

# PSHE/RSHE Knowledge Organiser

Year 6: Autumn Term 1 Puzzle -

Being Me In My World



## People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we discuss our year ahead, we learn to set goals and discuss our fears and worries about the future. We learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. We talk about our choices and actions and how these can have far-reaching effects, locally and globally. We talk about our own behaviour and how our choices can result in rewards and consequences and how these feel. We talk about how an individual's behaviour and the impact it can have on a group. We also talk about democracy, how it benefits the school and how we can contribute towards it. We establish the Jigsaw Charter and set up our Jigsaw Journal Floor book.

### Subject Specific Key Vocabulary

<b>consequences</b> A result of a particular action or situation.	<b>cooperation</b> To work jointly towards the same end goal.	<b>collaboration</b> The action of working with someone to produce something.	<b>choice</b> Something that we choose to do.	<b>comparison</b> To look at the similarities and differences between two or more things or people.	<b>community</b> Sharing a common vision.	<b>democracy</b> A system in which everyone has equal rights and can make decisions.
<b>decision</b> Another word for choice or chosen outcome.	<b>empathy</b> The ability to understand and share the feelings of another.	<b>goals</b> Ambitions; something we want to achieve.	<b>illegal</b> Not permitted by law.	<b>legal</b> Permitted by law.	<b>laws</b> The system of rules which a particular country or community recognise as regulating the actions of its members.	<b>lawful</b> Conforming to, permitted by or recognised by law or rules.
<b>learning charter</b> A set of rules, promises, or guidelines that learners and their teacher agree on for the classroom.	<b>motivation</b> A reason for doing something.	<b>Maslow</b> A psychologist who studied human needs.	<b>needs</b> Something of necessity.	<b>obstacles</b> A thing that blocks one's way or prevents or hinders progress.	<b>opportunities</b> A time or set of circumstances that make it possible to do something.	<b>proud</b> Being pleased with our own achievements.
<b>participation</b> The act of taking part in something.	<b>responsibilities</b> The requirement to do something correctly.	<b>rewards</b> Something given in exchange for good behaviour or good work.	<b>rights</b> Things that we are allowed to have as human beings.	<b>value</b> The importance or worth of something for someone.	<b>wants</b> Have a desire to possess or to do something.	<b>worries</b> The state of being anxious over actual or potential problems.



### What we will learn together:

- ... how to set up goals for the year ahead.
- ... about children's universal rights (United Nations Convention on the Rights of the Child).
- ... what fears and worries are.
- ... about the lives of children in other parts of the world.
- ... that personal choices can affect others locally and globally.
- ... that our own choices result in different consequences and rewards.
- ... how democracy and having a voice benefits the school community.
- ... how to contribute towards the democratic process.

### What social and emotional skills will we use?

- Be able to make others feel welcomed and valued
  - Know own wants and needs
- Be able to compare our life with the lives of those less fortunate
- Demonstrate empathy and understanding towards others
  - Can demonstrate attributes of a positive role model
    - Can take positive action to help others
  - Be able to contribute towards a group task
    - Know what effective group work is
    - Know how to regulate my emotions

### Puzzle outcomes of weekly celebrations



### Learning objectives

1. I can identify my goals for this year, understand my fears and worries about the future and know how to express them
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 locally 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

# PSHE/RSHE Knowledge Organiser

## Year 6: Autumn Term 2 Puzzle - Celebrating Difference



### People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we talk about differences and similarities and that for some people, being different is hard. We talk about bullying and how people can have power over others in a group. We talk about strategies for dealing with this as well as wider bullying issues. We talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

