









At Crowton C.E. Primary School we follow the Jigsaw approach to PSHE alongside the Diocesan produced ‘Goodness and Mercy’ syllabus to support the PSHE development in our school. Jigsaw is a comprehensive and engaging programme which enables pupils to explore various topics in a safe and educational environment. PSHE is at the core of all we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the ‘whole child’ intellectually, morally, socially and spiritually. PSHE is taught across the school from EYFS to Year 6 on a weekly basis and the whole school follows and adapts the Jigsaw PSHE scheme. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. At the heart of our PSHE teaching we have a commitment to promoting and enhancing our core Christian values.

With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We want our children to view themselves as global citizens and aspire for them to leave Crowton as considerate, respectful and resilient individuals.

It is important that they are aware, at an appropriate level, of different factors which may affect their world and that they learn how best to deal with these so that they have good mental health and well-being. A key part of our curriculum is Relationships and Sex Education and our delivery of RSE enables our children to learn how to be safe, and empowers them to have healthy fulfilling relationships, both now and in their future lives. Through our whole-school approach to PSHE, it is our belief that excellence in these areas will lead to high aspirations across the curriculum and beyond in later life. We aspire for the children to view themselves as life-long learners who can always aim for the stars.

The overview below summarises the content in each of Jigsaw’s units of work (Puzzle Pieces) for all our children from 4 years to 11 years old. The Puzzle Pieces are designed to progress in sequence from September to July.

Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
					
'Who am I and how do I fit?'	Respect for similarity and difference. Anti-bullying and being unique.	Aspirations, how to achieve goals and understanding the emotions that go with this.	Being and keeping safe and healthy.	Building positive, healthy relationships.	Coping positively with change.

Intent

PSHE is a fundamental subject that prepares pupils with important knowledge, skills and understanding allowing them to lead fulfilling lives now and in the future.

We intend:

- To equip children with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.
- To provide tools for children to express their emotions, promoting positive strategies that children can use in their lives, including being able to make conscious decisions towards their well-being.
- That children can identify their emotions and set strategies to regulate them when needed.
- To promote the spiritual, moral, social, and cultural (SMSC) development of children and prepare them for the opportunities, responsibilities and experiences of later life.
- To promote good behaviour and positive character traits, including for example courtesy, respect, truthfulness, courage and generosity.
- To set high expectations of behaviour towards others in and beyond the school community.
- For children to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
- To promote respect for the backgrounds and beliefs of children and parents in the community, always with the aim of providing children with the knowledge they need to live and be prepared for the world after primary school.
- To present and promote healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Implementation


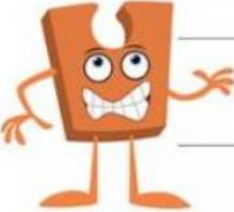

All classes at Crowton undertake weekly PSHE lessons which follow Jigsaw 3-11, a fully planned and spiralling/progressive PSHE scheme. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs. We make cross-curricular links between PSHE and other subjects; this is particularly true and relevant in English, Religious Education, Physical Education, History and Geography, with other content also linking to Maths, Science and Computing.

Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11. It includes all the statutory requirements for Relationships and Health Education, and Sex Education is also included in the Changing Me Puzzle (unit).

Jigsaw has two main aims for all children:

1. To build their capacity for learning
2. To equip them for life; Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

As a school, we follow a set theme each half term, which is introduced, in a whole school assembly.

Puzzle (Unit)	Content
 Autumn 1: Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2: Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
 Spring 1: Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2: Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
 Summer 1: Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2: Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Impact

The impact of our PSHE teaching is evident in school life as a whole – in pupils’ good behaviour, their attitudes to learning and their respect, care and understanding for and of, each other.

By the time children leave us they will:

- Demonstrate kindness and respect towards themselves and others.
- Have the courage and ability to try new things, challenge themselves and persevere.
- Take responsibility for their actions.
- Have a good understanding of how to stay safe, healthy and how to develop positive relationships now and in the future.

- Understand the physical aspects involved in RSE at an age-appropriate level.
- Be able to understand and manage their emotions.
- Be able to look after their mental health and well-being.
- Have an appreciation of what it means to be a positive member of a diverse, multicultural society.
- Demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.
- Be able to approach a range of real-life situations and apply their skills and attributes to help navigate themselves through modern life.

At Crowton, we prioritise physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them. We are committed to creating a positive, safe and nurturing environment, where all members of the school and wider community will be respected and valued. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings openly and know when and how they can seek the support of others whom they trust and respect. They will apply their understanding of society to their everyday interactions, from the classroom to the wider community.

We continuously assess the implementation and impact of our PSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to achieve.

Our PSHE approach has a positive impact on the whole child intellectually, morally, socially and spiritually. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens.

Each Puzzle (except Puzzle 1) has a built-in assessment task, usually in Piece 5 or 6. This task will be used as a formal opportunity for teacher assessment but will also offer children the chance to assess their own learning and have a conversation with the teacher about their two opinions. Each Puzzle has a set of three level descriptors for each year group: Working towards / Working at / Working beyond.

RSE at Crowton

An important part of the Jigsaw PSHE programme is delivered through the 'Relationships' and 'Changing Me' puzzle pieces.

There are four main aims of teaching RSE:

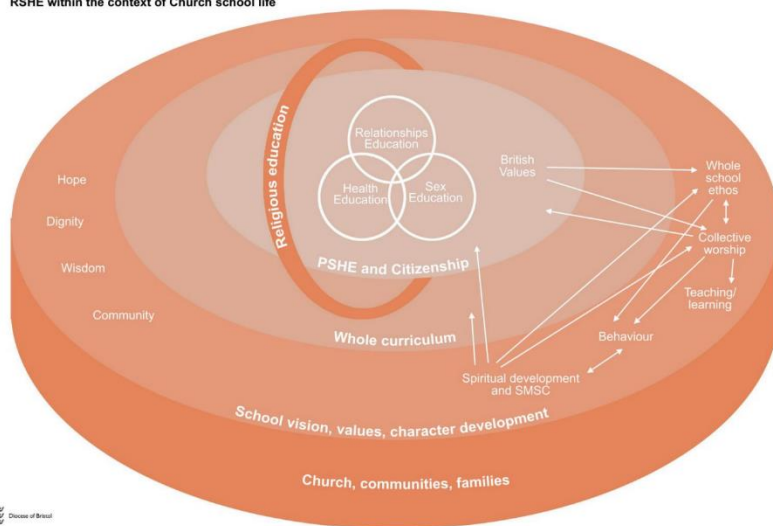
1. To enable children to understand and respect their bodies
2. To help children develop positive and healthy relationships appropriate to their age and development
3. To support children to have positive self-esteem and body image
4. To empower them to be safe and safeguarded.



