

HECKINGTON ST. ANDREW'S C OF E PRIMARY SCHOOL



P.S.H.E. & R.S.E. CURRICULUM AND
PROGRESSION DOCUMENTS



Intent

Our PSHE curriculum is underpinned by the 2019 DfE Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education. It extends beyond this guidance to include economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risks to themselves and others. Through studying PSHE, and supported by our school's **5Rs**, pupils will be empowered to stay healthy and safe, and will be prepared **to make an active contribution to society and prepared for the challenges of life**. They will develop an understanding of **skills** and attributes needed to manage their lives, both now and in the future.

Implementation

Implementation

Teachers plan from our progression documents, which are underpinned by the Jigsaw scheme of work. PSHE is taught in weekly discrete lessons, and periodically through events like Anti-Bullying week, developing the themes of Health and Well-Being, Relationships, and Living in the Wider World. The first week of each half term is our 5Rs week.

The Jigsaw scheme of work is broken down as follows:

Term 1: Being me in my World

Term 2: Celebrating Differences

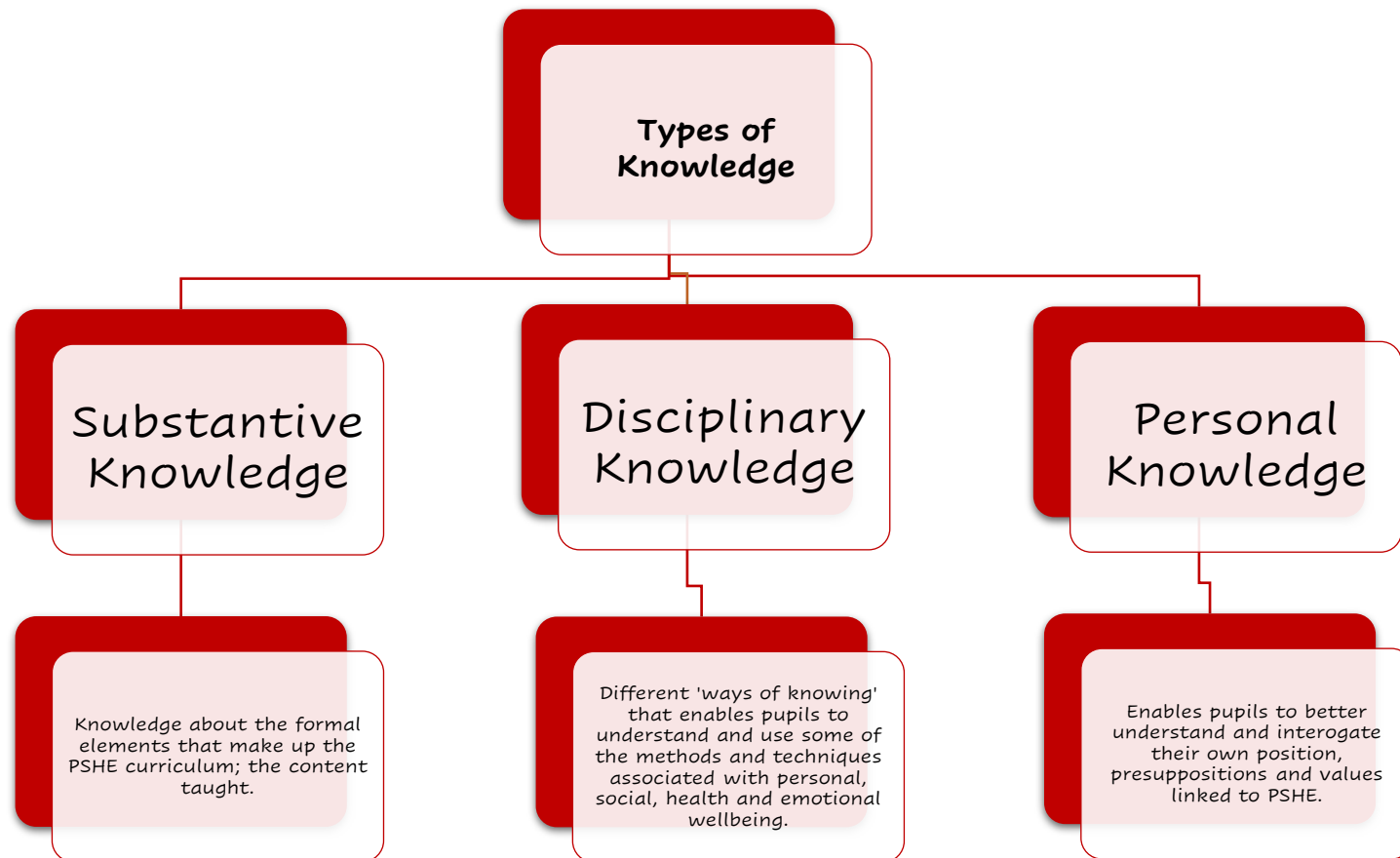
Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me

Teachers are required to develop the cross-curricular links, including Science (healthy lifestyles), English (core texts) and Computing (online safety). Teachers are free to use global or national events to reinforce learning throughout the year. Teachers adapt the planning to best support the progression of pupils in their class, supported by the subject leader for major variations.