### Subject Specific Key Vocabulary

<b>achievement</b> something very good and difficult that you have succeeded in doing.	<b>accolade</b> An award or privilege granted as a special honour or as an acknowledgement of merit.	<b>admiration</b> Having respect and warm approval.	<b>ability</b> Have possession of the means or skill to do something.	<b>bullying</b> Trying to harm or intimidate another person.	<b>celebration</b> A special event when you celebrate something.	<b>conflict</b> An argument or disagreement.
<b>courage</b> Another word for bravery.	<b>diversity</b> Involving people from a range of social/ethnic backgrounds, genders and sexual orientations.	<b>direct</b> With no one or nothing in between.	<b>disability</b> A physical or mental condition that limits a person's movements, senses or activities.	<b>empathy</b> The ability to understand and share the feelings of another.	<b>fairness</b> Impartial treatment without favouritism or discrimination.	<b>gender diversity</b> The extent to which a person's gender identity, role or expression differs to the cultural norms.
<b>harassment</b> When someone is abusing, insulting or otherwise harming you on a regular basis.	<b>indirect</b> Not a straight route,, not following the shortest way.	<b>imbalance</b> Lack of proportion or relation between corresponding things.	<b>medication</b> A drug or other form of medicine that is used to treat or prevent disease.	<b>para-Olympian</b> A competitor in the Paralympic Games.	<b>perseverance</b> Continued effort to do or achieve something despite difficulties, failure or opposition.	<b>perception</b> The ability to see, hear, or become aware of something through senses.
<b>recipient</b> A person or thing that receives or is awarded something.	<b>rights</b> Things that we are allowed to have as human beings.	<b>responsibilities</b> The requirement to do something correctly.	<b>stamina</b> The ability to sustain prolonged physical or mental effort.	<b>struggle</b> To proceed with difficulty or with great effort.	<b>transgender</b> An umbrella term that describes people with gender identity, expression or behaviour that differs from their assigned sex at birth.	<b>visual impairment</b> A loss of sight that can't be corrected with medication, surgery, contact lenses or glasses.



... that being different could affect someone's life.

... that power can play a part in bullying or conflict situation.

... that people with disabilities can lead amazing lives.

### We will learn together:

... that there are different perceptions of 'being normal' and where these might come from.

... why some people choose to bully others.

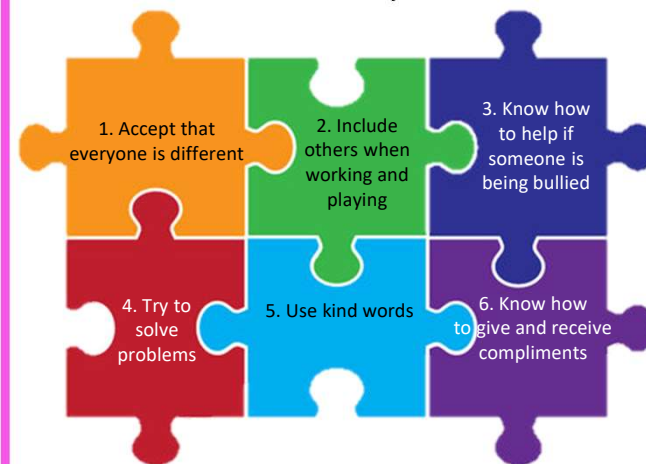
... that people can hold power over others individually or in a group.

### What social and emotional skills will we use?

- Empathise with people who are different and be aware of my own feelings towards them
  - Identify feelings associated with being excluded
- Be able to recognise when someone is exerting power negatively in a relationship
- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- Identify different feelings of the bully, bullied and bystanders in a bullying scenario
- Be able to vocalise our thoughts and feelings about prejudice and discrimination and why it happens
  - Appreciate people for who they are
    - Show empathy

... that difference can be a source of celebration as well as conflict.

### Puzzle outcomes of weekly celebrations



### Learning objectives

1. I understand there are different perceptions about what normal means
2. I understand how being different could affect someone's life
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

# PSHE/RSHE Knowledge Organiser

## Year 6: Spring Term 1 Puzzle -

### Dreams and Goals



#### People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we will talk about our own strengths and further stretching ourselves by setting challenging and realistic goals. We will discuss the learning steps we'll need to take as well as talking about how to stay motivated. We will explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this we will reflect on our own emotions linked to this learning. We will also talk about what we think our classmates like and admire about us as well as working on giving others praise and compliments.

