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement.

**PSHE Learning:**

1. I am aware of my own self-image and how my body image fits into that.
2. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
3. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
4. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.
5. I know myself well enough to maintain positive relationships with others whilst keeping my own identity.
6. I am aware of the importance of a positive self-esteem and what I can do to develop it.

**Social and Emotional Learning:**

1. I know how to develop my own self-esteem.
2. I can express how I feel about the changes that will happen to me during puberty.
3. I can recognise how I feel when I reflect on the development and birth of a baby.
4. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.
5. I can be assertive when appropriate.
6. I can express how I feel about my self-image and know how to challenge negative 'body-talk'.