Each year group will be taught appropriate to their age and developmental stage. At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer, (for example, because of its mature or explicit nature), this

information will be shared with you by your child's class teacher. The question will not be answered to the child or class if it is outside the remit of that year group's programme.

RSHE within the context of Church school life



Below is a summary of RSE coverage within the Jigsaw scheme for each year group:

Foundation Stage - Growing up: how we have changed since we were babies.

Year 1 - Boys' and girls' bodies; naming body parts.

Year 2 - Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is).

Year 3 - How babies grow and how boys' and girls' bodies change as they grow older.

Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation.

Year 5 - Puberty for boys and girls

Year 6 - Puberty for boys and girls and understanding conception to birth of a baby.

Further information about how the school approaches the teaching of PSHE and Relationships and Sex Education through the Jigsaw programme can be found within the documents listed.

Staff also have the use of the resource '**Goodness and Mercy**', which offers planning and support written particularly with Church of England and Methodist schools and academies in mind.

More information can be found at: <https://goodnessandmercy.co.uk/>

British Values at Crowton

How is each of the British Values included in a Jigsaw Lesson?

Jigsaw PSHE 3-11 supports the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda. The British Values are promoted through the use of the Jigsaw Learning Charter which is shared at the beginning of every Jigsaw PSHE lesson. The Learning Charter is child-centred and aims to encourage children to work together and follow a set of 'ground rules' to create a safe, positive learning environment.

The behaviours of the Jigsaw Charter are reflected in the whole-school Learning Charter developed in the first puzzle of the year (Being Me in My World), and will consequently permeate the school community, supporting children as they grow and learn. The Learning Charter supports the work that is going to happen in each Jigsaw lesson.

Democracy

Children have lots of opportunities for their voices to be heard through whole class, group or paired discussions. The Jigsaw Learning Charter aims to ensure that all lessons establish a safe learning environment. The 'ground rules' of the Learning Charter invite children to sign and agree to try and stick to the rules during all Jigsaw lessons. It encourages children (and adults alike) to listen carefully to one another, and respect the right of others whilst having opportunities to have their own opinions and voices heard. Jigsaw encourages children to take ownership of their learning through their 'Help Me Reflect' time. Many of the Jigsaw PSHE lessons include 'Pause for Thought' moments, whereby children can reflect in the moment; considering their thoughts and feelings. Opportunities are given to all of the children to share their thinking, thoughts and ideas with others if they feel comfortable doing so.



The Rule of Law

Establishing a safe, comfortable environment for all children (and adults) to learn in is paramount to every lesson. Children are also taught about their rights as a child, including those from The United Nations Convention on the Rights of the Child (UNCRC). These are included in all puzzle pieces. We believe it is important for children to understand equality and their rights, to understand how both they should be treated, and how they should treat others. Children are taught the value, importance and reasoning behind why rules exist. There are lots of opportunities throughout all age groups to explore making positive choices as well as how this balances with consequences. Making positive behavioural choices is explored through class, partner and group discussions. Opportunities for children to explore their thoughts during 'Pause for Thought' moments invite children to consider how they feel in the present moment, impacting choices and individual thinking.

Individual Liberty

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Jigsaw PSHE begins this teaching right from the beginning in the Early Years Foundation Stage and offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. We believe these opportunities are vital for children's development, understanding of themselves and others, and increasing their capacity to learn. Children are provided with opportunities to make informed choices and feel comfortable expressing their views. The ethos of a Jigsaw lesson aims to always make every child feel welcomed, valued and comfortable and therefore promotes a positive learning environment.



Mutual Respect



We aim to provide a structured lesson format in which a safe learning environment is created. Each lesson plan includes phrasing, suggested use of language and terminology as well as suggestions for asking open-ended questions sensitively and reflectively. Jigsaw lesson plans provide these prompts through 'ask me this' questions. These are designed to support adults leading the session to feel confident in connecting with children to think about how they feel or what their opinions/ideas may be. Often this includes topics which

involve thought-provoking and sensitive subjects. As children get older, they build on previous knowledge and skills to develop their ability to listen to others respectfully, debate other people's views and consider ways that we can be accepting of those who may be different to ourselves. Even in lessons where different points of view are encouraged, and issues may be debated, the Learning Charter is always revisited and its expectations reinforced. This ensures that children feel enabled to freely express their faith, feelings and values in an environment of mutual respect.

Tolerance of those of different faiths and beliefs

The Celebrating Difference puzzle specifically looks at how we might differ in many ways, but that there are human and spiritual elements in us all where we can find a connection and empathy with each other, no matter how much the world might find difference a cause for conflict. Jigsaw aims to go beyond 'tolerance' to help children 'celebrate difference', their own individuality and that of others. The children learn to be interested in what makes us all unique and this includes the way we embody our beliefs, feelings and values. For children 7 years and over, elements of the Equality Act are examined within this puzzle which again ensures that the faiths, feelings and values of others are respected. We ensure that children understand that the respect we discuss in Jigsaw PSHE permeates into other areas of school life.



The teaching of British Values and culture capital is not isolated to PSHE lessons, although our PSHE curriculum ensures that all children have the opportunity to learn about democracy, the rule of law, respect and tolerance, and individual liberty.

SMSC and Emotional Literacy

Jigsaw provides a structured programme of personal development to nurture the 'whole child' and increase learning capacity, underpinned by mindfulness philosophy and practice. Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). These opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

Spiritual

PSHE supports spiritual development, through fostering children's awareness and understanding of issues that involve differing beliefs and values in human society. PSHE helps children develop self-knowledge through an exploration of their identity and belonging, their ideals and commitment and the meaning or purpose they see in life.

Moral

PSHE helps moral development by enabling children to acquire a critical appreciation of issues of right and wrong, justice, fairness, rights and obligations in society. Children have opportunities to explore the ethical and moral dimensions of legal, political, social, economic and environmental issues and to exercise responsibility at a personal and social level.


Social

Social development is enabled through the study of PSHE as children acquire the understanding and skills they need to become responsible and effective members of society. They develop an understanding of how society works and how decisions are influenced and made. They take part in community and social activities that help to promote personal and social skills.

Cultural

PSHE helps cultural development by helping children to understand the nature and role of the different groups to which they belong, to learn about the origins and implications of the diversity in society, and to develop respect for difference.

Opportunities to reflect on spiritual, moral, social and cultural dimensions occur through many aspects of PSHE education. Children are encouraged to consider their own views and opinions about them, for example, as they investigate and think about global and topical issues, problems and events, and as they participate in activities in school, in their neighbourhood and communities.