#### Subject Specific Key Vocabulary

<b>achievement</b> Something we have done well and been successful at.	<b>admire</b> To give somebody or something respect or approval.	<b>compliment</b> A polite expression of praise or admiration.	<b>concern</b> Something you worry about.	<b>contribution</b> What we are able to offer.	<b>criteria</b> Standards that are used to judge or decide something.
<b>dreams</b> Cherished aspirations.	<b>empathy</b> To be able to understand and share the feelings of others.	<b>goals</b> Ambitions; something we want to achieve.	<b>hardship</b> Suffering as a result of something.	<b>hope</b> To expect or long for something to happen.	<b>issue</b> An important topic.
<b>learning steps</b> Small actions taken to achieve something.	<b>motivation</b> To have an interest in doing something.	<b>personal</b> Something that belongs to or affects a particular person.	<b>realistic</b> Having a sensible and appropriate idea of what can be achieved.	<b>recognition</b> An appreciation of something that is done.	<b>respect</b> To appropriately consider the feelings, wishes or rights of others.
		<b>sponsorship</b> Giving money to support other people or causes.	<b>success</b> Achieving something and doing it well.	<b>suffering</b> To feel pain, distress or hardship.	<b>unrealistic</b> Having an idea of what can be achieved that is not sensible or practical.

#### Puzzle outcomes of weekly celebrations



#### Learning objectives

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

Hello

I'm Jigsaw Jem



#### What social and emotional skills will we use?

- Understand why it is important to stretch the boundaries of our current learning
  - Set success criteria so that we know when we have achieved our goal
- Recognise the emotions we experience when we consider people in the world who are suffering or living in difficult circumstances
  - Empathise with people who are suffering or living in difficult situations
- Be able to give praise and compliments to other people when we recognise that person's achievements

#### We will learn together:

... our own learning strengths.

... what the learning steps are that we need to take to achieve our goal.

... what our classmates like and admire about us.

... a variety of problems that the world is facing.

... how to set realistic and challenging goals.

... how to work with other people to make the world a better place.

... some ways in which we could work with others to make the world a better place.

# PSHE/RSHE Knowledge Organiser

## Year 6: Spring Term 2 Puzzle - Healthy Me



### People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle the we discuss taking responsibility for our own physical and emotional health and the choices linked to this. We will talk about different types of drugs and the effects these can have on people's bodies. We'll discuss exploitation as well as gang culture and the associated risks. We also talk about mental health / illness and that people have different attitudes towards this. We will learn to recognise the triggers for and feelings of being stressed and that there are strategies we can use when we are feeling stressed.

### Subject Specific Key Vocabulary

anti-social behaviour Behaviour that causes offence to other people.	crime Something that you do that is against the law.	drugs A substance that causes a reaction in our bodies.	effects Changes which are the result of an action.	emotional health Wellbeing around how we think and feel.	exploited To act unfairly in order to get something that you want.	gangs A group of people who spend time together for different reasons.
illegal Something that is against the law.	immunisation Protecting somebody against a particular infection.	mental health Wellbeing to do with how someone copes with life.	new psychoactive substances Chemicals/drugs that affect someone's mental health and capability.	over-the-counter Medicines that can be bought without a prescription.	prescribed Authorised a medicine or treatment to help someone.	pressure To persuade somebody.
prevention Stopping something from happening.	reputation A widely held opinion about someone or something.	responsibility The requirement to do something correctly.	restricted Something that is limited for different reasons.	strategies Plans of actions used to achieve goals or aims.	stress Mental or emotional pressure or tension.	symptoms Indications of a mental or physical illness.
		synthetic highs An emotional state caused by man-made drugs.	triggers Reminders of something that cause a strong reaction.	unrestricted Something that is not limited.	volatile substances Chemicals/drugs that evaporate at room temperature and can be breathed in.	vulnerable Being exposed to potential harm.

