

# PSHE

## Scheme of Work for Academic Year September 2024 - July 2025

|                                   | Lesson | Term 1  | Lesson | Term 2   | Lesson | Term 3  | Lesson | Term 4   | Lesson | Term 5   | Lesson | Term 6  |
|-----------------------------------|--------|---|--------|--|--------|---|--------|--|--------|--|--------|---|
| Class                             |        | Being Me in My World  |        | Celebrating Differences  |        | Dreams & Goals  |        | Healthy Me   |        | Relationships  |        | Changing Me   |
| Key Stage 2 - Jigsaw 10-11        | 1      | To know that there are universal rights for all children but for many children these rights are not met (2)   | 1      | To understand how being different can affect someone's life (2)  | 1      | To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these (2)   | 1      | To take responsibility for my health and make choices that benefit my health and well-being (1)  | 1      | To know that it is important to take care of my mental health (1)  | 1      | To be aware of my own self-image and how my body fits in to that (1)  |
|                                   | 2      | To understand that my actions affect other people locally and globally (3)  | 2      | To explain how one person or group can have power over others (3)  | 2      | To work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these (2)   | 2      | To know about different drugs and their uses and their effects on the body, especially the liver and heart (2)   | 2      | To know how to take care of my mental health (2)   | 2      | To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (2)   |
|                                   | 3      | To make choices about my own behaviour because I understand how rewards and consequences feel. To understand how these relate to my rights and responsibilities (4) | 3      | To know some reasons why people use bullying behaviours (4)  | 3      | To work with others to make the world a better place (5)  | 3      | To understand that some people can be exploited and be made to do things that are against the law (3)  | 3      | To understand that there are different stages of grief and that there are different types of loss that cause people grief (3)  | 3      | To describe how a baby develops from conception through the nine months of pregnancy, and how it is born (3)  |
|                                   | 4      | To understand how an individual's behaviour can impact a group (5)  | 4      | To know some reasons why people use bullying behaviours (4)  | 4      | To work with others to make the world a better place (5)  | 4      | To know why some people join gangs and the risk this involves (4)  | 4      | To recognise when people are trying to gain power or control (4)   | 4      | To describe how a baby develops from conception through the nine months of pregnancy, and how it is born (3)  |
|                                   | 5      | To understand how an individual's behaviour can impact a group (5)  | 5      | To be able to give examples of people with disabilities who lead amazing lives (5)   | 5      | To know what some people in my class like or admire about me and can accept their praise (6)  | 5      | To understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness (5)  | 5      | To judge if something online is safe and helpful for me (5)  | 5      | To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend (4)  |
|                                   | 6      | To understand how democracy and having a voice benefits the school community (6)  | 6      | To explain reasons why difference can be a cause of conflict and a reason for celebration (6)  | 6      | To know what some people in my class like or admire about me and can accept their praise (6)  | 6      | To recognise stress and the triggers that cause this and I understand how stress can cause alcohol and drugs misuse (6)  | 6      | To use technology positively and safely to communicate with my friends (6)   | 6      | To identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. (6)  |
|                                   | 7      |   | 7      |  | 7      |   | 7      |  | 7      |  | 7      |   |
|                                   | Lesson | Term 1  | Lesson | Term 2   | Lesson | Term 3  | Lesson | Term 4   | Lesson | Term 5   | Lesson | Term 6  |
| Class                             |        | Being in My World   |        | Celebrating Difference   |        | Dreams & Goals  |        | Healthy Me   |        | Relationships  |        | Changing Me   |
| Key Stage 3 Year 1 - Jigsaw 11-12 | 1      | To recognise that identity is affected by a range of factors (1)  | 1      | To describe what prejudice and discrimination are/ To know what bystanders are and their impact on bullying/ To explain some ways the equality act protects against prejudice and discrimination (1)   | 1      | To identify my dreams and goals and recognise that these may change over time (1)   | 1      | To understand how health can be affected by emotions and know a range of ways to keep myself healthy and happy (1)   | 1      | To identify characteristics and benefits of positive, strong, supportive relationships/ To understand what expectations might be of having a romantic relationship/ To understand what is meant by consent/ To understand what expectations might be of having a romantic relationship/ To understand what is meant by consent (1) | 1      | To explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally/ To understand how some of the changes that happen during puberty can affect my feelings and emotions (1b)                                    |
|                                   | 2      | To recognise that identity is affected by a range of factors (2)  | 2      | To challenge my own and others' attitudes and values, and accept difference in others (2)  | 2      | To identify some of the skills that may benefit my future, including employment (2)   | 2      | To understand how physical activity can help combat stress/ I understand the positive impact of healthy lifestyle choices such as nutrition and exercise on the body and mind (2)                    | 2      | To identify the supportive relationships in my life/ To know that relationships change and can suggest how to manage this (2)  | 2      | To know some of the ways a baby can be conceived/ To understand how a baby develops inside the uterus and is born (2)   |
|                                   | 3      | To understand how peer pressure operates within a group (3)   | 3      | To understand the wide range of roles in society and the variety of individuals that operate within them/ To understand what stereotyping means and its potential impact/ To define stereotyping and why it is unhelpful (3)                   | 3      | To use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour (3)   | 3      | To understand the positive lifestyle choices such as good sleep on my body and mind (3)  | 3      | To identify why people sometimes fall out/ To suggest ways to manage conflict within my friendship group/ To suggest ways to manage conflict within my friendship group (3)  | 3      | To know there are different types of committed stable relationships and that some people may choose to have children or not/ To make links between positive, healthy family relationships and effective parenting/ To identify some of the roles and responsibilities of being a parent (3) |
|                                   | 4      | To recognise how I present myself online (4)  | 4      | To know how to challenge prejudice and discrimination assertively/ To know what the UN declaration of Human Rights is and how it protects people/ To know what the Equality act is and can give some examples of protected characteristics (4) | 4      | To explain how responsible choices enable me to move towards my D and G/ I can give examples of when risky or unsafe choices could affect a person's D and G (4)  | 4      | To explain ways to help myself when I feel stressed/ I recognise when I feel stressed and the triggers associated with this (4)  | 4      | To understand that discernment is an important skill when being a consumer of media (4)  | 4      | To know the media can have a positive or negative impact on a person's self-esteem or body image/ To know where to go for help if I am worried about my body image or self-esteem (4)   |
|                                   | 5      | To understand what can influence my behaviours online (5)   | 5      | To understand what bullying is and what it is not and some of the motivations behind bullying behaviours (5)   | 5      | To give an example of when a risky or unsafe choice could affect a person's dreams and goals (5)  | 5      | To know about different substances and the effects they have on the body and why some people use them/ I understand that I can make choices about my own lifestyle including nutrition and sleep (5) | 5      | To recognise when to use assertiveness in some of my relationships/ To understand the personal and legal consequences of sexting (5)   | 5      | To know about some of the changes in my brain during puberty/ To be aware of some of the emotional changes during puberty/ To know where to access support if I am worried about adolescence (5)  |
|                                   | 6      | To maintain positive on and offline relationships (6)   | 6      | To understand how respect impacts on relationships (6)   | 6      | To understand that the choices I make affect my relationships, health and future (6)  | 6      | To summarise some key things to maintain my health and well-being (6)  | 6      | To summarise behaviours and attitudes that could make a relationship healthy or unhealthy (6)  | 6      | To summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes (6)   |
|                                   | 7      |   | 7      |  | 7      |   | 7      |  | 7      |  | 7      |   |
|                                   | Lesson | Term 1  | Lesson | Term 2   | Lesson | Term 3  | Lesson | Term 4   | Lesson | Term 5   | Lesson | Term 6  |
| Class                             |        | Being in My World   |        | Celebrating Difference   |        | Dreams & Goals  |        | Healthy Me   |        | Relationships  |        | Changing Me   |
|                                   | 1      | To appreciate that identities are complex and can change over time/ To appreciate the similarities, diversity and difference of people's identities (1)             | 1      | To recognise challenges faced by individuals when trying to make positive change/ To give examples of individuals who have made a positive contribution despite prejudice and discrimination (1)   | 1      | To know what some of my long-term goals are and how short- and medium- term goals might help me achieve them/ To identify the careers that interest me, the skills I need to develop and how these can be linked to short- term and long-term goals (1) | 1      | To describe the actions that can be taken to support good physical health/ To list some factors that help to ensure good health in the longer term (1)   | 1      | To understand that relationship skills have to be learned and practised, including the one with ourselves (1)  | 1      | To know different types of close, intimate relationships that people can have/ To know what happens physically and emotionally when individuals experience physical attraction (1)  |