Resources	Activities	Pictures
<ul style="list-style-type: none"> • Calm and quiet areas • Key texts to discuss feelings and emotions (Ruby's Worry, Worrysaurus) • Book characters • Family life role play • Caring for learning environment 	<ul style="list-style-type: none"> • Songs about emotions • Read stories using character to discuss • Celebrations of other faiths – Diwali, Eid • Look at family diversity – display family pictures, talk about different families • Christmas around the world • Joining in Christian celebrations with school • Community events 	



Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

Our PSHE Curriculum

YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
Y1 and Y2	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning the Learning Charter 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone 	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success 	<ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness 	<ul style="list-style-type: none"> • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help up • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition
Y3 and Y4	<ul style="list-style-type: none"> • Setting personal goals • Self-identify and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives 	<ul style="list-style-type: none"> • Families and their differences • Family conflict and how to manage it (child-centered) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments 	<ul style="list-style-type: none"> • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting 	<ul style="list-style-type: none"> • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important (online and offline scenarios) • Respect for myself and others • Healthy and safe choices 	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help • Being a Global Citizen • Being aware of how my choices affect others • Awareness of how other children have different lives • Expressing appreciation for family and friends 	<ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition

Y5 and Y6	<ul style="list-style-type: none"> • Planning the forthcoming year • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice and participating 	<ul style="list-style-type: none"> • Cultural differences and how they can cause conflict • Racism • Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures 	<ul style="list-style-type: none"> • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others (charity) • Motivation 	<ul style="list-style-type: none"> • Smoking, including vaping • Alcohol and anti-social behaviour • Alcohol • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules 	<ul style="list-style-type: none"> • Self and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception (including IVF) • Growing responsibility • Coping with change • Preparing for transition
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YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
Y1 and Y2	<ul style="list-style-type: none"> • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings 	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends 	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success 	<ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food 	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships 	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing independence • Differences in female and male bodies (correct terminology) • Assertiveness • Preparing for transition

<p>Y3 and Y4</p>	<ul style="list-style-type: none"> • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour 	<ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<ul style="list-style-type: none"> • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes 	<ul style="list-style-type: none"> • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength 	<ul style="list-style-type: none"> • Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals 	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change
<p>Y5 and Y6</p>	<ul style="list-style-type: none"> • Identifying goals for the year • Global citizenship • Children’s universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling 	<ul style="list-style-type: none"> • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy 	<ul style="list-style-type: none"> • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments 	<ul style="list-style-type: none"> • Taking personal responsibility • How substances affect the body • Exploitation, including ‘county lines’ and gang culture • Emotional and mental health • Managing stress 	<ul style="list-style-type: none"> • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use 	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition

PSHE: Progression of Knowledge and Skills



Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.

Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

This can be established through assessment identified in the key learning.

Bring Me in My World – Autumn (1)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships and Health Education Outcomes	<p>PSED – ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: Building Relationships</p> <p>Work and play co-operatively and take turns with others.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring Friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful Relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online Relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous</p> <p>Being Safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p>					
	<p>Show sensitivity to their own and to others’ needs.</p>	<p>Physical Health and Wellbeing – By end of primary, pupils should know:</p> <p>Mental Wellbeing</p>					

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
 (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle Overview: Being Me in My World	<p>In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK.</p> <p>They begin working on recognising and managing their feelings, identifying different ones and the causes these can have.</p> <p>The children learn about working with others and why it is good to be kind and use gentle hands.</p> <p>They discuss children's rights,</p>	<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter.</p> <p>As part of this, they discuss rights and responsibilities, and choices and consequences.</p> <p>The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p>In this Puzzle (unit), the children discuss their hopes and fears for the year ahead.</p> <p>They talk about feeling worried and recognising when they should ask for help and who to ask.</p> <p>They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place.</p> <p>The children learn about choices and the consequences of making different</p>	<p>In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements.</p> <p>They discuss new challenges and how to face them with appropriate positivity.</p> <p>The children learn about the need for rules and how these relate to rights and responsibilities.</p> <p>They explore choices and consequences, working collaboratively and seeing things from</p>	<p>In this Puzzle (unit), the children explore being part of a team.</p> <p>They talk about attitudes and actions and their effects on the whole class.</p> <p>The children learn about their school and its community, who all the different people are and what their roles are.</p> <p>They discuss democracy and link this to their own School Council, what its purpose is and how it works.</p> <p>The children learn about group work, the different roles people can have, how to make positive</p>	<p>In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face.</p> <p>They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in.</p> <p>The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings</p>	<p>In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future.</p> <p>The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide.</p> <p>They discuss their choices and actions and how these can have far reaching effects, locally and globally.</p> <p>The children learn about their own behaviour and how their choices can result in rewards and</p>

<p>especially linked to the right to learn and the right to play.</p> <p>The children learn what it means to be responsible.</p>		<p>choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>	<p>other people's points of view.</p> <p>The children learn about different feelings and the ability to recognise these feelings in themselves and others.</p> <p>They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	<p>contributions, how to make collective decisions and how to deal with conflict.</p> <p>They also learn about considering other people's feelings.</p> <p>They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>associated with each.</p> <p>They also learn about democracy, how it benefits the school and how they can contribute towards it.</p> <p>They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>consequences and how they feel about this.</p> <p>They explore an individual's behaviour and the impact it can have on a group.</p> <p>They learn talk about democracy, how it benefits the school and how they can contribute towards it.</p> <p>They establish the Jigsaw Charter and set up their Jigsaw Journals.</p>
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Taught Knowledge (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that 	<ul style="list-style-type: none"> • Understand their own rights / responsibilities with their classroom • Understand 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and 	<ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to 	<ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil 	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to 	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other

<p>some people are different from themselves</p> <ul style="list-style-type: none"> • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good 	<p>that their choices have consequences</p> <ul style="list-style-type: none"> • Understand that their views are important • Understand the rights and responsibilities of a member of a class 	<p>consequences and that these stem from choices</p> <ul style="list-style-type: none"> • Know that it is important to listen to other people • Understand that their own views are valuable <ul style="list-style-type: none"> • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead 	<p>choices and consequences</p> <ul style="list-style-type: none"> • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is 	<p>voice in school)</p> <ul style="list-style-type: none"> • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know that their own actions affect themselves and others 	<p>contribute towards the democratic process</p> <ul style="list-style-type: none"> • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<p>parts of the world</p> <ul style="list-style-type: none"> • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process
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Social and Emotional Skills (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Identify feelings associated with belonging 	<ul style="list-style-type: none"> • Understand that they are safe in their class • Identifying helpful 	<ul style="list-style-type: none"> • Know how to make their class a safe and fair place • Show good listening skills 	<ul style="list-style-type: none"> • Make other people feel valued • Develop compassion and empathy for others 	<ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded • Be able to take on a role in a group 	<ul style="list-style-type: none"> • Empathy for people whose lives are different from their own • Consider their own 	<ul style="list-style-type: none"> • Know own wants and needs • Be able to compare their life with the lives of those less fortunate