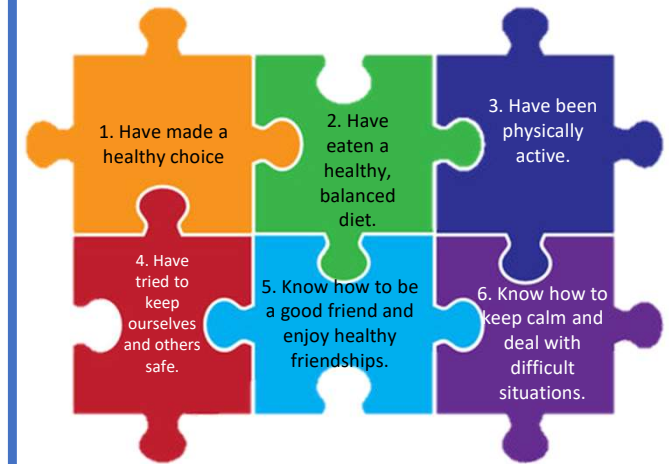
### What social and emotional skills will we use?

- Motivation to care for our own physical and emotional health
- Suggestions of strategies someone could use to avoid being pressured
  - Strategies to manage stress and pressure
- Identify ways that someone who is being exploited could help ourselves
- Recognise that people have different attitudes towards mental health/illness

### We will learn together:

- ... how to take responsibility for our own health.
- ... what it means to be emotionally well.
- ... how to make choices that benefit our own health and well-being.
- ... about different types of drugs and their uses.
- ... why some people join gangs and the risk that this can involve.
- ... that some people can be exploited and made to do things that are against the law.
- ... how different types of drugs can affect people's bodies, especially the liver and heart.

### Puzzle outcomes of weekly celebrations



1. Have made a healthy choice

2. Have eaten a healthy, balanced diet.

3. Have been physically active.

4. Have tried to keep ourselves and others safe.

5. Know how to be a good friend and enjoy healthy friendships.

6. Know how to keep calm and deal with difficult situations.

### Learning objectives

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

# PSHE/RSHE Knowledge Organiser

## Year 6: Summer Term 1 Puzzle - Relationships



**People who help us and where to ask for help:**

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle, we learn more about mental health and how to take care of our own mental well-being. We explore the grief cycle and its various stages and discuss the different causes of grief and loss. We learn about people who can try to control us or have power over us. We investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

### Subject Specific Key Vocabulary

<b>abuse</b> To misuse something or to treat someone cruelly.	<b>acceptance</b> Agreeing to receive or do something.	<b>anxiety</b> The feeling of being worried, anxious or nervous.	<b>ashamed</b> To feel embarrassed or guilty about an action.	<b>assertiveness</b> The state of being assertive.	<b>authority</b> A person or organisation in charge of something.	<b>bereavement</b> The death or loss of a loved one.
<b>bullying</b> Trying to harm or intimidate another person.	<b>communication</b> Exchanging information.	<b>copng strategies</b> Strategies to help you do something effectively.	<b>cyberbullying</b> Trying to harm or intimidate another person using electronic communication.	<b>denial</b> Denying something or saying that it isn't true.	<b>despair</b> A complete loss of hope.	<b>emotions</b> Your feelings about your situation or other people.
<b>grief</b> A strong feeling of sadness caused by loss.	<b>guilt</b> A feeling of having done something wrong.	<b>influences</b> Things that affect someone or something.	<b>judgement</b> The ability to reach a sensible decision.	<b>mental health</b> Wellbeing to do with how someone copes with life.	<b>self-control</b> A person's ability to control their emotions /actions.	<b>self-harm</b> Causing deliberate harm to yourself.
			<b>stigma</b> Disapproval of someone based on their character.	<b>strategies</b> Plans of action used to achieve goals or aims.	<b>stress</b> Mental or emotional pressure or tension.	<b>warning</b> Advice given to make people cautious.



### We will learn together:

... that it is important to take care of our own mental health.

... that we can take care of our own mental health.

... the stages of grief and that there are different types of loss that cause people to grieve.

### What social and emotional skills will we use?

- To recognise that people can get problems with their mental health and that it is nothing to be ashamed of
- To know how to help ourselves and others when worried about a mental health problem
- Recognise when we are feeling grief and have strategies to manage it
- Demonstrate ways we could stand up for ourselves and our friends in situations where others are trying to gain power or control
- How to resist pressure to do something online that might hurt ourselves or others
  - Can take responsibility for our own safety and well-being

... how to use technology safely and positively to communicate with our friends and family.