Our P.S.H.E curriculum is based on the Jigsaw scheme of work, which is a mindful approach bringing together Personal, Social, Health Education, emotional literacy, social skills, and spiritual development in a comprehensive scheme of learning. Lessons can be tailored to the children's needs and enables relationship building within each class, getting to know them better as unique human beings.

Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time.

Jigsaw P.S.H.E. is fully compliant with the DfE Statutory Relationships & Health Education Guidance.

Relationships	Respect	Responsibility	Resilience	Reverence
<ul style="list-style-type: none">• We are helpful• We work as a team• We are kind and caring• We are good communicators	<ul style="list-style-type: none">• We are active listeners• We show good manners• We care for our environment• We show consideration for others	<ul style="list-style-type: none">• We own our actions• We are self-motivated• We are good role models• We are in control of our learning	<ul style="list-style-type: none">• We keep going• We believe in ourselves• We have a go• We persevere	<ul style="list-style-type: none">• We show empathy• We are reflective• We experience awe and wonder• We practice stillness

Content Overview by Year Group: PSHE

Age Group	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Reception (3-5)	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
Year 1 (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
Year 2 (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
Year 3 (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

Year 4 (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	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 SMARRT internet safety rules	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
Year 5 (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	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
Year 6 (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	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

Content Overview by Year Group: RSE

Relationships Education

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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					1	1					1	
	(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					1						1	
	(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					1						1	
	(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					1						1	
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong											1	
	(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						6					1,4	

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2			6			3	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2			6			6	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3	5			2,5			5			3	
	(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		5			2,5			6			3	
	(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		5			2,4,5			4			5	

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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	3,6	1,2,6	3		2,6		2-6	5,6	3		3,5	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6		5,6	4,5	3,4		5	
	(R14) the conventions of courtesy and manners	2,3				3		2-6	4,5	3-6			
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5	3,4		2			5
	(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	3,6	1,2	3		4,6		2-4	4-6	3-6		2-5	
	(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		3,4						3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive								1,2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults		5			3,4	4	2	4,5	4-6		2,4	5

[illegible]

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
	(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					3	4					4	4,5
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4					2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4						2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4					2	4,5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2		2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4			4,5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4			2,4	5

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Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2		1			1	4	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2		1			1,2,5	4,5	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2		1			5	4-6	
	(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		5			2					2,5	4	
	(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		3,4			3		2	2,3		1,2,5,6	4	

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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	2	5,6	1		2		2,3	2	3	5,6	4-6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		1,2,5	4,5	
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	6	4,5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		6		
	(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	3	5,6			6		3	5,6	6	5,6	4-6	
	(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		3-5			3			3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5						
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	5,6				2		4			2,6	4,6	

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3			2		2,5		
	(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	4	5		5	3			2		2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3			2,3		2,6		
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3							
	(R24) how information and data is shared and used online				4,5	3							

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(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				4,5	3							2,3
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5						5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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												3
	(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								2				
	(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												3,4
	(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							5			3,4		4

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							5			3,4		4
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties											4	4
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4									4	4
	(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		3,4									4	
	(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					2,6			3,4		3,4	5	

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	4	6			1-6		4-6	5,6	4		4-6	4,5
	(R14) the conventions of courtesy and manners	3-6				2-6		4					
	(R15) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	1,6	2	1,5
	(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	2	1	4	4	2,3			5,6	6	5,6		5
	(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		4			2			4			4	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		1		4				2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults					2,3			3		6	4	4,5

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6						5	
	(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					2-6			3			5,6	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6						5,6	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					2-6						5,6	
	(R24) how information and data is shared and used online					2-6						5,6	

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(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					2,3	1				6	4-6	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1				1,6	1,2	1,5
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know											4-6	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3						5	
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3

