

	Being Me In My World - Autumn 1	Celebrating Difference – Autumn 2
	Learning Objectives and sticky knowledge Click each lesson to be taken to the Jigsaw lesson plan guidance	Learning Objectives and sticky knowledge Click each lesson to be taken to the Jigsaw lesson plan guidance
	Reception L1- To understand how it feels to belong and that we are similar and different Knowledge : I know at least 2 ways that some people are different from me. I know at least one special thing about myself. L2- To start to recognise and manage my feelings Knowledge: Children will be able to tell you at least two ways that happiness and sadness can be expressed. L3- To enjoy working with others to make school a good place to be Knowledge: Children will be able to tell you at least two classroom / school rules. L4 – To understand why it is good to be kind and use gentle hands Knowledge: I know hands can be used kindly and unkindly (an example of each) SAFEGUARDING LINK Being kind is a good choice. L5- To start to understand children's rights and this means we should all be allowed to learn and play Knowledge: For children to understand that they have a right to learn and play, safely and happily. L6- To understand what consent means (not a Jigsaw lesson, please plan and resource in year groups – SAFEGUARDING LINK) Knowledge: I have the right to say no to something I do not want to do. Children will give at least one example of when they can say no (role play / verbal). L7 – FINANCIAL LESSON – click here for planning Kind, Gentle, Friend, Similar(Ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	L1- To identify something I am good at and understand everyone is good at different things Knowledge: To say 1 thing I am good at and 1 thing my friend is good at. L2- To understand that being different makes us all special Knowledge: That we don't have to be 'the same as' another person to be a friend. L3- To know we are all different but the same in some ways Knowledge: name at least 2 different family combinations. L4 – To tell you why I think my home is special to me Knowledge: Explain that people have different homes and a home is important to them L5- To tell you how to be a kind friend Knowledge: I can name 3 ways to be kind to others. L6- To know which words to use to stand up for myself when someone says or does something unkind Knowledge: Children will be able to use the words happy, sad, frightened, angry in the correct context. Knowledge: To know we can say: stop, I don't like it / I will find an adult / You are not being kind in the correct context. SAFEGUARDING LINK Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family
	Safeguarding links Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Railway safety - Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness	Safeguarding links Bonfire night – safety – fire work safety - Halloween (being safe). Friendship week - Road safety – how to cross the road and use pavements ASSEMBLY
	 British Value links - mutual respect and tolerance of those with different faiths and beliefs.	 British Value link - mutual respect and tolerance of those with different faiths and beliefs.
	Being Me In My World - Autumn 1	Celebrating Difference – Autumn 2

Year 1	Learning Objectives and sticky knowledge Click each lesson to be taken to the Jigsaw lesson plan guidance L1- To feel safe in my class and understand what consent means (*NOT IN JIGSAW LESSON BUT INCLUDE - TO UNDERSTAND WHAT CONSENT MEANS AND WHY IT IS VERY IMPORTANT) SAFEGUARDING LINK I can talk to one of my trusted adults if I am worried about anything Consent is no means no. L2- To understand the rights as a member of my class Knowledge: Children will be able to name two rights for their class. L3- To understand the responsibilities for being a member of my class Knowledge: Name 3 things you are responsible for in the classroom. L4 – To know my ideas are listened to and can help to show the Collis 5Cs and 4Bs Knowledge: The 5Cs are care, collaboration, creativity, challenge, courage L5- To recognise the choices I make and understand the consequences Knowledge: Every action will have a consequence L6- To understand my rights and responsibilities within the Collis 5Cs and 4Bs Knowledge: Children will understand the 4Bs of Collis and be able to name each one. L7 – Financial lesson – click here for planning Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration, Care, Courage, Collaboration, Creativity, Challenge	Learning Objectives and sticky knowledge Click each lesson to be taken to the Jigsaw lesson plan guidance L1- To identify similarities between people in my class Knowledge: I can tell you how I am similar to someone else (physically and personality) L2- To identify differences between people in my class Knowledge: I can tell you how I am different to someone else (physically and personality) L3- I can tell you what bullying is Knowledge: I will understand that bullying is unkind behaviour on purpose, more than once, to be unkind. (Picture evidence) SAFEGUARDING LINK L4 – To know there are some people who I could talk to if I was feeling unhappy or being bullied Knowledge: I will be able to name at least two people who can help me if I am feeling unhappy or bullied. SAFEGUARDING LINK L5- To know how to make new friends Knowledge: Name 2 ways to make a friend and use one of them in play. L6- To can tell you some ways I am different from my friends Knowledge: Say 1 physical and 1 personal difference between me and a friend (verbal or drawn) Similarity, Same As, Different From, Difference, Bullying, Bullying Behaviour, Deliberate, On Purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique
	Safeguarding links Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Railway safety - Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness	Safeguarding links Bonfire night – safety – fire work safety - Halloween (being safe). Friendship week - Road safety – how to cross the road and use pavements (ASSEMBLY) Online Safety - How do we find a happy balance between our online and offline activities?
	 British Value links	 British Value links - mutual respect and tolerance of those with different faiths and beliefs.
Year 2	Being Me In My World- Autumn 1	Celebrating Difference – Autumn 2
	Learning Objectives and sticky knowledge	Learning Objectives and sticky knowledge