<ul style="list-style-type: none"> • Skills to play cooperatively with others • Be able to consider others' feelings • Identify feelings of happiness and sadness • Be responsible in the setting 	<p>behaviours to make the class a safe place</p> <ul style="list-style-type: none"> • Understand that they have choices • Understanding that they are special • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences 	<ul style="list-style-type: none"> • Be able to work cooperatively • Recognise own feelings and know when and where to get help • Recognise the feeling of being worried 	<ul style="list-style-type: none"> • Be able to work collaboratively • Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<p>discussion / task and contribute to the overall outcome</p> <ul style="list-style-type: none"> • Know how to regulate my emotions • Can make others feel cared for and welcome • Recognise the feelings of being motivated or unmotivated • Can make others feel valued and included • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices 	<p>actions and the effect they have on themselves and others</p> <ul style="list-style-type: none"> • Be able to work as part of a group, listening and contributing effectively • Be able to identify what they value most about school • Identify hopes for the school year • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions 	<ul style="list-style-type: none"> • 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 • Be able to make others feel welcomed and valued
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Vocabulary

EYFS	Year 1 <i>Consolidate EYFS</i>	Year 2 <i>Consolidate EYFS / Y1</i>	Year 3 <i>Consolidate KS1</i>	Year 4 <i>Consolidate KS1 and Y3</i>	Year 5 <i>Consolidate KS1, Y3 and Y4</i>	Year 6 <i>Consolidate KS1 and KS2</i>
kind gentle friend similar(ity), different rights responsibilities feelings angry happy excited nervous sharing taking turns	safe special calm belonging learning charter jigsaw charter rewards proud consequences upset disappointed illustration	worries hopes fears responsible actions praise positive negative choices cooperate problem solving	welcome valued achievements pleased personal goal acknowledge affirm emotions feelings nightmare solutions support dream behaviour fairness group dynamics team work view point ideal school belong	included excluded role job description school community democracy democratic decisions voting authority contribution observer UN Convention on the Rights of Child (UNCRC)	Ghana West Africa cocoa plantation cocoa pods machete community education wants needs Maslow empathy comparison opportunities education empathise obstacles co-operation collaboration legal / illegal lawful laws participation motivation decision	challenge goal attitude citizen views opinion collective

Celebrating Difference – Autumn (2)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships and Health Education Outcomes	<p>PSED – ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Relationships Education – By end of primary, pupils should know:</p>					
	<p>PSED – ELG: Building Relationships</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Families and the people who care for me</p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring Friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful Relationships</p> <p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>(R14) the conventions of courtesy and manners.</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>					

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive.
(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online Relationships

(R20) that people sometimes behave differently online, including by pretending to be someone they are not.
(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being Safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.
(R32) where to get advice e.g. family, school and/or other sources.

Physical Health and Well-Being – By end of primary, pupils should know:

Mental Wellbeing

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).

Internet Safety and Harms

(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted

(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
 (H17) where and how to report concerns and get support with issues online.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle Overview: Celebrating Difference	<p>In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.</p> <p>They discuss being different and how that makes everyone special but also recognise that we are the same in some ways.</p> <p>The children share their experiences of their homes and are asked to explain why it is special to them.</p> <p>They learn about friendship and how to be a kind friend and how to stand up for</p>	<p>In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special.</p> <p>The children learn what bullying is and what it isn't.</p> <p>They talk about how it might feel to be bullied and when and who to ask for help.</p> <p>The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends.</p>	<p>In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK.</p> <p>They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied.</p> <p>The children share feelings associated with bullying and how and where to get help.</p> <p>They explore similarities and differences and that it is OK for friends to have differences</p>	<p>In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other.</p> <p>The children practise methods to calm themselves down and discuss the 'Solve it together' technique.</p> <p>The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place.</p> <p>The children also talk about using problem solving</p>	<p>In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal.</p> <p>They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place.</p> <p>They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen.</p> <p>The children share their own uniqueness and what is special about themselves.</p>	<p>In this Puzzle (unit), the children explore culture and cultural differences.</p> <p>They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures.</p> <p>They revisit the topic of bullying and discuss rumour spreading and name calling.</p> <p>The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours.</p>	<p>In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult.</p> <p>The children learn about bullying and how people can have power over others in a group.</p> <p>They discover strategies for dealing with this as well as wider bullying issues.</p> <p>The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p>

	themselves if someone says or does something unkind to them.	The children also discuss being nice to and looking after other children who might be being bullied.	without it affecting their friendship.	<p>techniques in bullying situations.</p> <p>They discuss name calling and practise choosing not to use hurtful words.</p> <p>They also learn about giving and receiving compliments and the feelings associated with this.</p>	They talk about first impressions and when their own first impressions of someone have changed.	The children consider happiness regardless of material wealth and respecting other people's cultures.	
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Taught Knowledge (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know what being unique means • Know the names of some emotions • Know why having friends is important • Know some qualities of a positive friendship • Know that 	<ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships 	<ul style="list-style-type: none"> • Know the difference between a one -off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about 	<ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that sometimes people make assumptions about a person because of the way they look or act 	<ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture 	<ul style="list-style-type: none"> • Know that people can hold power over others individually or in a group • Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from

<p>they don't have to be 'the same as' to be a friend</p> <ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know that families can be different • Know that people have different homes / why they are important to them • Know different ways of making friends • Know different ways to stand up for myself 	<ul style="list-style-type: none"> • Know that people have differences and similarities 	<p>boys and girls</p> <ul style="list-style-type: none"> • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that choice has to play in this 	<ul style="list-style-type: none"> • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this 	<ul style="list-style-type: none"> • Know there are influences that can affect how we judge a person or situation • Know what to do if they think bullying is or might be taking place • Know that first impressions can change 	<p>can sometimes be a source of conflict</p> <ul style="list-style-type: none"> • Know that rumour - spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> • Know that difference can be a source of celebration as well as conflict • Know that being different could affect someone's life • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives
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Social and Emotional Skills (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Recognise emotions when they or someone else is upset, frightened or angry • Identify and use skills to make a friend • Identify some ways they can be different and the same as others • Identify and use skills to stand up for themselves • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Recognise similarities and differences between 	<ul style="list-style-type: none"> • Identify what is bullying and what isn't • Understand how being bullied might feel • Recognise ways in which they are the same as their friends and ways they are different • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique 	<ul style="list-style-type: none"> • Explain how being bullied can make someone feel • Know how to stand up for themselves when they need to • Understand that everyone's differences make them special and unique • Understand that boys and girls can be similar / different in lots of ways and that is OK • Can choose to be kind to someone who is being bullied • Recognise that they shouldn't judge people because they are different 	<ul style="list-style-type: none"> • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Be able to 'problem solve' a bullying situation accessing appropriate support if necessary • Be able to show appreciation for their families, parents and carers • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> • Be comfortable with the way they look • Try to accept people for who they are • Be non-judgemental about others who are different • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness 	<ul style="list-style-type: none"> • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Develop respect for cultures different from their own • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices 	<ul style="list-style-type: none"> • 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 • Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • 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