Physical Health and Mental Wellbeing

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2						2		
	(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	4	6	1	1	6	6	1	1,5,6	1,5	2	4-6	6
	(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	4	6	6	2	5	6	1	1,5,6	1,5	2	4-6	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6			
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6						1,2,4-6		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1-6	5,6					1-6		
	(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	1	3,4						5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3				
	(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 wellbeing or ability to control their emotions (including issues arising online)		4			4			4				
	(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												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits												
	(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 wellbeing									2			
	(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							3					
	(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								3			3	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted												
	(H17) where and how to report concerns and get support with issues online								4				

Physical Health and Mental Wellbeing		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:													
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6						1-3, 5,6		
	(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				1,2						1,2		
	(H20) the risks associated with an inactive lifestyle (including obesity)										1,6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5						3		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				2						4,5		
	(H23) the principles of planning and preparing a range of healthy meals				2						4,5		
	(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)				1,2,6						1,4,5		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				4						3		

[illegible]

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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.												

Physical Health and Mental Wellbeing		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:													
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					4							3,4
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental Wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6						6		
	(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	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(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	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		5	3	4
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2								
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				1,2,6								
	(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		5						2,3			2,4	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3				
	(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 wellbeing or ability to control their emotions (including issues arising online)		2-4		4,5	3			4			2	
	(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											3	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3							
	(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 wellbeing					3							
	(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		5			3			3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3							
	(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		5			3							
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3							
	(H17) where and how to report concerns and get support with issues online				3,4	3							

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6								
	(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				1,2,6								
	(H20) the risks associated with an inactive lifestyle (including obesity)				1,2								
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5						3,4		

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2								
	(H23) the principles of planning and preparing a range of healthy meals				1,2								
	(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)				1,2						4		

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				3						3,4		

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body										3,4		
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
	(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				2								
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist												
	(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												

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				4								
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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						3,4						2,3
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						3,4						3

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1,5,6	1,2	1,5
	(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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(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	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	5,6	1-3	1,5,6
	(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				6	5	1				1,5,6	1,2	
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests				6		1				1,5,6	1,2	1,5,6
	(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	5	3,4			1			1-3	4	1,5,6	1-3	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(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 wellbeing or ability to control their emotions (including issues arising online)		3,4		3	2,3					1-6	1-4	1-6
	(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				4-6	2,3	1		1,2		1-6	1-3	1, 5,6

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits					2-6						5,6	
	(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 wellbeing.					2-6					5,6	5,6	
	(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					2-6			3,4			5,6	
	(H14) why social media, some computer games and online gaming, for example, are age restricted					2-6						5,6	
	(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					2-6						5,6	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					2-6						5,6	
	(H17) where and how to report concerns and get support with issues online					2-6			3,4		1-6	1-6	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				6		1				1,5,6	1,2	
	(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				6						1,5,6		
	(H20) the risks associated with an inactive lifestyle (including obesity)				6						6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				1-6						1,6	1,2	

Physical Health and Mental Wellbeing		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
By the end of Primary pupils should know:													
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)				1,2						1,2		

Physical Health and Mental Wellbeing		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Drugs, alcohol and tobacco	(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking				1,2						2		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
	(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					5					5,6		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist				Additional lesson on website (KS2)						1		
	(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										1		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary				3								
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries				3								

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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						2-4						2
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						2						2,3

Overview of Units by Year Group

EYFS

Autumn 1: Being me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	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. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. 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. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
Lesson 1 – Who...Me? Lesson 2 – How am I feeling today? Lesson 3 – Being at School Lesson 4 – Gentle hands Lesson 5 – Our Rights Lesson 6 – Our responsibilities	Lesson 1 – What am I good at? Lesson 2 – I'm Special, I'm Me! Lesson 3 – Families Lesson 4 – Homes Lesson 5 – Making Friends Lesson 6 – Standing Up for Yourself	Lesson 1 – Challenge Lesson 2 – Never Giving Up Lesson 3 – Setting a goal Lesson 4 – Obstacles and Support Lesson 5 – Flight to the Future Lesson 6 – Footprint Awards	Lesson 1 – Everybody's Body Lesson 2 – We like to move it, move it! Lesson 3 – Food Glorious Food Lesson 4 – Sweet Dreams Lesson 5 – Keeping Clean Lesson 6 – Safe Adults	Lesson 1 – My Family and Me! Lesson 2 – Make friends, make friends, never ever break friends Part 1 Lesson 3 – Make friends, make friends, never ever break friends Part 2 Lesson 4 – Falling Out and Bullying Part 1 Lesson 5 – Falling Out and Bullying Part 2 Lesson 6 – Being the best friends we can be	Lesson 1 – My Body Lesson 2 – Respecting My Body Lesson 3 – Growing Up Lesson 4 – Fun and Fears Part 1 Lesson 5 – Fun and Fears Part 2 Lesson 6 – Celebration
Key substantive knowledge from this unit: <ul style="list-style-type: none"> • I know I have a right to learn and play, safely and happily. • I know that some people are different from me. • I know that hands can be used kindly and unkindly. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> • I know what being unique means. • I know the names of some emotions such as happy, sad, frightened, angry. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> • I know what a challenge is. • I know that it is important to keep trying. • I know what a goal is. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> • I know what the word 'healthy' means. • I know some things that I need to do to keep healthy. • I know the names for 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> • I know what a family is. • I know some of the characteristics of healthy and safe friendships. • I know that friends sometimes fall out. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> • I know the names and functions of some parts of the body (see vocabulary list). • I know that we grow from baby to adult.