• L1- To identify some of my hopes and fears for this year Knowledge: Hope is believing good things can happen and fear is feeling scared when something seems unsafe or unknown. • L2- To understand the rights and responsibilities for being a member of my class and school and understand what consent means SAFEGUARDING LINK Knowledge: A responsibility is doing what you should and taking care of things. Knowledge: Consent means choosing to say yes or no to a touch, help, or sharing. • L3- To be able to listen to other people and contribute my own ideas about rewards and consequences • Knowledge: It is important to listen to other people. SAFEGUARDING LINK • L4 – To work well with others to make our class a fair and safe place Knowledge: Children will create class rules • L5- To understand how following the 4Bs and 5Cs will help me and others learn Knowledge: I can give at least two examples of when the 4Bs and 5Cs help me and others to learn. L6- To recognise the choices I make and understand the consequences • Knowledge I know that poor choices could result in a consequence Give at least two examples. SAFEGUARDING LINK L7 – Financial lesson – click here for planning Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Collaboration, Learning Charter, Problem-Solving	• L1- To start to understand that sometimes people make assumptions about boys and girls (stereotypes) Knowledge: A stereotype is thinking everyone in a group is the same. • L2- To understand some ways in which boys and girls are different and accept that this is OK Knowledge: Name 3 ways that boys and girls are different and that this is ok. • L3- To understand that bullying is sometimes about difference Online safety link Knowledge: Define bullying – on purpose, several times, unkind. Bullying can stem from being different • L4 – To recognise what is right and wrong and know how to look after myself Knowledge: Sort behaviour into right and wrong and give two ways to look after themselves. • L5- To understand that it is OK to be different from other people and to be friends with them Knowledge: Know that friends can be different and still be friends • L6- To tell you some ways I am different from my friends Knowledge: Say who can help me if I am being bullied. Understand the difference between a one-off incident and bullying - children to give an example of each. SAFEGUARDING LINK Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bullying, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand Up For, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value
Safeguarding links Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Railway safety - Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness	Safeguarding links Bonfire night – safety – fire work safety - Halloween (being safe). Friendship week - Road safety – how to cross the road and use pavements (ASSEMBLY) (Scooter training) Online safety - How can we be safe, responsible and respectful online?
 British Value links - mutual respect and tolerance	 British Value links - mutual respect and tolerance of those with different faiths and beliefs.
Being Me In My World - Autumn 1 Learning Objectives and sticky knowledge	Celebrating Difference – Autumn 2 Learning Objectives and sticky knowledge