their family and other families				<ul style="list-style-type: none"> • Identify when a first impression they had was right or wrong 	<ul style="list-style-type: none"> • Be able to support children who are being bullied 	bystanders in a bullying scenario <ul style="list-style-type: none"> • Appreciate people for who they are • Show empathy
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Vocabulary						
EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS / Y1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 and Y3	Year 5 Consolidate KS1, Y3 and Y4	Year 6 Consolidate KS1 and KS2
different special proud friends kind same similar happy sad frightened angry family	similarity same as different from difference bullying bullying behaviour deliberate on purpose unfair included bully bullied celebration special unique	boys girls similarities assumptions stereotypes special differences bully purpose unkind feelings sad lonely help stand up for male / female diversity fairness kindness unique value	loving caring safe connected conflict solve It Together solutions resolve witness bystander bullying gay feelings tell consequences hurtful compliment	character judgement surprised different appearance accept influence opinion attitude secret deliberate on purpose bystander witness problem solve cyber bullying text message website troll physical features impression changed	culture conflict similarity belong culture wheel racism colour race discrimination rumour name-calling racist homophobic, cyber bullying, texting problem solving, indirect / direct happiness, developing world celebration artefacts	male female biological sex stereotype individuality diverse different equality fairness identity gender identity transgender non-binary courage fairness rights

Dreams and Goals – Spring (1)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships and Health Education Outcomes	<p>PSED – ELG: Self-Regulation</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED – ELG: Building Relationships</p> <p>Work and play co-operatively and take turns with others.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Respectful Relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships. (R14) the conventions of courtesy and manners. (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being Safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>					
		<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental Wellbeing (H1) that mental well-being is a normal part of daily life, in the same way as physical health. (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>					

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle Overview: Dreams and Goals	<p>In this Puzzle, the children consider challenges and facing up to them.</p> <p>They discuss not giving up and trying until they have achieved their goal.</p> <p>The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want.</p> <p>They also talk about achieving goals and the feelings linked to this.</p>	<p>In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try.</p> <p>The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them.</p> <p>They discuss partner working and how to do this well.</p>	<p>In this Puzzle, the children explore setting realistic goals and how they can achieve them.</p> <p>They discuss perseverance when they find things difficult as well as recognising their strengths as a learner.</p> <p>The children consider group work and reflect on with whom they work well and with whom they don't.</p> <p>They also reflect on sharing success with other people.</p>	<p>In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories.</p> <p>The children identify their own dreams and ambitions and discuss how it will feel when they achieve them.</p> <p>They discuss facing learning challenges and identify their own strategies for overcoming these.</p> <p>The children consider obstacles that might stop them from achieving their goals and how to overcome these.</p> <p>They reflect on their progress and successes and identify what they could do better next time.</p>	<p>In this Puzzle, the children consider their hopes and dreams.</p> <p>They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment.</p> <p>The children discuss making new plans and setting new goals even if they have been disappointed.</p> <p>The class explore group work and overcoming challenges together.</p> <p>They reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p>In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them.</p> <p>They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.</p> <p>The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p>In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals.</p> <p>They discuss the learning steps they will need to take as well as talking about how to stay motivated.</p> <p>The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning.</p> <p>The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.</p>

Taught Knowledge (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal 	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know how to work well with a partner • Know that tackling a challenge can stretch their learning 	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group - working looks like • Know how to share success with other people 	<ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know about specific people who have overcome difficult challenges to achieve success • Know how they can best overcome learning challenges • Know what their own strengths are as a learner 	<ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work as part of a successful group • Know how to share in the success of a group • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa 	<ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve their goal • Know how to set realistic and challenging goals

			<ul style="list-style-type: none"> • Know how to evaluate their own learning progress and identify how it can be better next time 		<ul style="list-style-type: none"> • Know ways that they can support young people in their own culture and abroad 	
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Social and Emotional Skills (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<ul style="list-style-type: none"> • Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Recognise how they feel when they overcome a challenge/obstacle • Celebrate an achievement with a friend • Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Be able to describe their own achievements and the feelings linked to this • Recognise their own strengths as a learner 	<ul style="list-style-type: none"> • Can break down a goal into small steps • Can manage feelings of frustration linked to facing obstacles • Imagine how it will feel when they achieve their dream/ambition • Recognise other people's achievements in overcoming difficulties • Recognise how other people can help them to achieve their goals • Can share their success with others 	<ul style="list-style-type: none"> • Have a positive attitude • Can identify the feeling of disappointment • Be able to cope with disappointment • Can identify what resilience is • Can identify a time when they have felt disappointed • Can talk about their hopes and dreams and the feelings associated with these • Help others to cope with disappointment • Enjoy being part of a group challenge 	<ul style="list-style-type: none"> • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture 	<ul style="list-style-type: none"> • Understand why it is important to stretch the boundaries of their current learning • Be able to give praise and compliments to other people when they recognise that person's achievements • Empathise with people who are suffering or living in difficult situations • Set success criteria so that they know when they have achieved their goal • Recognise the emotions they experience when they
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		<ul style="list-style-type: none"> • Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> • Understand why they are motivated to make a positive contribution to supporting others • Appreciate the opportunities learning and education can give them 	consider people in the world who are suffering or living in difficult circumstances
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Vocabulary						
EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS / Y1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 and Y3	Year 5 Consolidate KS1, Y3 and Y4	Year 6 Consolidate KS1 and KS2
dream goal challenge, job ambition perseverance achievement happy kind encourage	proud success treasure coins learning stepping stones process working together team work celebrate learning challenge feelings obstacle overcome achieve	realistic achievement goal strength persevere difficult easy learning together partner product	perseverance challenges success obstacles dreams / goals ambitions future aspiration enterprise cooperation strengths motivated enthusiastic efficient responsible frustration 'solve it together' technique, Solutions review evaluate	hope determination resilience positive attitude disappointment fears hurts positive experiences plans cope help self-belief motivation commitment enterprise	feeling money grown up lifestyle job career profession salary contribution society determination motivation culture sponsorship rallying co-operation, difference	stretch personal realistic / unrealistic success criteria learning steps global issue suffering concern hardship empathy admire respect praise compliment contribution recognition