### Puzzle outcomes of weekly celebrations



### Learning objectives

1. I know that 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

# PSHE/RSHE Knowledge Organiser

## Year 6: Summer Term 2 Puzzle - Changing Me



### People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we learn about puberty in boys and girls and the changes that will happen; we reflect on how we feel about these changes. We also learn about childbirth and the stages of development of a baby, starting at conception. We explore what it means to be physically attracted to someone and the effect this can have upon the relationship. We learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that we don't want to. We also learn about self-esteem, why it is important and ways to develop it. Finally, we look at the transition to secondary school (or next class) and what we are looking forward to/are worried about and how we can prepare ourselves mentally.

### Subject Specific Key Vocabulary

<b>attraction</b> Liking someone or something.	<b>celebrity</b> A famous person.	<b>cervix</b> A narrow passage at the end of the uterus.	<b>choice</b> Something that we choose to do.	<b>contractions</b> The action of muscles becoming tighter and smaller.	<b>embryo</b> The first stage of development for an egg to become an offspring after it is fertilised.	<b>emotions</b> Your feelings about your situation or other people.
<b>foetus</b> An unborn offspring.	<b>freedoms</b> Your ability to act, speak or think as you want to.	<b>labour</b> The process of giving birth.	<b>love</b> A deep feeling of affection for someone or something.	<b>midwife</b> A person who is trained to help deliver babies.	<b>negative body-talk</b> to talk negatively about a person's appearance.	<b>placenta</b> Part of the uterus that is connected to the umbilical cord and helps to feed an unborn offspring.
<b>pregnancy</b> The period of time it takes for a fertilised egg to become an offspring inside the uterus.	<b>puberty</b> When adolescents reach sexual maturity.	<b>real self</b> The person someone actually is.	<b>responsibilities</b> The requirement to do something correctly.	<b>secondary</b> The next stage in education after primary school, beginning at 11 years old (Year 7).	<b>self-esteem</b> A person's confidence in their own abilities.	<b>self-image</b> A person's view of their appearance.
				<b>sexting</b> Sending personal and intimate messages or photos of yourself or someone else to other people.	<b>transition</b> Changing from one state or condition to another.	



### What social and emotional skills will we use?

- Recognise ways we can develop our own self-esteem
- Can express how they feel about the changes that will happen to them during puberty
- Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
- Recognise how they feel when they reflect on the development and birth of a baby
- Can celebrate what they like about our own and others' self-image and body image
- Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

... how girls' and boys' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally.

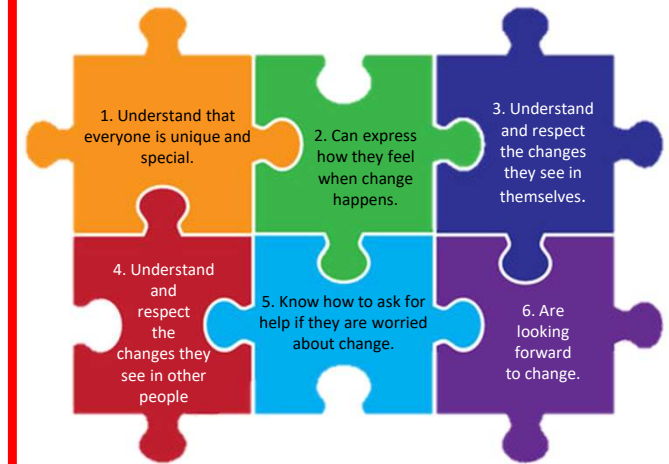
... how a baby develops from conception through the nine months of pregnancy and how it is born.

... how being physically attracted to someone changes the nature of the relationship.

... what we are looking forward to and what we are worried about when thinking about transition to secondary school/moving to our next class .

... the importance of self-esteem and what we can do to develop it.

### Puzzle outcomes of weekly celebrations



1. Understand that everyone is unique and special.

2. Can express how they feel when change happens.

3. Understand and respect the changes they see in themselves.

4. Understand and respect the changes they see in other people

5. Know how to ask for help if they are worried about change.

6. Are looking forward to change.

### Learning objectives

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 am aware of the importance of a positive self-esteem and what I can do to develop it
6. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.