	L1- To recognise my worth and can identify positive things about myself and my achievements. Knowledge: I can tell you two things that I like about myself and say when I have been successful in something. L2- To face new challenges positively, make responsible choices and ask for help when I need it. Knowledge: I know that a personal goal is an achievement for myself. L3- To understand why rules are needed and how they relate to rights and responsibilities Knowledge: To know that the school has a shared set of values – 5Cs L4 – To understand that my actions affect myself and others and I care about other people's feelings Online safety link/ SAFEGUARDING LINK Knowledge: I will be able to explain cause and effect for an action that I do. L5- To understand consent, make responsible choices and take action (SAFEGUARDING LINK) (*PLEASE INCLUDE CONSENT IN THIS LESSON* NOT PART OF JIGSAW BUT EMBED WITHIN THE LESSON) Knowledge: Consent means saying yes or no to something, especially about your body or personal space. Give an example of when you have taken action / responsibility. L6- To understand my actions affect others and know that others may hold different views and that this is ok. Knowledge: I will understand that people have different viewpoints and give a reason for why this is ok. L7 – Financial lesson – click here for planning Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, Point of view, Ideal School, Belong	L1- To understand that everybody's family is different and important to them Knowledge: Give at least two examples of family types and explain why families are important to people. L2- To understand that differences and conflicts happen sometimes in families and some reasons for this. Conflicts are a normal part of relationships. (SAFEGUARDING LINK) Knowledge: To understand that disagreements happen in families and give an example of when this might happen. Understand when conflicts can be resolved and when they might need help to be resolved. L3- To know what it means to be a witness to bullying Online safety link Knowledge: Give a clear definition of bullying – several times, on purpose, to be unkind. Children will be able to give 2 examples of what they would do if they witnessed bullying. L4 – To know that witnesses can make the situation better or worse by what they do Online safety link Knowledge: Identify at least 2 actions that are successful / unsuccessful when witnessing bullying behaviour. L5- To recognise that some words are used in hurtful ways Knowledge: Children will understand that their words can affect other's feelings and understanding the responsibility of their words. L6- To tell you about a time when my words affected someone's feelings and what the consequences were Knowledge: Children will identify one occasion and reflect on the consequences of that occasion. Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique
	Safeguarding links Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Railway safety - Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Online Safety: How can we be good digital citizens?	Safeguarding links Bonfire night – safety – fire work safety - Halloween (being safe). Friendship week Road safety – how to cross the road and use pavements (ASSEMBLY) (safer walking) Online Safety: What kinds of information should I keep to myself when I use the internet?
	 British Value links - democracy (School Council – KS2 and Play Team) - the rule of law	 British Value links mutual respect and tolerance of those with different faiths and beliefs.
Year 4	Being Me In My World - Autumn 1	Celebrating Difference – Autumn 2
	Learning Objectives and sticky knowledge	Learning Objectives and sticky knowledge
	L1- To know my attitudes and actions make a difference to the class team. Knowledge: My own actions affect myself and others. Two examples given.	L1- To understand that, sometimes, we make assumptions based on what people look like Knowledge: Children will give a definition of what an assumption is.