Healthy Me – Spring (2)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships and Health Education Outcomes	<p>PSED – ELG: Self-Regulation</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring Friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful Relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships. (R14) the conventions of courtesy and manners. (R15) the importance of self-respect and how this links to their own happiness. (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online Relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not. (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (R24) how information and data is shared and used online.</p> <p>Being Safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>					
	<p>PSED – ELG: Managing Self</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>						

		<p>(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>(R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>(R32) where to get advice e.g. family, school and/or other sources</p> <hr/> <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental Wellbeing</p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health.</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations .</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <p>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Internet Safety and Harms</p> <p>(H11) that for most people the internet is an integral part of life and has many benefits.</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being.</p> <p>(H17) where and how to report concerns and get support with issues online.</p>
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		<p>Physical Health and Fitness (H18) the characteristics and mental and physical benefits of an active lifestyle. (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. (H20) the risks associated with an inactive lifestyle (including obesity). (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy Eating (H22) what constitutes a healthy diet (including understanding calories and other nutritional content). (H23) the principles of planning and preparing a range of healthy meals. (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Drugs and Alcohol (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Health and Prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (H31) the facts and science relating to allergies, immunisation and vaccination.</p> <p>Basic First Aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle Overview: Healthy Me	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy.	In this Puzzle, the children learn about healthy and less healthy choices and how these	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with	In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy.	In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and	In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart.	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this.

<p>They talk about food and that some foods are healthier than others.</p> <p>They discuss the importance of sleep and what they can do to help themselves get to sleep.</p> <p>They talk about hand washing and why it is important.</p> <p>The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.</p>	<p>choices make them feel.</p> <p>They explore about hygiene, keeping themselves clean and that germs can make you unwell.</p> <p>The children learn about road safety, and about people who can help them to stay safe.</p>	<p>food and making healthy choices.</p> <p>The children consider what makes them feel relaxed and stressed.</p> <p>They learn about medicines, how they work and how to use them safely.</p> <p>The children make healthy snacks and discuss why they are good for their bodies.</p>	<p>They also learn about their heart and lungs, what they do and how they are very important.</p> <p>The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health.</p> <p>The children learn about different types of drugs, the ones you take to make you better, as well as other drugs.</p> <p>The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<p>followers and what role they play.</p> <p>The children reflect on their friendships, how different people make them feel and which friends they value the most.</p> <p>The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke.</p> <p>Finally, they learn about peer pressure and how to deal with it successfully.</p>	<p>Likewise, they learn about the risks associated with alcohol misuse.</p> <p>They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed.</p> <p>The children investigate how body types are portrayed in the media, social media and celebrity culture.</p> <p>They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>	<p>They learn about different types of drugs and the effects these can have on people's bodies.</p> <p>The children learn about exploitation as well as gang culture and the associated risks therein.</p> <p>They also learn about mental health/illness and that people have different attitudes towards this.</p> <p>They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>
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Taught Knowledge (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know what to do if they get lost 	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy 	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks 	<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Know why their hearts and lungs are such important organs • Know a range of strategies to keep themselves safe • Know that their bodies are complex 	<ul style="list-style-type: none"> • Know that there are leaders and followers in groups • Know the facts about smoking and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that they can take on different roles according to the situation 	<ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Know some of the risks linked to 	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse

	<ul style="list-style-type: none"> • Know that germs cause disease/illness • Know about people who can keep them safe 		and need taking care of	<ul style="list-style-type: none"> • Know some of the reasons some people start to smoke • Know some of the reasons some people drink alcohol 	<p>misusing alcohol, including antisocial behaviour</p> <ul style="list-style-type: none"> • Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve
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Social and Emotional Skills (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can explain what they need to do to stay healthy • Recognise how exercise makes them feel • Can give examples of healthy food • Can explain what to do if a stranger approaches them • Can explain how they might feel if they 	<ul style="list-style-type: none"> • Keep themselves safe • Recognise how being healthy helps them to feel happy • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Feel good about themselves when they make healthy choices 	<ul style="list-style-type: none"> • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> • Respect their own bodies and appreciate what they do • Can take responsibility for keeping themselves and others safe • Identify how they feel about drugs • Can express how being anxious or scared feels • Able to set themselves a fitness challenge • Recognise what it feels like to make a 	<ul style="list-style-type: none"> • Can identify the feelings that they have about their friends and different friendship groups • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive • Recognise how different people and groups they interact 	<ul style="list-style-type: none"> • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency • Can make informed decisions about whether or not they choose to smoke when they are older 	<ul style="list-style-type: none"> • Are motivated to care for their own physical and emotional health • Suggest strategies someone could use to avoid being pressured • Can use different strategies to manage stress and pressure • Are motivated to find ways to be happy and cope with life's situations without using drugs • Identify ways that someone who is being exploited could help themselves

<p>don't get enough sleep</p> <ul style="list-style-type: none"> • Recognise how different foods can make them feel 	<ul style="list-style-type: none"> • Realise that they are special 		<p>healthy choice</p>	<p>with impact on them</p> <ul style="list-style-type: none"> • Identify which people they most want to be friends with 	<ul style="list-style-type: none"> • Can make informed decisions about whether they choose to drink alcohol when they are older • Accept and respect themselves for who they are • Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> • Recognise that people have different attitudes towards mental health/illness
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Vocabulary

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS / Y1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 and Y3	Year 5 Consolidate KS1, Y3 and Y4	Year 6 Consolidate KS1 and KS2
healthy exercise head shoulders knees toes sleep wash clean stranger scare	unhealthy balanced exercise sleep choices clean body parts keeping clean toiletry items hygienic safe medicines safety Green Cross Code eyes ears Look, Listen, Wait	healthy choices lifestyle motivation relax / relaxation tense calm dangerous medicines body balanced diet portion proportion energy fuel nutritious	oxygen calories/kilojoules heartbeat lungs heart fitness labels sugar fat / saturated fat, drugs attitude anxious / scared advice harmful risk feelings complex appreciate	friendship groups emotion relationships roles leader / follower assertive agree / disagree, smoking pressure peers guilt, alcohol liver disease anxiety, fear believe assertive opinion right / wrong	unhealthy behaviour informed decision pressure media influence emergency procedure recovery position level-headed body image media / social media celebrity altered self-respect comparison eating problem eating disorder respect debate	immunisation prevention drugs effects prescribed unrestricted over the counter, restricted illegal volatile substances 'Legal highs' exploited vulnerable criminal gangs reputation anti-social behaviour, mental health / illness emotional health stress / managing stress triggers