Key Stage 3 Year 2 - Jigsaw 12-13

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|---|--|---|--|---|--|---|--|---|---|---|---|
| 2 | To understand about collective and individual identities and cultural diversity/ To understand the influences family has on self-identity (2)  | 2 | To give examples of social justice in the UK/ To describe what inequality means in the UK (2)  | 2 | To understand some of the positive and negative roles that money can play in society (2)   | 2 | To understand what the law says about substance use and possession/ To describe some of the links between substances and exploitation of young people (2)  | 2 | To understand that relationships can cause strong feelings and emotions/ To understand the features of positive and stable relationships/ To understand that all relationships have positive and less positive aspects/To understand the features of positive and stable relationships/To understand that all relationships have positive and less positive aspects (2) | 2 | To understand the positive aspects of having a girlfriend or boyfriend/ To describe some of the behaviours you would expect to find in a healthier romantic relationship (2)  |
| 3 | To define what stereotypes are (3)   | 3 | To give examples of social injustice (3)   | 3 | To describe how my activity online can be both positive and negative (3)   | 3 | To describe the actions that can be taken to support good physical health/ To list some factors that help ensure good health in the longer term/ To list the factors that can impact negatively on dental health/ To describe the steps that can be taken to keep teeth and gums healthy (3) | 3 | To define what is meant by personal space and how this varies across my relationships / To discuss how personal space differs across different cultures (3)   | 3 | To understand the range of feelings associated with attraction/ To know where to get information to safely explore feelings about sexuality (3)   |
| 4 | To understand that I can make accurate and inaccurate assumptions about my own and others' identities<br>To understand that I can make choices about the influences I accept as part of my personal identity (4)             | 4 | To define what is and what is not bullying/ To give examples of LGBT bullying/ To describe the step that can be taken to challenge LGBT bullying (4)         | 4 | To understand the variations of income across the world (4)  | 4 | I understand the role of vaccinations and can explain differing views on this (4)  | 4 | To understand what is meant by control, power balance and coercion in a relationship/ To understand that carrying a knife can lead to serious consequences for me and others around me (4)  | 4 | To know that pornographic images do not reflect reality/ To know how pornography can affect expectations and self-image (4)   |
| 5 | I understand that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me<br><br>I can appreciate that people's faiths and beliefs can affect their personal identity (5) | 5 | To make a positive contribution to my community/ To recognise that the choices I make will impact my ability to develop my self-confidence and integrity (5) | 5 | To explain why it is important to keep track of spending (5)   | 5 | To understand how health can be affected by emotions and know a range of ways to keep myself well and happy (5)  | 5 | To understand how to use social media appropriately, safely and legally/ To give examples of how personal safety can be compromised online (5)  | 5 | To list some risks associated with drinking too much alcohol, including unprotected sex, non-consensual sex/ To know what the law says in relation to sex and alcohol/ To discuss the steps someone could take if they had engaged in risky sexual behaviour as a result of drinking too much alcohol (5) |
| 6 | I understand how to identify influences and differences and use these positively in my relationships (6)   | 6 | To understand how respect and equality, or the lack of these, affects relationships/ To know I can make a difference (self-efficacy) (6)                     | 6 | To understand the choice I make now can affect my future/ To know that gambling can become addictive and to know the warning signs (6) | 6 | To describe the actions that can be taken to support good physical and mental health (6)   | 6 | To understand that personal space is different for everyone/ To explain what is meant by the term neurodivergent (6)  | 6 | To summarise behaviours and attitudes that could make a relationship healthier or less healthy/ To explain some risks associated with pornography or alcohol use in relation to relationships (6)   |
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| Lesson | Term 1 | Lesson | Term 2 | Lesson | Term 3 | Lesson | Term 4 | Lesson | Term 5 | Lesson | Term 6 |
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| Class | Being Me in My World |  | Celebrating Difference |  | Dreams & Goals |  | Healthy Me |  | Relationships |  | Changing Me |
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Key Stage 3 Year 3 - Jigsaw 13-14

