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| **Term 1**  **Being me in my Word (Jigsaw) and British Values** | | |
| **Year group** | **Lesson** | **Learning objective:** |
| **Nursery**  **and**  **Reception** | **Throughout the year** | **Will be met in all aspects in the early years’ framework. In addition to this the children will:**  **British Values**  Role play- people in our community e.g. Police officers  Voting-  Celebrating others through festivals  **Knowledge and Understanding of the world strand of EYFS document but in addition early years will:**  Go on library walks in nursery  In reception the children will go on a local walk around Stapleton Road and visit local café. |
| **Year 1** | 1 | Please see British Values document |
| 2 | Please see British Values document |
| 3 | Please see British Values document |
| 4 | I feel special and safe in my class (Jigsaw 1) |
| 5 | I know that I belong to my class (Jigsaw 2) |
| 6 | I know how to make my class a safe place for everybody to learn (Jigsaw 3) |
| 7 | I recognise how it feels to be proud of an achievement (Jigsaw 4) |
| 6 | I recognise the range of feelings when I face certain consequences (Jigsaw 5) |
| **Year 2** | 1 | Please see British Values document |
| 2 | Please see British Values document |
| 3 | Please see British Values document |
| 4 | Recognise when I feel worried and know who to ask for help (Jigsaw 1) |
| 5 | I understand the rights and responsibilities of being a member of my class and school (J2) |
| 6 | I can help to make my class a safe and fair place (Jigsaw 3) |
| 7 | listen to other people and contribute my own ideas about rewards and consequences (J4) |
| 8 | I can work Cooperatively (Jigsaw 5) |
| 9 | I recognise the choices I make and understand the consequences (Jigsaw 6) |
| **Year 3** | 1 | Please see British Values document |
| 2 | Please see British Values document |
| 3 | Please see British Values document |
| 4 | I value myself and know how to make someone else feel welcome and valued (J1) |
| 5 | Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions (Jigsaw 2) |
| 6 | I know how to make others feel valued (Jigsaw 3) |
| 7 | I understand that my behaviour brings rewards/consequences (Jigsaw 4) |
| 8 | Work cooperatively in a group (Jigsaw 5) |
| 9 | Work cooperatively in a group (Jigsaw 6) |
| **Year 4** | 1 | Please see British Values document |
| 2 | Please see British Values document |
| 3 | Please see British Values document |
| 4 | Know how good it feels to be included in a group and understand how it feels to be excluded try to make people feel welcome and valued (Jigsaw 1) |
| 5 | I understand who is in my school community, the roles they play and how I fit in (Jigsaw 2) |
| 6 | I recognise my contribution to making a Learning Charter for the whole school (Jigsaw 3) |
| 7 | I understand that my actions affect myself and others I care about other people’s feelings and try to empathise with them (Jigsaw 4) |
| 8 | I take on a role in a group and contribute to the overall outcome (Jigsaw 5) |
| 9 | I understand why our school community benefits from a Learning Charter and can help others to follow it (Jigsaw 6) |
| **Year 5** | 1 | Please see British Values document |
| 2 | Please see British Values document |
| 3 | Please see British Values document |
| 4 | know what I value most about my school and can identify my hopes for this school year (Jigsaw 1) |
| 5 | I can empathise with people in this country whose lives are different to my own (Jigsaw 2) |
| 6 | I can understand my rights and responsibilities as a citizen of my country and a member of my school (Jigsaw 3) |
| 7 | I can understand that my actions affect me and others (Jigsaw 4) |
| 8 | I can contribute to the group and understand how we can function best as a whole (J5) |
|  | 9 | I can understand how democracy and having a voice benefits the school community and know how to participate in this (Jigsaw 6) |
| **Year 6** | 1 | Please see British Values document |
| 2 | Please see British Values document |
| 3 | Please see British Values document |
| 4 | I feel welcome and valued and know how to make others feel the same (J1) |
| 4 | I understand my own wants and needs and can compare these with children in different communities (J2) |
| 5 | understand that my actions affect other people locally and globally (J3) |
| 6 | make choices about my own behaviour because I understand how rewards and consequences feel and I understand how theses relate to my rights and responsibilities (J4) |
| 7 | understand how an individual’s behaviour can impact on a group (J5) |
| 8 | understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself (J6) |