Relationships – Summer (1)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships and Health Education Outcomes	<p>PSED – ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and the people who care for me</p> <p>(R1) that families are important for children growing up because they can give love, security and stability. (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring Friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful Relationships</p> <p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships. (R14) the conventions of courtesy and manners. (R15) the importance of self-respect and how this links to their own happiness. (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>					
	<p>PSED – ELG: Building Relationships</p> <p>Form positive attachments to adults and friendships with peers.</p>						

	<p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Online Relationships</p> <p>(R20) that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>(R24) how information and data is shared and used online.</p> <p>Being Safe</p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>(R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>(R32) where to get advice e.g. family, school and/or other sources.</p>
	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental Wellbeing</p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health.</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>

		<p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <p>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Internet Safety and Harms</p> <p>(H11) that for most people the internet is an integral part of life and has many benefits.</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being.</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>(H14) why social media, some computer games and online gaming, for example, are age restricted.</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>(H17) where and how to report concerns and get support with issues online.</p> <p>Physical Health and Fitness</p> <p>(H18) the characteristics and mental and physical benefits of an active lifestyle.</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle Overview: Relationships	Children are introduced to the key relationships in their lives.	Children’s breadth of relationships is widened to include people	Learning about family relationships widens to include roles and	In this Puzzle, children revisit family relationships and identify the different expectations and	Learning in this year group starts focussing on the emotional aspects of relationships	Children learn about the importance of self-esteem and ways this can be boosted.	In this Puzzle, the children learn more about mental health and how to take care

<p>They learn about families and the different roles people can have in a family.</p> <p>They explore the friendships they have and what makes a good friend.</p> <p>They are introduced to simple strategies they can use to mend friendships.</p> <p>The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<p>they may find in their school community.</p> <p>They consider their own significant relationships (family, friends and school community) and why these are special and important.</p> <p>As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding.</p> <p>Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged</p>	<p>responsibilities in a family and the importance of cooperation, appreciation and trust.</p> <p>Friendships are also revisited with a focus on falling out and mending friendships.</p> <p>This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships).</p> <p>Children consider the importance of trust in relationships and what this feels like.</p> <p>They also learn about two types of secret, and why 'worry secrets' should always be shared with a</p>	<p>roles that exist within the family home.</p> <p>They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work.</p> <p>They also look at careers and why stereotypes can be unfair in this context.</p> <p>They learn that families should be founded on love, respect, appreciation, trust and co-operation.</p> <p>Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and apps are explored and children are introduced to some</p>	<p>and friendships. With this in mind, children explore jealousy and loss/bereavement.</p> <p>They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change.</p> <p>The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes.</p> <p>Children revisit skills of negotiation particularly to help manage a change in a relationship.</p> <p>They also learn that sometimes it is better if relationships end,</p>	<p>This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others.</p> <p>This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking.</p> <p>They learn about age limits and also age-appropriateness.</p> <p>Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations.</p> <p>Risk, pressure and influences are revisited with a focus on the physical and</p>	<p>of their own mental well-being.</p> <p>They explore the grief cycle and its various stages, and discuss the different causes of grief and loss.</p> <p>The children learn about people who can try to control them or have power over them.</p> <p>They 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.</p>
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		<p>to celebrate these.</p>	<p>trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not.</p> <p>They practise strategies for being assertive when someone is hurting them or being unkind.</p> <p>The children also learn about people who can help them if they are worried or scared.</p>	<p>rules for staying safe online.</p> <p>Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade.</p> <p>They investigate the wants and needs of other children who are less fortunate and compare these with their own.</p> <p>Children's universal rights are also revisited.</p>	<p>especially if they are causing negative feelings or they are unsafe.</p> <p>Children are taught that relationship endings can be amicable.</p>	<p>emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe.</p> <p>Children are taught about grooming and how people online can pretend to be whoever they want.</p> <p>Rights, responsibilities and respect are revisited with an angle on technology use.</p> <p>Screen time is also discussed and children find ways to reduce their own screen time.</p> <p>This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	
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Taught Knowledge (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends • Know about the different people in the school 	<ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc... • Know how some of the actions and work of people around the world help and influence my life 	<ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe • Know that jealousy can be damaging to relationships • Know that memories can support us when we lose a special person or anima 	<ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family

	community and how they help	sometimes change with time • Know how to use the Mending Friendships or Solve it together problem - solving methods	• Know the lives of children around the world can be different from their own			
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Social and Emotional Skills (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like 	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can show skills of friendship 	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret 	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job or are less fortunate • Understand that they are connected to the global community in many different ways 	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see 	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online/social network activity 	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control

<ul style="list-style-type: none"> • Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> • Can use Solve it together in a conflict scenario and find a win-win outcome • Can identify similarities in children’s rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and wellbeing
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Vocabulary						
EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS / Y1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 and Y3	Year 5 Consolidate KS1, Y3 and Y4	Year 6 Consolidate KS1 and KS2
family jobs relationship friend lonely argue fallout	belong same different friendship qualities caring sharing	similarities special important co-operate physical contact communication hugs	men / women unisex Male / female Stereotype career / job role / responsibilities respect	relationship close jealousy emotions positive / negative loss shock	personal attributes qualities characteristics self-esteem unique comparison negative self-talk	mental health ashamed stigma stress anxiety support worried

<p>words feelings angry upset calm me breathing</p>	<p>kind greeting touch feel texture like / dislike help / helpful community confidence praise skills self-belief incredible proud celebrate relationships special appreciate</p>	<p>acceptable not acceptable conflict point of view positive problem solving secret surprise trust / trustworthy happy sad frightened honesty reliability compliments celebrate</p>	<p>differences similarities conflict win-win solution solve-it-together problem-solve internet social media online risky gaming safe / unsafe private messaging direct messaging global communication fair trade inequality / equality climate transport exploitation rights needs / wants justice United Nations deprivation hardship appreciation gratitude</p>	<p>disbelief numb denial / guilt sadness pain / despair hope souvenir memento memorial acceptance relief remember negotiate compromise loyal empathy betrayal amicable love</p>	<p>social media online community positive negative safe unsafe rights social network violence grooming troll gambling betting trustworthy appropriate screen time physical health mental health offline social peer pressure influences personal information passwords privacy settings profile SMARRT rules</p>	<p>signs warning self-harm emotions feelings sadness loss / grief denial despair guilt shock hopelessness anger bereavement coping strategies power control authority bullying pressure influences self-control real / fake true / untrue assertiveness judgement communication technology cyberbullying abuse</p>
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Changing Me – Summer (2)							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships and Health Education Outcomes	<p>PSED – ELG: Self-Regulation</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability. (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring Friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful Relationships (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness. (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being Safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.</p>					
	<p>PSED – ELG: Building Relationships</p> <p>Show sensitivity to their own and to others’ needs.</p>						