• L2- To understand who is in my school community, the roles they play and how I fit in Knowledge: Children will identify head teacher, teachers, support and lunch time staff and class peers within the school community and explain their roles. • L3- To understand how democracy works through the School Council Knowledge: Democracy is when choose your leaders and take part in decision-making through voting • L4 – To understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them (PLEASE INCLUDE A PART OF THE LESSON ABOUT CONSENT AND HOW THIS RELATES TO OUR OWN ACTIONS) SAFEGUARDING LINK Knowledge: Children will be able to give an example of cause and affect for behaviour and write an empathy response to a given situation. L5- To understand how groups come together to make decisions. Knowledge: In school we work together to make decisions (give an example) • L6- To understand how democracy and having a voice benefits the school community Knowledge: I will be able to explain how voting works and give one reason why this helps our school. L7 – Financial education lesson – click here for lesson plan	• L2- To understand what influences me to make assumptions based on how people look Knowledge: Children will be able to give an explanation for how an assumption has been reached based on appearance. • L3- To know that sometimes bullying is hard to spot and I know what to do if I think it is going on. Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Online safety link Knowledge: Children will give at least two examples of what to do if they suspect bullying (one in person and one online). • L4 – To tell you why witnesses sometimes join in with bullying and sometimes don't tell. Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Online safety link Knowledge: Children will give at least two examples of what to do if they suspect bullying (one in person and one online). • L5- To identify what is special about me and value the ways in which I am unique Online safety link Knowledge: Children will be able to name three things that make them unique. • L6- To tell you a time when my first impression of someone changed when I got to know them Online safety link Knowledge: Children will be able to give a definition of what a first impression is.
Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, consensus, Contribution, Observer, UN Convention On Rights Of Child	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On Purpose, Bystander, Witness, Bully, Problem Solve, Cyber Bullying, Text Message, Website, Troll, Special, Unique, Physical Features, Impression, Changed
Safeguarding links Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Railway safety - Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Online Safety How do digital citizens take responsibility for themselves, their communities and their world?	Safeguarding links Bonfire night – safety – fire work safety - Halloween (being safe). Friendship week - Road safety – how to cross the road and use pavements Online Safety - How can a strong password help protect your privacy?
 British Value links - democracy (School Council – KS2 and Play Team) - the rule of law	 British Value links mutual respect and tolerance of those with different faiths and beliefs.
Being Me In My World - Autumn 1	Celebrating Difference – Autumn 2
Learning Objectives and sticky knowledge	Learning Objectives and sticky knowledge
• L1- To know my personal goals Children will understand what a goal is and how to achieve one that is personal to them.	• L1- To know that cultural differences sometimes cause conflict

Year 6	L2- To know my rights and responsibilities as a citizen of my country Children will be able to name at least 3 rights and responsibilities as a citizen of the UK. L3- To know that our actions impact us and the people around us Understand the rights and responsibilities associated with being a citizen in the wider community and their country I know I have a responsibility to make positive choices and take accountability for my actions Online safety link L4 – To understand consent and make choices about my own behaviour, understanding how rewards and consequences feel (INCLUDE CONSENT HERE) SAFEGUARDING LINK Knowledge: Explain how my behaviour affects others and explain how rewards and consequences for this feels. L5- To understand how an individual's behaviour can impact on a group (SAFEGUARDING LINK) I know that I can contribute to a group and that collaboration is the best way forward L6- To know that democracy means 'rule by the people' and having a voice benefits the school community Understand how to contribute towards the democratic process within the classroom / school setting. L7 – Financial lesson – click here for the lesson plan LO: To know different ways that people's spending decisions can affect others and the environment, and that things have different values. Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Citizen, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud	Children will be able to recall at least two examples of cultural difference that sometimes cause conflict. L2- To know racism is treating someone differently or a negative judgement about someone due to the colour of their skin or their race, their nationality, beliefs or religion. Children will be able to give a definition of racism, know what it is and why it is unacceptable L3- Online safety line To know that rumour spreading and name-calling is a form of bullying on and offline L4 – To know that bullying can be direct and indirect Online safety link Children will be able to give at least two examples of direct and indirect bullying and classify these correctly. L5- To know how my life is different with people in the developing world Children will understand what the developing world means. L6- To understand a different culture from my own Know how their life is different from the lives of children in the developing world and draw at least two comparisons Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-Calling, Racist, Homophobic, Cyber Bullying, Texting, Problem Solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation
	Safeguarding links Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Railway safety - Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Online Safety - What makes a healthy media choice?	Safeguarding links Bonfire night – safety – fire work safety - Halloween (being safe). Friendship week - Road safety – how to cross the road and use pavements ASSEMBLY Online safety - What information about you is OK to share online?
	 British Value links - democracy (School Council – KS2 and Play Team) - individual liberty - mutual respect and tolerance	 British Value links - individual liberty - mutual respect and tolerance of those with different faiths and beliefs.
	Being Me In My World - Autumn 1 Learning Objectives and sticky knowledge L1- To identify my goals for this year, understand my fears and worries about the future and know how to express them Knowledge: Plan a goal and identify two ways that a concern could be communicated to others.	Celebrating Difference – Autumn 2 Learning Objectives and sticky knowledge L1- To understand there are different perceptions about what normal means Online safety link Knowledge: Children will have the confidence to challenge what is considered 'normal' for groups of people.