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| 1 | To identify differences between myself and others in my social group/ To explain how differences can be a source of conflict and a reason for celebration (1)   | 1 | To explain why some people display sexist and ageist behaviour/ To understand the complexities around gender identity/ To challenge my own and others' attitudes towards difference in relation to sexism, ageism and gender identity (2) | 1 | To identify personal strengths/ To identify health goals I would like to achieve (1)  | 1 | To understand that my brain works in order to keep me safe, process my emotions and think logically/ To explain how my environment changes as a teenager and how my brain responds to this (1)   | 1 | To recognise when there is an imbalance of power in a relationship/ To understand the features of positive, stable relationships (1)   | 1 | To know that sleep is important for psychological and physical reasons/ To know that sleep is important for my mental health/ To know that sleep is important for learning (3)                                  |
| 2 | To understand that different people have different expectations of intimate relationships and know how to access support if worried about relationship issues (2)   | 2 | To identify positive and negative language and recognise my own language style (3)  | 2 | To produce a SMARTER plan and know how to apply it to support my life and learning (2)  | 2 | To understand the physical effects of alcohol and how it impacts decision making/ To know what the law says about alcohol/ To understand the physical and emotional effects of some substances/ To know some facts about drug classification and what the law says about possession and supply (2) | 2 | To understand that I have a choice in many situations, including when I want to say no/ To know and can use some assertiveness skills to help me manage a range of circumstances/ To understand that consent and the law are important features in a sexual relationship (2)   | 2 | To understand what resilience means/ To understand how resilience can be developed (4)  |
| 3 | To explain peer approval and how it can cause problems/ To describe what grooming is and give examples (3)  | 3 | To understand there are different types of bullying/ To know what to do if I encounter bullying/ To identify bullying in the workplace (4)  | 3 | To be able to accept helpful feedback and reject unhelpful criticism (3)  | 3 | To know that my environment has a bigger impact on me as a teenager than when I was a child/ To understand why fitting in to social groups is important to me at this stage of my life (3)   | 3 | To understand that pornography and some media images give a false impression of sex and romantic relationships/ To challenge stereotypical ideas of 'ideal' males and females/ To know about sex and the law as applied to online and social media (3)   | 3 | To understand what resilience means/ To understand how resilience can be developed (4)  |
| 4 | To suggest links between risky behaviour choices and the influence of social groups/ To know that I can accept or reject influences (4)   | 4 | To understand there are different types of bullying/ To know what to do if I encounter bullying/ To identify bullying in the workplace (4)  | 4 | To know the difference between mental health and mental illness/ To know what can contribute to mental illness/ To know where I can access support if I am worried about mental illness (4)                                   | 4 | To understand how I can make choices to keep myself healthy/ To know about cardiac arrest, how to follow CPR and the use of a defibrillator (4)  | 4 | To know about the different contraception methods available and that communication about contraception use is important/ To know that contraception is important for sexual health as well as preventing a pregnancy and how to access advice and information about sexual health/ To know about sex and the law (4) | 4 | To know different ways someone might choose to express themselves (self-expression)/ To understand some of influences that can affect a person's body image and how they might choose to express themselves (5) |
| 5 | To explain the links between having a positive self-identity and healthy intimate relationships/ To explain what consent means to me in my social group and intimate relationships/ To know how to report coercive or abusive behaviour (5) | 5 | To understand how prejudice, discrimination and bullying can arise and how these can affect mental health (5)   | 5 | To know how and why some media is manipulated/ To understand that these can have an impact on self-esteem and mental health both positively and negatively/ Know where to access help if I am worried about mental health (5) | 5 | To notice when the behaviour of others changes and know some steps I can take to help them (5)   | 5 | To understand that there are consequences if I choose to have unprotected sex/ To know about different sexually transmitted infections/ To know about sexual health clinics and how to access help and support if I have unprotected sex (5)   | 5 | To know different ways someone might choose to express themselves (self-expression)/ To understand some of influences that can affect a person's body image and how they might choose to express themselves (5) |
| 6 | I understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships (6)  | 6 | To understand how prejudice, discrimination and bullying can arise and how these can affect mental health (6)   | 6 | To understand my own mental health and how to recognise signs of mental ill-health in myself and others (6)   | 6 | To describe the actions that can be taken to support good physical and mental health (6)   | 6 | To consider the risks and consequences of becoming sexually active(6)  | 6 | To summarise how different types of change can affect mental health and know some strategies to stay resilient(6)   |
| 7 |   | 7 |   | 7 |   | 7 |  | 7 |  | 7 |   |

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| Lesson | Term 1 | Lesson | Term 2 | Lesson | Term 3 | Lesson | Term 4 | Lesson | Term 5 | Lesson | Term 6 |
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|-------|----------------------|--|------------------------|--|----------------|--|------------|--|---------------|--|-------------|
| Class | Being Me in My World |  | Celebrating Difference |  | Dreams & Goals |  | Healthy Me |  | Relationships |  | Changing Me |
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|---|---|---|--|---|--|---|--|---|--|---|---|
| 1 | To list some freedoms I enjoy in society/ To describe what personal freedom means to me/ To describe my understanding of safety/ To identify potential risks to my safety (1) | 1 | To define equality/ To give examples of disabilities including hidden disabilities/ To give examples of consequences of not adhering to the Equality Act (1) | 1 | To know how the relationships I have can support me reaching my goals/ To respect and nurture the important relationships I have/ To define resilience and identify my area of strength and areas to improve (1) | 1 | To understand a range of factors that affect my physical and Mental health/ I can use new health related information to inform lifestyle choices (1) | 1 | To identify types of long-term relationships, including their legal status/ To outline the differences between lust, attraction and attachment in relationships/ To differentiate the elements present in different types of long-term relationships (1) | 1 | To identify some of the changes in society that will affect me/ To discuss the emotional impact societal change can have on young people/ To assess the role of media, including social media, on social change (1) |
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**Key Stage 4 Year 1 - Jigsaw 14-15**