	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard . R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other source
	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental Wellbeing (H1) that mental well-being is a normal part of daily life, in the same way as physical health. (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Changing Adolescent Body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (H35) about menstrual well-being including the key facts about the menstrual cycle.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle Overview: Changing Me	Children are encouraged to think about how they have changed from	Children are introduced to life cycles, e.g. that of a frog and	In this Puzzle, children compare different life cycles in nature, including that of	This Puzzle begins learning about babies and what they need to grow and develop including parenting.	In this Puzzle, bodily changes at puberty are revisited with some additional	In this Puzzle, the children revisit self-esteem, self-image and body image.	In this Puzzle, the children learn about puberty in boys and girls and the changes that

<p>being a baby and what may change for them in the future.</p> <p>They consolidate the names and functions of some of the main parts of the body and discuss how these have changed.</p> <p>They learn that our bodies change in lots of different ways as we get older.</p> <p>Children understand that change can bring about positive and negative feelings, and that sharing these can help.</p> <p>They also consider the role that memories can have in managing change.</p>	<p>identify the different stages.</p> <p>They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc.</p> <p>They discuss how they have changed so far and that people grow up at different rates.</p> <p>As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body.</p> <p>They are also taught that nobody has the right to hurt these parts of the body.</p>	<p>humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age.</p> <p>As part of a school's safeguarding duty, pupils are retaught the correct words for private parts of the body.</p> <p>They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness.</p>	<p>Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced.</p> <p>Children first look at the outside body changes in males and females.</p> <p>They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught.</p> <p>Children learn that females have eggs (ova) in their ovaries and these are released monthly.</p> <p>If unfertilised by a male's sperm, it passes out of the body as a period.</p>	<p>vocabulary, particularly around menstruation.</p> <p>Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products.</p> <p>Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm.</p> <p>They also learn that the ovum and sperm carry genetic information that carry personal characteristics.</p> <p>The Puzzle ends by looking at the feelings associated with</p>	<p>They learn that we all have perceptions about ourselves and others, and these may be right or wrong.</p> <p>They also reflect on how social media and the media can promote unhelpful comparison and how to manage this.</p> <p>Puberty is revisited in further detail, explaining bodily changes in males and females.</p> <p>Sexual intercourse is explained in slightly more detail than in the previous year.</p> <p>Children are encouraged to ask questions and seek clarification about anything they don't understand.</p> <p>Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of</p>	<p>will happen; they reflect on how they feel about these changes.</p> <p>The children also learn about childbirth and the stages of development of a baby, starting at conception.</p> <p>They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship.</p> <p>They learn about different relationships and the importance of mutual respect and not pressuring/ being pressured into doing something that they don't want to.</p> <p>The children also learn about self-esteem, why it is important and ways to develop it.</p>
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Taught Knowledge (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened 	<ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable • Know the correct names for private body parts • Know that life cycles exist in nature 	<ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in 	<ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about

	<ul style="list-style-type: none"> • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know that learning brings about change 	<ul style="list-style-type: none"> • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age 	<p>her uterus (womb) and this is where it develops</p> <ul style="list-style-type: none"> • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child 	<p>controlled and have to be accepted</p>		<p>transition to secondary school/ moving to their next class</p>
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Social and Emotional Skills (key objectives are in bold)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up 	<ul style="list-style-type: none"> • Understand and accept that change is a natural part of getting older • Can suggest ways to manage change , e.g. moving to a new class • Can identify some things that have changed 	<ul style="list-style-type: none"> • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/ uncomfortable • Be able to confidently ask someone to stop if they are being hurt or frightened 	<ul style="list-style-type: none"> • Can express how they feel about puberty • Can say who they can talk to about puberty if they have any worries • Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express any concerns they have about puberty • Have strategies for managing the emotions relating to change • Can express how they feel about having 	<ul style="list-style-type: none"> • Can celebrate what they like about their own and others' self-image and body image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to 	<ul style="list-style-type: none"> • Recognise ways they can develop their 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

<ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home 	<p>and some things that have stayed the same since being a baby (including the body)</p> <ul style="list-style-type: none"> • Can express why they enjoy learning 	<ul style="list-style-type: none"> • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities and freedoms they may have in the future • Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can identify changes they are looking forward to in the next year 	<p>children when they are grown up</p> <ul style="list-style-type: none"> • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change 	<p>everybody and that it will be OK for them</p> <ul style="list-style-type: none"> • Can ask questions about puberty to seek clarification • Can express how they feel about having a romantic relationship when they are an adult • Can express how they feel about having children when they are an adult • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<p>doing something that they don't want to</p> <ul style="list-style-type: none"> • Recognise how they feel when they reflect on the development and birth of a baby • Can celebrate what they like about their own and others' self-image and body image • Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
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Vocabulary

EYFS	Year 1 <i>Consolidate EYFS</i>	Year 2 <i>Consolidate EYFS / Y1</i>	Year 3 <i>Consolidate KS1</i>	Year 4 <i>Consolidate KS1 and Y3</i>	Year 5 <i>Consolidate KS1, Y3 and Y4</i>	Year 6 <i>Consolidate KS1 and KS2</i>
eye foot eyebrow forehead ear mouth arm leg chest knee nose tongue finger toe stomach hand baby grown-up adult change worry excited memories	changes life cycles adulthood mature male, female vagina penis testicles vulva anus learn new grow feelings anxious worried excited coping	fully grown growing up old / young change respect appearance physical baby / toddler child / teenager independent timeline freedom responsibilities, public / private touch cuddle / hug squeeze like / dislike acceptable unacceptable comfortable uncomfortable looking forward nervous happy	birth animals babies mother grow uterus womb nutrients survive love affection care puberty sperm ovaries egg womb / uterus stereotype	personal unique characteristics, parents making love having sex sexual intercourse, fertilise conception menstruation periods circle seasons change control emotions acceptance	body image self-image looks / personality perception self-esteem affirmation oestrogen fallopian tube cervix scrotum / genitals semen erection ejaculation urethra wet dream growth spurt larynx pubic hair hormones testosterone circumcised / uncircumcised foreskin epididymis fertilised / unfertilised conception embryo / foetus umbilical cord IVF contraception pregnancy sanitary products tampon / pad / towel / liner legal / laws rights / responsibilities	negative body-talk mental health midwife labour opportunities freedoms attraction relationship love sexting transition secondary journey worries anxiety excitement