L2- To know that there are universal rights for all children but for many children these rights are not met Knowledge: Know 3 universal rights for all children and understand that not all children have the opportunity to have them met. L3- To understand that my actions affect other people locally and globally Knowledge: I know my actions can impact people locally and globally. (Give an example of each) L4 – to understand that consent means clearly agreeing to something before it happens. To make choices about my own behaviour and relate this to my rights and responsibilities. (SAFEGUARDING LINK) Knowledge: Consent means clearly agreeing to something before it happens. Identify my own positive and negative behaviour choices and understand this in relation to the wider community / global responsibility. L5- To understand how an individual's behaviour can impact on a group Knowledge: I know I can influence a group positively by being a good role model L6- To understand how democracy and having a voice benefits the school community Knowledge: The word democracy comes from the Greek words "demos", meaning people, and "kratos" meaning power; so democracy can be thought of as "power of the people" L7 – financial education – click here for the lesson plan Challenge, Goal, Attitude, Actions, Rights And Responsibilities, United Nations Convention On The Rights Of The Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy	L2- To understand that everyone has a right to be who they are Knowledge: Children will know that individual liberty and law is embedded in the UK L3- To explain some of the ways in which one person or a group can have power over another. Knowledge: To know how it feels to be excluded and understand why people use bullying behaviours Online safety link L4 – To know some of the reasons why people use bullying behaviours. Online safety link Knowledge: Children will understand that bullying behaviours are conducted by others who seek power. L5- To give examples of people with disabilities who lead amazing lives. Knowledge: To understand how having a disability can effect someone's life and how people with disabilities can lead amazing lives. L6- To explain ways in which difference can be a source of conflict and a cause for celebration Online safety link PLEASE USE THIS LINK FOR LESSON SLIDES Knowledge: Children will learn about a real life context that has caused conflict and celebration. Additional: Cycling proficiency – To know how to ride a bike safely on the road Normal, Ability, Disability, Visual Impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying Behaviour, Direct, Indirect, Argument, Recipient, Para Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict
Safeguarding links Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Railway safety - Staying safe in school: stranger danger, not opening doors, telling an adult if you see something strange - Managing feelings and behaviour - Mental Health Awareness Junior citizenship <i>Online safety - What does media balance mean for me?</i>	Safeguarding links Bonfire night – safety – fire work safety - Halloween (being safe). Friendship week - Road safety – how to cross the road and use pavements ASSEMBLY (CYCLING PROFICIENCY) <i>Online safety - What is clickbait and how can you avoid it?</i>
 British Value links - democracy (School Council – KS2 and Play Team) - individual liberty - democracy	 British Value links - the rule of law - mutual respect and tolerance of those with different faiths and beliefs.

Whole school safeguarding CONSENT progression	
Year R	Knowledge: Children will know that they have the right to say no to something they do not want to do. Children will give at least one example of when they can say no (role play / verbal).

Year 1	Knowledge: Children will be able to simply explain what consent means and tell why it is important.
Year 2	Knowledge: Children will be clear on the definition of consent and give a reason for why we are all responsible for listening to it.
Year 3	Knowledge: To be able to give / write a simple definition of what consent is and explain why it is so important. I will be able to give an example of what I would do if a choice is made that I do not like.
Year 4	Knowledge: Children will be able to give an example of cause and affect for behaviour and write an empathy response to a given situation.
Year 5	Knowledge: Children will be able to explain how their own behaviour affects others and explain how rewards and consequences for this feels.
Year 6	Knowledge: Children will identify their own positive and negative behaviour choices and understand this in relation to the wider community / global responsibility.