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| 2 | To recognise the positive and negative role of social media/ To understand the impact that social media has on identity and culture/ To recognise how online data is used positively and negatively (3)          | 2 | To give examples of job roles that are exempt from the Equality Act/ To give example of how to promote equality/ To know what is expected of me and what I can expect in the workplace (2)  | 2 | To identify connections with my physical health and achieving my goals/ To understand the impact that poor mental health can have on my goals/ To identify some steps I could take to ensure my health helps me achieve my goals (2) | 2 | To discuss common threats to health/ take steps to help prevent lifestyle related illness/ Understand there is a wide range of actions I can take to enhance and protect my health (2)  | 2 | To understand the relationship life-cycle/ To understand the choices I have in my relationships, including ending them/ To understand the potential consequences of ending toxic relationships and how to manage this/ To list sources of help and support for when relationships end (2)  | 2 | To discuss gender and stereotypes in relation to a range of romantic relationships/ To identify and understand the legislation relating to a range of relationships (4)   |
| 3 | Identify potential risks to online safety/ To understand 'netiquette' and legislation relating to online safety/ To make decision making processes in regards to what I post online (4)                          | 3 | To give examples of job roles that are exempt from the Equality Act/ To give examples of how to promote equality/ To know what is expected of me and what I can expect in the workplace (2)   | 3 | To understand the issues that may impact on me and my future success, including social media/ To understand the importance of balance in all aspects of my life/ To identify realistic and unrealistic goals (3)                     | 3 | To know about some mental health disorders/ Understand the positive impact that community action and volunteering can have on mental health/ Aware of the risks associated with a range of substances (3)   | 3 | To understand the benefits of healthier relationships and connection/ To assess the impact healthier relationships can have on children/ To list strategies to cope with difficult relationships (3)   | 3 | To discuss gender and stereotypes in relation to a range of romantic relationships/ To identify and understand the legislation relating to a range of relationships (4)   |
| 4 | To can identify potential threats to safety in a range of situations on and offline/ To describe actions to mitigate risk in a range of situations/ To know how to get help if personal safety is threatened (5) | 4 | To identify individuals and groups that may experience inequality/ To list some organisations that campaign for greater equality/ To describe how some groups and individuals campaign for equality (5)   | 4 | To describe how balance supports mental and physical health/ To identify what I can do to create more balance in my life/ To explain the importance of connections in relation to relationships (4)                                  | 4 | To understand the possible consequences that could occur to myself and my partner if we have unprotected sex/ Know about different STI's, symptoms, how they are treated and tested for (4)   | 4 | To critically evaluate the truth or otherwise of a relationship e.g. via social media/ To explain why social media might give a false impression of a relationship/ To discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography (4)  | 4 | To reflect on physical changes experienced so far/ To understand the relationship between physical change, self-esteem and emotional change/ To understand the impact of family change and how it can affect future relationships/ To list sources of help and support in relation to changes young people may have difficulty with (5) |
| 5 | To can identify potential threats to safety in a range of situations on and offline/ To describe actions to mitigate risk in a range of situations/ To know how to get help if personal safety is threatened (5) | 5 | To identify individuals and groups that may experience inequality/ To list some organisations that campaign for greater equality/ To describe how some groups and individuals campaign for equality (5)   | 5 | To identify the wide range of goals that individuals have/ To understand a range of health goals that are priorities for some people/ To explain how helping a stranger impact someone positively (5)                                | 5 | To know about the different methods of contraception available, that they are important for sexual health and preventing pregnancy/ Know that communication about contraception use is important/ know about sex and the law and how to access advice and information about sexual health (5) | 5 | To list the health benefits that positive relationships can provide/ To understand the patterns associated with abusive relationships including exploitation and abuse in teenage relationships/ To understand how coercion can feature in a range of relationships and can describe examples of associated legislation/ To know the support available when relationships are unsafe (5) | 5 | To reflect on physical changes experienced so far/ To understand the relationship between physical change, self-esteem and emotional change/ To understand the impact of family change and how it can affect future relationships/ To list sources of help and support in relation to changes young people may have difficulty with (5) |
| 6 | To understand how to stay safe in my online and offline relationships (6)  | 6 | To understand how equality and inequality can affect relationships<br>To recognise some of the ways in which aspects of health can impact on life chances, particularly education<br>To know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences(6) | 6 | To understand how relationships and being part of a community can support me and others to achieve our goals (6)   | 6 | To describe the actions that can be taken to support good physical and mental health (6)  | 6 | To consider what makes a healthier or less healthy relationship<br>To know how to get help with relationships if needed (6)  | 6 | To summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes (6)   |
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Lesson Term 1 Lesson Term 2 Lesson Term 3 Lesson Term 4 Lesson Term 5 Lesson Term 6

Class Being Me in My World Being Me in My World Dreams & Goals Healthy Me Relationships Dreams & Goals, Healthy Me and Staying Safe

**Key Stage 4 Year 2 - Jigsaw 15-16**

|   |   |   |  |   |   |   |  |   |   |   |  |
|---|---|---|--|---|---|---|--|---|---|---|--|
| 1 | To be able to state what being an adult means to me/ To give examples of legislation that affects me at 16 (1)  | 1 | To give examples of legislation in reference to online activity/ To assess the impact of illegal online activity and misuse of technology on a range of people/ To explain why pornography is legislated against and the potential consequences of viewing pornography (4) | 1 | To know the links between sleep, physical and mental health and learning/ To know some ways to help myself manage any feelings over anxiety or overwhelm when or if they occur/ To know where I can access further information and support (1)  | 1 | To understand the influences that inform decision making with regards to sexual relationships/ Explain the links between sleep and physical/mental health (1)  | 1 | To know that an intimate relationship can move through different stages/ To give examples of how the media portrays expectations of sex and relationships, both positive and negative/ To tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future (1)  | 1 | To identify some possible barriers to some of my dreams and goals/ To identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met (D&G 5)  |
| 2 | To be able to state what being an adult means to me/ To give examples of legislation that affects me at 16 (1)  | 2 | To give examples of legislation in reference to online activity/ To assess the impact of illegal online activity and misuse of technology on a range of people/ To explain why pornography is legislated against and the potential consequences of viewing pornography (4) | 2 | To identify my financial goals and whether these are realistic in the short or longer term/ To know the skills and attributes I have or need to develop in to aim for my financial goals/ To be able to budget and understand the possible consequences of debt/ To know where to find sources of support for people in debt or have a gambling problem/ To understand the risks associated with gambling as an answer to debt or financial pressures (2) | 2 | To understand the influences that inform decision making regarding sexual relationships/ Know strategies that help with the pressures to have sex/ Understand what consent is in regards to sexual relationships (2) | 2 | To understand some of the terminology and language used surrounding gender and sexuality/ To know that sexuality is different from gender diversity/ To know that for some people, gender identity and sexuality is fluid and for others it is fixed/ To know that LGBT+ people are protected by law (2)  | 2 | To understand the choices available in relation to pregnancy/ To know important facts about pregnancy (HM 5)   |
| 3 | To give examples of legislation that relates to sex and relationships/ To know about the legal status on different relationships/ To explain why coercive control, sexual harassment and sexual violence in relationships in unacceptable, illegal and the consequences of this (2) | 3 | To know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help/ To apply this knowledge to a range of scenarios where emergency aid may be needed (5)                               | 3 | To have ideas about what my dream job might be/ To have considered if my dream job might differ from the expectation of others and how I might manage this/ To explain why I may need to change my skill set as my career develops (3)  | 3 | To know important facts about pregnancy and fertility/ Know how hormones can influence many aspects of my health and life/ Be aware of the steps I need to take to stay healthy (3)                                  | 3 | To understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this/ To understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented/ To know that being LGBT+ is different for each individual and there are many ways someone may express being LGBT+ (3) | 3 | To be able to differentiate between the features of healthy friendships and those associated with gang membership/ To explain why the need to belong is important for young people and its significance in influencing behaviour and attitudes/ To explain why some young people may want to join a gang but most do not |
| 4 | To give examples of legislation that relates to sex and relationships/ To know about the legal status on different relationships/ To explain why coercive control, sexual harassment and sexual violence in relationships in unacceptable, illegal and the consequences of this (2) | 4 | To know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help/ To apply this knowledge to a range of scenarios where emergency aid may be needed (5)                               | 4 | To identify some possible barriers to some of my dreams and goals/ To can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met (5)   | 4 | To understand the choices available in relation to contraception and pregnancy/ Know important facts about pregnancy and fertility (4)   | 4 | To recognise when there is an imbalance of power within an intimate relationship/ To suggest strategies for managing relationships that are imbalanced, including ending them if appropriate/ To know how to recognise illegal behaviour within an intimate relationship, how and where to report it (4)  | 4 | To explain influences on decision-making about gangs/ To explain the risks and consequences of different gang behaviours / To assess the consequences of different decisions related to gang membership  |
| 5 | To give examples of legislation around possession and supply of drugs, alcohol and other substances/ To be able to assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control (3)                                    | 5 | To know some of the rights, responsibilities and laws that affect me(6)  | 5 | To identify some possible barriers to some of my dreams and goals/ To can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met (5)   | 5 | To understand the important facts in relation to pregnancy/ Understand the important facts in relation to fertility (5)  | 5 | To know what Female Genital Mutilation (FGM) and breast ironing/ flattening are and why they are illegal/ To know how to report crimes such as these (5)  | 5 | To explain why gang members may find it hard to leave a gang/ To identify when and how to get help, including when at risk/ To explain the support available and describe exit strategies to help someone to leave a gang  |

