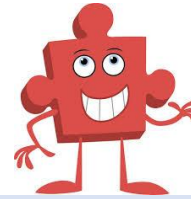


# Year 6

## Autumn 1



## Being me in my world

Knowledge organiser- PSHE



### Puzzle Outcomes

- I can identify goals this year, understand my fears and worries about the future and how to express them.
- I know how to feel welcome and valued and make others feel the same.
- I can take on a role in a group and contribute to the overall outcome through group decisions.
- I understand my own wants and needs and those of different communities.
- I make choices about my behaviour because I understand how rewards and consequences relate to rights and responsibilities.
- I understand my actions affect myself and others and I care about others feelings and empathise with them.
- I understand how democracy and having a voice benefits school communities and how to follow and model the Learning Charter for the whole school.

### Reflective Questions

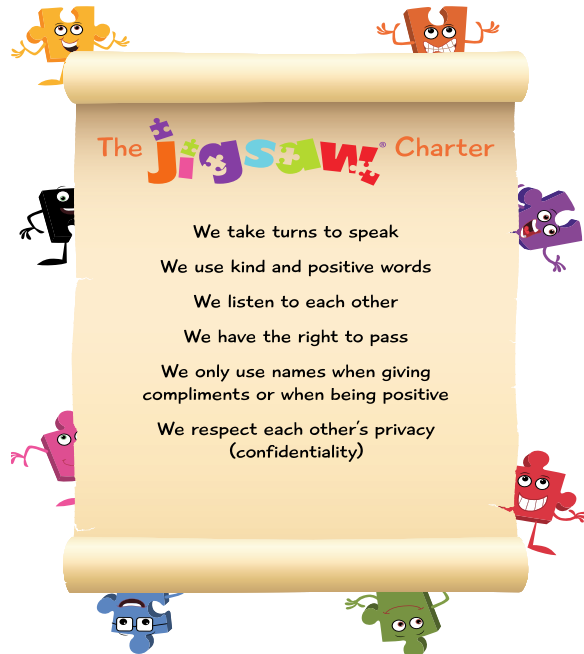
- ☺ What is your ambition for when you leave school?
- ☺ How do you feel about some needs being met and others not?
- ☺ What are the six most important rights you think should be shared at school?

### What Makes Our School Great?

As good citizens we can explain how our choices can have an impact on people in the community and globally.

We can empathise with others in the community and globally and can influence the choices that we make so that they are the right ones.

### Jigsaw Learning Charter



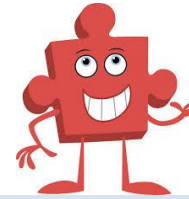
### Key Vocabulary

Maslow's hierarchy of human needs	The most fundamental needs at the bottom and the need for self-actualization and self-transcendence at the top.
Empathy	The ability to understand and share the feelings of one another.
Collaboration	The action of working with someone to produce something.
Legal	Relating to the law. 'A legal requirement'
Illegal	Contrary to or forbidden by law, especially criminal law.
Lawful	Conforming to, permitted by, or recognised by law or rules.
Democracy	The people have a say in how things are run.



# Year 6

## Autumn 2



## Celebrating Differences

Knowledge organiser- PSHE



### Puzzle Outcomes

- I understand that there are different perceptions about what ruthless means and can empathise with people who are different.
- I understand how being different can effect someone's life and I am aware of my attitude towards those who are different.
- I can explain some of the ways in which one person or a group can have power over another and how it feels to be excluded.
- I know some of the reasons people use bullying behaviours and I can use strategies to manage feelings and problem-solve bullying.
- I can give examples of people with disabilities who lead amazing lives and 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 and I can show empathy for people in either situation.

### Reflective Questions

- ☺ Is the word 'normal' helpful to us?
- ☺ What does the word 'normal' mean to you?
- ☺ Where does difference fit in?
- ☺ How does power affect acceptance and equality?

### What Makes Our School Great?

As good citizens it is important for us to understand that being different can affect people's lives if attitudes do not change.

We can understand that difference can cause conflict but also can be celebrated and appreciated

### Jigsaw Learning Charter

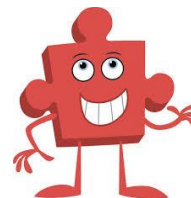


### Key Vocabulary

Ability	The physical or mental power to do something.
Accolade	An award or privilege granted as a special honour or as an acknowledgement of merit.
Admiration	Respect and warm approval.
Bullying	To harm, intimidate, or coerce someone perceived as vulnerable.
Conflict	A serious disagreement or argument.
Control	The power to influence or direct people's behaviour or the course of events
Disability	A physical or mental condition that limits a person's movements, senses, or activities.
Diversity	Understanding that each individual is unique and recognizing our individual differences.
Gender diversity	Fair representation of people of different genders.
Harassment	Aggressive pressure or intimidation.
Imbalance	Lack of proportion or relation between corresponding things.
Perception	The way in which something is regarded, understood, or interpreted.
Recipient	A person who receives something.
Stamina	The ability to sustain prolonged physical or mental effort.