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|  | 6 | To give examples of legislation around possession and supply of drugs, alcohol and other substances/ To be able to assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control (3) | 6 | To know some of the rights, responsibilities and laws that affect me(6) | 6 | To understand what I need to do to achieve successful health, relationships and life-goals (6) | 6 | To summarise how people can stay healthy physically, sexually and mentally/ Think about health and healthy choices change as people get older (6) | 6 | To consider how power in relationships can affect people<br>To understand issues relating to inclusion, equality and violations of human rights (6) | 6 | To identify the Personal responsibilities that young people have when travelling and how to manage the risks involved |
|  | 7 |  | 7 |   | 7 |  | 7 |   | 7 |   | 7 |   |

|       |        |                                      |        |           |        |                          |        |               |        |               |        |              |
|-------|--------|--------------------------------------|--------|-----------|--------|--------------------------|--------|---------------|--------|---------------|--------|--------------|
|       | Lesson | Term 1                               | Lesson | Term 2    | Lesson | Term 3                   | Lesson | Term 4        | Lesson | Term 5        | Lesson | Term 6       |
| Class |        | Personal Health / Life Beyond School |        | Wellbeing |        | Mental Health/ Wellbeing |        | Relationships |        | Relationships |        | Independence |

|   |   |  |   |  |   |   |   |   |   |  |   |   |
|---|---|--|---|--|---|---|---|---|---|--|---|---|
| Post 16 Groups: 1, 2, 3, 4, 5 and 6 Year 1 - Life Lessons | 1 | To reflect on the different ways in which people balance their work and life / To recognise the role that you play in your family and community and consider how this might shape your career / To consider how you want to move through different life stages and manage different life roles | 1 | To learn how to be a critical consumer of online information in all its forms, including recognising bias, propaganda.   | 1 | To understand the stereotypes surrounding mental health in the media and how to have more open and supportive conversations | 1 | To consider our own values and how it impacts decisions you make and the role unconscious bias plays in society                             | 1 | To better understand what makes healthy relationships and to consider when and how to end relationships.   | 1 | Understand the benefits of volunteering, both for individual growth and community well-being, and will be able to identify the types of volunteering they are interested in.                                  |
|   | 2 | To reflect on the different ways in which people balance their work and life / To recognise the role that you play in your family and community and consider how this might shape your career / To consider how you want to move through different life stages and manage different life roles | 2 | To learn how to be a critical consumer of online information in all its forms, including recognising bias, propaganda.   | 2 | To understand the stereotypes surrounding mental health in the media and how to have more open and supportive conversations | 2 | To consider our own values and how it impacts decisions you make and the role unconscious bias plays in society                             | 2 | To better understand what makes healthy relationships and to consider when and how to end relationships.   | 2 | Understand the benefits of volunteering, both for individual growth and community well-being, and will be able to identify the types of volunteering they are interested in.                                  |
|   | 3 | To reflect on the different ways in which people balance their work and life / To recognise the role that you play in your family and community and consider how this might shape your career / To consider how you want to move through different life stages and manage different life roles | 3 | To learn how to be a critical consumer of online information in all its forms, including recognising bias, propaganda.   | 3 | To understand the stereotypes surrounding mental health in the media and how to have more open and supportive conversations | 3 | To consider how sharing personal information with others can impact on relationships and learn strategies for relaying negative information | 3 | Learn how to improve and support relationships and negotiate difficulties./ Understand that it is normal that friendships and relationships might end./ Manage the ending of relationships and friendships safely and respectfully, including online./ Develop strategies to recognise, de-escalate and exit aggressive social situations. | 3 | To make informed decisions about health and wellbeing by accessing reliable information and understanding the importance of regular self-examinations and vaccinations.                                       |
|   | 4 | Explore how technology and social media can negatively impact on your mental health/ To evaluate how technology and smart phones can be both rewarding and damaging in our lives   | 4 | To learn about the positives and negatives of social media and how to use it responsibly/ "To evaluate and challenge the media's presentation of relationships | 4 | To explore different strategies for accessing support for mental health   | 4 | To consider how sharing personal information with others can impact on relationships and learn strategies                                   | 4 | Learn how to improve and support relationships and negotiate difficulties./ Understand that it is normal that friendships and relationships might end./ Manage the ending of relationships and friendships safely and respectfully, including online./ Develop strategies to recognise, de-escalate and exit aggressive social situations. | 4 | To make informed decisions about health and wellbeing by accessing reliable information and understanding the importance of regular self-examinations and vaccinations.                                       |
|   | 5 | Explore how technology and social media can negatively impact on your mental health/ To evaluate how technology and smart phones can be both rewarding and damaging in our lives   | 5 | To learn about the positives and negatives of social media and how to use it responsibly/ "To evaluate and challenge the media's presentation of relationships | 5 | To explore different strategies for accessing support for mental health   | 5 | To explore different levels of intimacy in emotional relationships and to consider the difference between love and lust                     | 5 | To understand the importance of and develop strategies for communicating and determining consent.  | 5 | Students will be equipped with the knowledge and skills to travel safely and responsibly, both within the UK and abroad, while demonstrating cultural sensitivity and an understanding of legal requirements. |
|   | 6 | Explore how technology and social media can negatively impact on your mental health/ To evaluate how technology and smart phones can be both rewarding and damaging in our lives   | 6 | To learn about the positives and negatives of social media and how to use it responsibly/ "To evaluate and challenge the media's presentation of relationships | 6 | To explore different strategies for accessing support for mental health   | 6 | To explore different levels of intimacy in emotional relationships and to consider the difference between love and lust                     | 6 | To understand the importance of and develop strategies for communicating and determining consent.  | 6 | Students will be equipped with the knowledge and skills to travel safely and responsibly, both within the UK and abroad, while demonstrating cultural sensitivity and an understanding of legal requirements. |
|   | 7 |  | 7 |  | 7 |   | 7 |   | 7 |  | 7 |   |

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|-------|--------|----------------------|--------|-------------------|--------|-----------|--------|----------------|--------|----------------|--------|----------------|
|       | Lesson | Term 1               | Lesson | Term 2            | Lesson | Term 3    | Lesson | Term 4         | Lesson | Term 5         | Lesson | Term 6         |
| Class |        | Becoming Independent |        | Health / Identity |        | Community |        | Body Awareness |        | Body Awareness |        | Body Awareness |

|                             |   |   |   |   |   |   |   |  |   |   |   |  |
|-----------------------------|---|---|---|---|---|---|---|--|---|---|---|--|
| and 6 Year 2 - Life Lessons | 1 | To identify medical emergencies such as seizures, head injuries or fainting/ Understands what to do when someone has a seizure, faints or has a head injury | 1 | To know how to register with and access health services in new locations/ Recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'/ Understand the importance of maintaining mental well-being and know where to seek support for mental health concerns at university or in a new location. | 1 | To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion./ Recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships. | 1 | To analyse the role hormones play in one's emotional and physical changes over their lifetime/ Recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety | 1 | To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships/ Know how to effectively use different contraceptives, including how and where to access them/ Know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)/ Know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment | 1 | To understand what the concept of "pleasure" means in terms of sex and relationships/ Know how to build confidence articulating what you like and don't like |
|                             | 2 | To identify medical emergencies such as seizures, head injuries or fainting/ Understands what to do when someone has a seizure, faints or has a head injury | 2 | To know how to register with and access health services in new locations/ Recognise illnesses that particularly affect young adults, such as meningitis and 'freshers' flu'/ Understand the importance of maintaining mental well-being and know where to seek support for mental health concerns at university or in a new location. | 2 | To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion./ Recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships. | 2 | To analyse the role hormones play in one's emotional and physical changes over their lifetime/ Recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety | 2 | To develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships/ Know how to effectively use different contraceptives, including how and where to access them/ Know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)/ Know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment | 2 | To understand what the concept of "pleasure" means in terms of sex and relationships/ Know how to build confidence articulating what you like and don't like |
|                             | 3 | To identify medical emergencies such as seizures, head injuries or fainting/ Understands what to do when someone has a seizure, faints or has a head injury | 3 | To describe discrimination in relation to the 8 protected characteristics/ Know how to challenge discrimination and support others/ Understand that discrimination happens in person and online and can be prevalent in the media   | 3 | To recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion./ Recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships. | 3 | To analyse the role hormones play in one's emotional and physical changes over their lifetime/ Recognise signs of change in mental health and wellbeing and demonstrate a range of strategies for building and maintaining positive mental health, including managing stress and anxiety | 3 | To recognise and critically think about the crime of "stealthling"/ Understand consequences associated with "stealthling" / Know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)/ Know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment  | 3 | To understand what the concept of "pleasure" means in terms of sex and relationships/ Know how to build confidence articulating what you like and don't like |

Post 16 Groups: 1, 2, 3, 4, 5 a

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| 4 | To learn about skills and strategies to confidently manage transitional life phases/ Think about what would be options for the future for example paid employment, university, apprenticeship etc. | 4 | To describe discrimination in relation to the 8 protected characteristics/ Know how to challenge discrimination and support others/ Understand that discrimination happens in person and online and can be prevalent in the media   | 4 | To recognise what privileges and disadvantages we all have based on ethnicity, wealth, gender, sexual orientation etc./ Learn about the concept of intersectionality as a tool for thinking about privilege and oppression. | 4 | To understand maintaining a healthy diet, especially on a budget/ Understand the benefit of healthy eating and how it can affect our mood/ Have effective strategies to address difficulties and promote wellbeing, including sleep, diet and exercise | 4 | To recognise and critically think about the crime of "stealthng"/ Understand consequences associated with "stealthng" / Know how to reduce the risk of contracting or passing on a sexually transmitted infection (STI)/ Know how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment  | 4 | To discuss ways in which they have learnt to assert their limits and boundaries in sexual relationships/ Show they can demonstrate your respect for other people's boundaries/ Understand it is more than acceptable to change your mind, or for you partner to change theirs |
| 5 | To learn about skills and strategies to confidently manage transitional life phases/ Think about what would be options for the future for example paid employment, university, apprenticeship etc. | 5 | To compare and contrast behaviours that are and are not consistent with their own values / Appreciate how their values guide behaviours including sexual behaviours/ Compare and contrast social and cultural norms that positively and negatively influence behaviour and health / Appreciate the importance of developing their own perspectives on behaviour/ Reflect on the social and cultural norms that they value and how these influence their personal beliefs and feelings | 5 | To recognise what privileges and disadvantages we all have based on ethnicity, wealth, gender, sexual orientation etc./ Learn about the concept of intersectionality as a tool for thinking about privilege and oppression. | 5 | To understand maintaining a healthy diet, especially on a budget/ Understand the benefit of healthy eating and how it can affect our mood/ Have effective strategies to address difficulties and promote wellbeing, including sleep, diet and exercise | 5 | To understand the implications of unintended pregnancy and young parenthood/ Recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age/ Learn how to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner/ Understand how to access the pathways available in the event of an unintended pregnancy / Understand the importance of getting advice and support quickly | 5 | To discuss ways in which they have learnt to assert their limits and boundaries in sexual relationships/ Show they can demonstrate your respect for other people's boundaries/ Understand it is more than acceptable to change your mind, or for you partner to change theirs |
| 6 | To learn about skills and strategies to confidently manage transitional life phases/ Think about what would be options for the future for example paid employment, university, apprenticeship etc. | 6 | To compare and contrast behaviours that are and are not consistent with their own values / Appreciate how their values guide behaviours including sexual behaviours/ Compare and contrast social and cultural norms that positively and negatively influence behaviour and health / Appreciate the importance of developing their own perspectives on behaviour/ Reflect on the social and cultural norms that they value and how these influence their personal beliefs and feelings | 6 | To recognise what privileges and disadvantages we all have based on ethnicity, wealth, gender, sexual orientation etc./ Learn about the concept of intersectionality as a tool for thinking about privilege and oppression. | 6 | To understand maintaining a healthy diet, especially on a budget/ Understand the benefit of healthy eating and how it can affect our mood/ Have effective strategies to address difficulties and promote wellbeing, including sleep, diet and exercise | 6 | To understand the implications of unintended pregnancy and young parenthood/ Recognise the advantages of delaying conception, whilst acknowledging the changes in fertility with age/ Learn how to negotiate, and if necessary be able to assert, the use of contraception with a sexual partner/ Understand how to access the pathways available in the event of an unintended pregnancy / Understand the importance of getting advice and support quickly | 6 | To discuss ways in which they have learnt to assert their limits and boundaries in sexual relationships/ Show they can demonstrate your respect for other people's boundaries/ Understand it is more than acceptable to change your mind, or for you partner to change theirs |
| 7 |  | 7 |   | 7 |   | 7 |  | 7 |   | 7 |   |