# Year 6

## Spring 2



## Healthy Me

Knowledge organiser- PSHE



### Puzzle Outcomes

- I take responsibility for my health and make choices which benefit my health and well-being.
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I know they are ways to be happy without taking drugs.
- I understand that some people can be exploited to do things which are against the law.
- I know why some people feel pressurised into joining gangs and the risks this involves.
- I understand what it means to be emotionally well and can explore my own and others attitudes towards mental health/illness.
- I recognise stress and pressure and can see how people may misuse may alcohol/drugs. I can use different strategies to manage stress and pressure.

### Reflective Questions

- ☺ What do you do to keep yourself physically/mentally well?
- ☺ What helps you when you feel stressed?
- ☺ What can you do if someone is putting pressure on you to do something you don't want to do?

### What Makes Our School Great?

As good citizens it is important for us to take responsibility for our own health and well-being.

We can understand that we may feel stress and pressure and need positive strategies to deal with this safely.

### Jigsaw Learning Charter

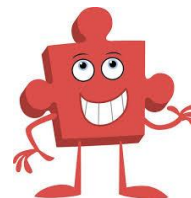


### Key Vocabulary

Anti-social behaviour	To act in a way that causes alarm or distress.
Criminal	Someone who breaks the law.
Exploited	To use someone unfairly for your own advantage.
Gangs	A group of young people who spend time together often behaving badly or fighting with other groups.
Illegal	Not allowed by law.
Legal highs	A drug that is taken for pleasure having the same effect as illegal drugs but is still within the law to buy.
Managing stress	A way of coping with situations that make you feel under pressure.
Mental health	The condition of your mind and how you manage this.
Over the counter	Legal drugs which can be bought at a chemist or shop without seeing a doctor first.
Pressure	A difficult situation which makes you feel unhappy or worried about doing the right thing.
Reputation	The opinion people have about someone or something.
Strategies	A way of doing something or dealing with something.
Triggers	An event or situation which causes someone to do something.
Vulnerable	Able to be easily hurt, influenced or attacked.

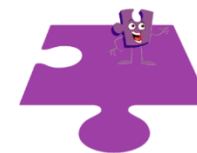
# Year 6

## Spring 1



## Dreams and Goals

Knowledge organiser- PSHE



### Puzzle Outcomes

- I know my learning strengths but can set challenging and realistic goals.
- I know how to set my own learning goals and motivate myself to achieve them.
- I can recognise the emotions I feel when I see problems in the world and talk to people about this.
- I can work well with other people and empathise with those going through difficulty.
- I can describe ways in which I can make the world a better place and how I am motivated to do this.
- I know that people in my class admire about me and can accept their praise and compliments. I can praise other people and recognise their contributions and achievements.

### Reflective Questions

- ☺ What are your learning strengths?
- ☺ What goal have you set at school/home?
- ☺ What problem in the world are you worried about?
- ☺ What do you think people admire you?

### What Makes Our School Great?

As good citizens it is important for us to understand that achieving our goals means setting challenges but being realistic.

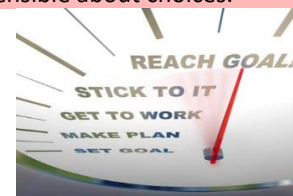
We can understand that it is good to be admired and accept praise and recognise other people's strengths too.

### Jigsaw Learning Charter



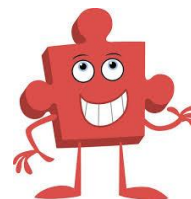
### Key Vocabulary

Achievement	A result gained by effort.
Compliment	A polite expression of praise or admiration.
Concern	Anxious or worried.
Contribution	A part played by a person to bring a result to something.
Dream	An aspiration, idea, or something greatly desired.
Empathy	The ability to understand and share the feelings of another.
Goal	The object of a person's ambition or effort; an aim or desired result.
Hardship	Severe suffering.
Hope	A feeling of expectation and desire for something to happen.
Learning Strengths	To combine talents and abilities with existing skills to take on new information.
Motivation	A desire to accomplish something.
Realistic	Showing a sensible idea of what can be achieved.
Recognition	Appreciate and identify a person's achievements.
Suffering	A state of pain and distress.
Unrealistic	Not being sensible about choices.



# Year 6

## Summer 1



## Changing me

Knowledge organiser- PSHE



### Puzzle Outcomes

- I know that it is important for me to recognise my self-esteem and know how to develop it.
- I can express how I feel about changes that will happen during puberty
- I know how a baby develops and can say how I can reflect on the development and birth of a baby.
- I know that being physically attracted to someone changes a relationship, but I understand that mutual respect is essential so that both parties are doing something they want to.
- I can celebrate what I like about my own and others self-image and body image.
- I know what I am looking forward to and what I am worried about as I move onto secondary school and how emotional this is.