Post 16 Group 7 - Jigsaw 15-16

| Lesson | Term 1  | Lesson | Term 2   | Lesson | Term 3  | Lesson | Term 4   | Lesson | Term 5  | Lesson | Term 6  |
|--------|---|--------|--|--------|---|--------|--|--------|---|--------|---|
| Class  | Being Me in My World  |        | Being Me in My World   |        | Dreams & Goals  |        | Healthy Me   |        | Relationships   |        | Rule of Law / Dreams & Goals / Healthy Me   |
| 1      | To be able to state what being an adult means to me/ To give examples of legislation that affects me at 16 (1)  | 1      | To give examples of legislation in reference to online activity/ To assess the impact of illegal online activity and misuse of technology on a range of people/ To explain why pornography is legislated against and the potential consequences of viewing pornography (4) | 1      | To know the links between sleep, physical and mental health and learning/ To know some ways to help myself manage any feelings over anxiety or overwhelm when or if they occur/ To know where I can access further information and support (1)  | 1      | Understand the influences that inform decision making with regards to sexual relationships/ Explain the links between sleep and physical/mental health (1)   | 1      | To know that an intimate relationship can move through different stages/ To give examples of how the media portrays expectations of sex and relationships, both positive and negative/To tell you about my own sexual relationships checklist and what I can do to protect my sexual and reproductive health now, and in the future (1)   | 1      | To know what Female Genital Mutilation (FGM) and breast ironing/ flattening are and why they are illegal/ To know how to report crimes such as these (RL5)                              |
| 2      | To be able to state what being an adult means to me/ To give examples of legislation that affects me at 16 (1)  | 2      | To give examples of legislation in reference to online activity/ To assess the impact of illegal online activity and misuse of technology on a range of people/ To explain why pornography is legislated against and the potential consequences of viewing pornography (4) | 2      | To identify my financial goals and whether these are realistic in the short or longer term/ To know the skills and attributes I have or need to develop in to aim for my financial goals/ To be able to budget and understand the possible consequences of debt/ To know where to find sources of support for people in debt or have a gambling problem/ To understand the risks associated with gambling as an answer to debt or financial pressures (2) | 2      | To understand the influences that inform decision making regarding sexual relationships/ To know strategies that help with the pressures to have sex/ To understand what consent is in regards to sexual relationships (2) | 2      | To understand some of the terminology and language used surrounding gender and sexuality/ To know that sexuality is different from gender diversity/ To know that for some people, gender identity and sexuality is fluid and for others it is fixed/ To know that LGBT+ people are protected by law (2)  | 2      | To know what Female Genital Mutilation (FGM) and breast ironing/ flattening are and why they are illegal/ To know how to report crimes such as these (RL5)                              |
| 3      | To give examples of legislation that relates to sex and relationships/ To know about the legal status on different relationships/ To explain why coercive control, sexual harassment and sexual violence in relationships in unacceptable, illegal and the consequences of this (2) | 3      | To know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help/ To apply this knowledge to a range of scenarios where emergency aid may be needed (5)                               | 3      | To have ideas about what my dream job might be/ To have considered if my dream job might differ from the expectation of others and how I might manage this/ To explain why I may need to change my skill set as my career develops (3)  | 3      | To know important facts about pregnancy and fertility/ To know how hormones can influence many aspects of my health and life/ To be aware of the steps I need to take to stay healthy (3)                                  | 3      | To understand that 'coming out' can be challenging for some LGBT+ people and it is up to them to choose the right time for this/ To understand that the media often shows stereotypical LGBT+ people and relationships, and within this community there is diversity which may not always be represented/ To know that being LGBT+ is different for each individual and there are many ways someone may express being LGBT+ (3) | 3      | To identify some possible barriers to some of my dreams and goals/ To identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met (DG5) |
| 4      | To give examples of legislation that relates to sex and relationships/ To know about the legal status on different relationships/ To explain why coercive control, sexual harassment and sexual violence in relationships in unacceptable, illegal and the consequences of this (2) | 4      | To know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help/ To apply this knowledge to a range of scenarios where emergency aid may be needed (5)                               | 4      | To identify some possible barriers to some of my dreams and goals/ To can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met (5)   | 4      | To understand the choices available in relation to contraception and pregnancy/ To know important facts about pregnancy and fertility (4)  | 4      | To recognise when there is an imbalance of power within an intimate relationship/ To suggest strategies for managing relationships that are imbalanced, including ending them if appropriate/ To know how to recognise illegal behaviour within an intimate relationship, how and where to report it (4)  | 4      | To identify some possible barriers to some of my dreams and goals/ To identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met (DG5) |
| 5      | To give examples of legislation around possession and supply of drugs, alcohol and other substances/ To be able to assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control (3)                                    | 5      | To know some of the rights, responsibilities and laws that affect me(6)  | 5      | To identify some possible barriers to some of my dreams and goals/ To can identify some contingency plans in relation to some of my dreams and goals if obstacles or barriers are met (5)   | 5      | To understand the important facts in relation to pregnancy/ To understand the important facts in relation to fertility (5)   | 5      | To know what Female Genital Mutilation (FGM) and breast ironing/ flattening are and why they are illegal/ To know how to report crimes such as these (5)  | 5      | To understand the choices available in relation to pregnancy/ To know important facts about pregnancy (HM5)   |
| 6      | To give examples of legislation around possession and supply of drugs, alcohol and other substances/ To be able to assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control (3)                                    | 6      | To know some of the rights, responsibilities and laws that affect me(6)  | 6      | To understand what I need to do to achieve successful health, relationships and life-goals (6)  | 6      | To summarise how people can stay healthy physically, sexually and mentally/ To think about health and healthy choices change as people get older (6)   | 6      | To I can consider how power in relationships can affect people  | 6      | To understand the choices available in relation to pregnancy/ To know important facts about pregnancy (HM5)   |
| 7      |   | 7      |  | 7      |   | 7      |  | 7      | To understand issues relating to inclusion, equality and violations of human rights (6)   | 7      |   |

Post 16 Group 8 - Jigsaw 14-15

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|---|---|---|--|---|--|---|---|---|--|---|---|
| 1 | To list some freedoms I enjoy in society/ To describe what personal freedom means to me/ To describe my understanding of safety/ To identify potential risks to my safety (1)                                   | 1 | To define equality/ To give examples of disabilities including hidden disabilities/ To give examples of consequences of not adhering to the Equality Act (1)   | 1 | To know how the relationships I have can support me reaching my goals/ To respect and nurture the important relationships I have/ To define resilience and identify my area of strength and areas to improve (1)                     | 1 | To understand a range of factors that affect my physical and Mental health/ To use new health related information to inform lifestyle choices (1)   | 1 | To identify types of long-term relationships, including their legal status/ To outline the differences between lust, attraction and attachment in relationships/ To differentiate the elements present in different types of long-term relationships (1)   | 1 | To identify some of the changes in society that will affect me/ To discuss the emotional impact societal change can have on young people/ To assess the role of media, including social media, on social change (1)   |
| 2 | To recognise the positive and negative role of social media/ To understand the impact that social media has on identity and culture/ To recognise how online data is used positively and negatively (3)         | 2 | To give examples of job roles that are exempt from the Equality Act/ To give example of how to promote equality/ To know what is expected of me and what I can expect in the workplace (2)   | 2 | To identify connections with my physical health and achieving my goals/ To understand the impact that poor mental health can have on my goals/ To identify some steps I could take to ensure my health helps me achieve my goals (2) | 2 | To discuss common threats to health/ To take steps to help prevent lifestyle related illness/ To understand there is a wide range of actions I can take to enhance and protect my health (2)  | 2 | To understand the relationship life-cycle/ To understand the choices I have in my relationships, including ending them/ To understand the potential consequences of ending toxic relationships and how to manage this/ To list sources of help and support for when relationships end (2)  | 2 | To discuss gender and stereotypes in relation to a range of romantic relationships/ To identify and understand the legislation relating to a range of relationships (4)   |
| 3 | Identify potential risks to online safety/ To understand 'netiquette' and legislation relating to online safety/ To make decision making processes in regards to what I post online (3)                         | 3 | To give examples of job roles that are exempt from the Equality Act/ To give examples of how to promote equality/ To know what is expected of me and what I can expect in the workplace (2)  | 3 | To understand the issues that may impact on me and my future success, including social media/ To understand the importance of balance in all aspects of my life/ To identify realistic and unrealistic goals (3)                     | 3 | To know about some mental health disorders/ To understand the positive impact that community action and volunteering can have on mental health/ To be aware of the risks associated with a range of substances (3)  | 3 | To understand the benefits of healthier relationships and connection/ To assess the impact healthier relationships can have on children/ To list strategies to cope with difficult relationships (3)   | 3 | To discuss gender and stereotypes in relation to a range of romantic relationships/ To identify and understand the legislation relating to a range of relationships (4)   |
| 4 | To can identify potential threats to safety in a range of situations on and offline/ To describe actions to mitigate risk in a range of situations/ To know how to get help if personal safety is threatend (4) | 4 | To identify individuals and groups that may experience inequality/ To list some organisations that campaign for greater equality/ To describe how some groups and individuals campaign for equality (5)  | 4 | To describe how balance supports mental and physical health/ To identify what I can do to create more balance in my life/ To explain the importance of connections in realtion to relationships (4)                                  | 4 | To understand the possible consequences that could occur to myself and my partner if we have unprotected sex/ To know about different STI's, symptoms, how they are treated and tested for (4)  | 4 | To critically evaluate the truth or otherwise of a relationship e.g. via social media/ To explain why social media might give a false impression of a relationship/ To discuss the media portrayal of relationships and potential harms this may cause e.g. sensationalisation, reality TV, pornography (4)  | 4 | To reflect on physical changes experienced so far/ To understand the relationship between physical change, self-esteem and emotional change/ To understand the impact of family change and how it can affect future relationships/ To list sources of help and support in relation to changes young people may have difficulty with (5) |
| 5 | To can identify potential threats to safety in a range of situations on and offline/ To describe actions to mitigate risk ina range of situations/ To know how to get help if personal safety is threatend (5)  | 5 | To identify individuals and groups that may experience inequality/ To list some organisations that campaign for greater equality/ To describe how some groups and individuals campaign for equality (5)  | 5 | To identify the wide range of goals that individuals have/ To understand a range of health goals that are priorities for some people/ To explain how helping a stranger impact someone positively (5)                                | 5 | To know about the different methods of contraception available, that they are important for sexual health and preventing pregnancy/ To know that communication about contraception use is important/ To know about sex and the law and how to access advice and information about sexual health (5) | 5 | To list the health benefits that positive relationships can provide/ To understand the patterns associated with abusive relationships including exploitation and abuse in teenage relationships/ To understand how coercion can feature in a range of relationships and can describe examples of associated legislation/ To know the support available when relationships are unsafe (5) | 5 | To reflect on physical changes experienced so far/ To understand the relationship between physical change, self-esteem and emotional change/ To understand the impact of family change and how it can affect future relationships/ To list sources of help and support in relation to changes young people may have difficulty with (5) |
| 6 | To understand how to stay safe in my online and offline relationships(6)  | 6 | To understand how equality and inequality can affect relationships<br>To recognise some of the ways in which aspects of health can impact on life chances, particularly education<br>To know how to take responsibility for some aspects of my health and I understand that my health-related decisions will have consequences (6) | 6 | To understand how relationships and being part of a community can support me and others to achieve our goals(6)  | 6 | To describe the actions that can be taken to support good physical and mental health (6)  | 6 | To consider what makes a healthier or less healthy relationship<br>To know how to get help with relationships if needed (6)  | 6 | To summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes(6)  |
| 7 |   | 7 |  | 7 |  | 7 |   | 7 |  | 7 |   |