### Reflective Questions

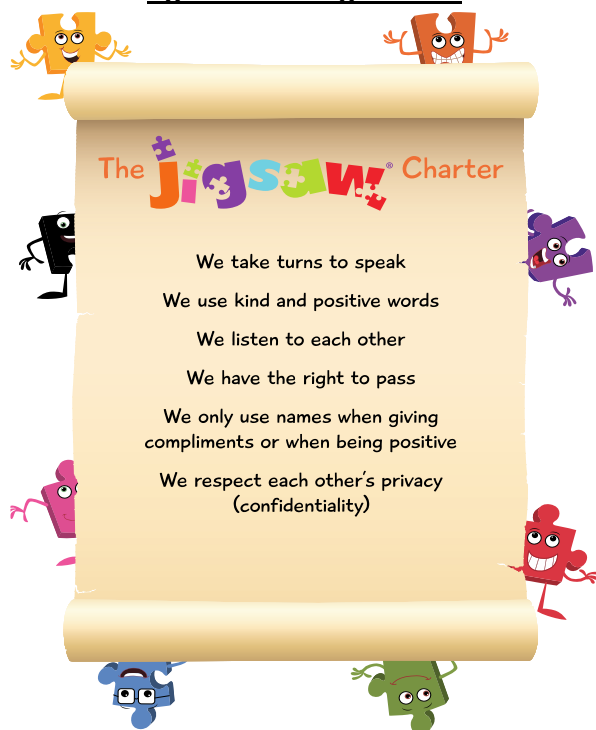
- ☺ Can we talk about changes that will happen to your body in the next few years?
- ☺ What does mutual respect mean?
- ☺ What are you excited and nervous about with secondary school?

### What Makes Our School Great?

As good citizens it is important for us to have positive self-esteem and body image of ourselves and others.

We can understand that we may feel pressure to do things we don't want to in a relationship, but mutual respect is essential for a positive relationship to work.

### Jigsaw Learning Charter



### Key Vocabulary

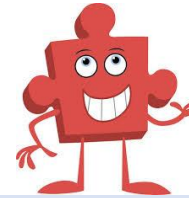
Age appropriateness	Suitable and right for people of your age.
Body image	The idea someone has about what their own body looks like.
Comparison	The act of considering the similarity or differences between two or more things.
Growth spurt	When you have a lot of changes in your body, and you start becoming a teenager.
Ejaculation	The release of sperm.
Erection	When a man's penis is bigger, harder and raises up in preparation for making love.
Fallopian Tube	Two tubes in a woman's body where eggs travel from the ovaries to the womb.
Fertilised	A male cell joining to a female cell to create a new animal.
Genitals	The outer sexual organs, especially the penis, or vulva.
Making love	Sexual activity which can result in the making of a baby.
Menstruation	The flow of blood from a woman's uterus.
Uncircumcised	To cut the protecting loose skin off a boy's or man's penis for medical, religious, or traditional reasons.





# Year 6

## Summer 1



## Relationships

Knowledge organiser- PSHE



### Puzzle Outcomes

- I know that it is important to take care of my mental health and that any problems I suffer are nothing to be ashamed of.
- I know how to take care of my mental health and how I can help others who are suffering.
- I understand that there are different stages of grief and different types of loss and I have strategies to manage them.
- I can understand when people are trying to gain power and control and can stand up for myself and friends in these situations.
- I can judge whether something online is safe and helpful to me and can resist pressure to do something that may harm myself or others.
- I can use technology positively and safely to communicate with friends and family and can take responsibility for my own online safety.

### Reflective Questions

- ☺ What is mindfulness?
- ☺ What tips can you give me for taking care of my mental health?
- ☺ What is the grief cycle and how do I deal with grief?
- ☺ Who do you talk to online and how do you know that they are genuine?

### What Makes Our School Great?

As good citizens it is important for us to take care of our mental health.

We can understand that we may feel pressure online and need to use technology positively and safely.

### Jigsaw Learning Charter



### Key Vocabulary

Ashamed	Embarrassed or guilty about your actions.
Anxiety	A feeling of unease, worry or fear.
Assertive	Having or showing a confident and forceful personality.
Bereavement	A period of mourning following the death of a loved one.
Denial	The action of not admitting to something.
Despair	The complete loss of absence or hope.
Genuine	Meaning what you say.
Guilt	Make something thing they have to do something by using their emotions.
Mental health	A person's condition with regard to their psychological and emotional well-being.
Power	The ability to direct or influence the behaviour of others.
Stigma	A mark of disgrace associated with a circumstance or person.
Technology	Electrical items used to send and receive messages and search the internet or play games.