Key Disciplinary knowledge (social and emotional) from this unit: <ul style="list-style-type: none"> • I can identify the feelings associated with belonging. • I am developing the skills to play co-operatively with others. • I can consider others' feelings. 	<ul style="list-style-type: none"> • I know why having friends is important. • I know some qualities of a positive friendship. • I know that they don't have to be 'the same as' to be a friend. Key Disciplinary knowledge (social and emotional) from this unit: <ul style="list-style-type: none"> • I can recognise emotions when I or someone else is upset, frightened or angry. • I can identify and use skills to make a friend. • I can identify some ways I can be different and the same as others. • I can identify and use skills to stand up for myself. 	Key Disciplinary knowledge (social and emotional) from this unit: <ul style="list-style-type: none"> • I understand that challenges can be difficult. • I am developing resilience. • I can recognise some of the feelings linked to perseverance. • I can recognise how kind words can encourage people. 	some parts of my body. <ul style="list-style-type: none"> • I know when and how to wash my hands properly. • I know how to say no to strangers. Key Disciplinary knowledge (social and emotional) from this unit: <ul style="list-style-type: none"> • I can explain what I need to do to stay healthy. • I can recognise how exercise makes me feel. • I can give examples of healthy food. • I can explain what to do if a stranger approaches me. 	<ul style="list-style-type: none"> • I know some ways to mend a friendship. • I know that unkind words can never be taken back, and they can hurt. Key Disciplinary knowledge (social and emotional) from this unit: <ul style="list-style-type: none"> • I can identify what jobs I do in my family and those carried out by parents/carers and siblings. • I can suggest ways to make a friend or help someone who is lonely. • I can recognise what being angry feels like. 	<ul style="list-style-type: none"> • I know who to talk to if I am feeling worried. Key Disciplinary knowledge (social and emotional) from this unit: <ul style="list-style-type: none"> • I can recognise that changing class can elicit happy and/or sad emotions. • I can say how I feel about changing class/growing up. • I can identify how I have changed from a baby.
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Year 1

Autumn 1: Being me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. 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 explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p>	<p>In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>	<p>In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe</p>	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. 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. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these</p>	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. 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. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>

<p>Lesson 1 – Special and Safe</p> <p>Lesson 2 – My Class</p> <p>Lesson 3 – Rights and Responsibilities</p> <p>Lesson 4 – Feeling Proud</p> <p>Lesson 5 – Consequences</p> <p>Lesson 6 – Owning our Learning Charter</p>	<p>Lesson 1 – The same as...</p> <p>Lesson 2 – Different from...</p> <p>Lesson 3 – What is 'bullying'?</p> <p>Lesson 4 – What do I do about bullying?</p> <p>Lesson 5 – Making new friends</p> <p>Lesson 6 – Celebrating difference; celebrating me</p>	<p>Lesson 1 – My Treasure Chest of Success</p> <p>Lesson 2 – Steps to Goals</p> <p>Lesson 3 – Achieving Together</p> <p>Lesson 4 – Stretchy Learning</p> <p>Lesson 5 – Overcoming Obstacles</p> <p>Lesson 6 – Celebrating My Success</p>	<p>Lesson 1 – Being Healthy</p> <p>Lesson 2 – Healthy Choices</p> <p>Lesson 3 – Clean and Healthy</p> <p>Lesson 4 – Medicine Safety</p> <p>Lesson 5 – Road Safety</p> <p>Lesson 6 – Happy, Healthy Me</p>	<p>Lesson 1 – Families</p> <p>Lesson 2 – Making Friends</p> <p>Lesson 3 – Greetings</p> <p>Lesson 4 – People Who Help Us</p> <p>Lesson 5 – Being My Own Best Friend</p> <p>Lesson 6 – Celebrating My Special Relationships</p>	<p>Lesson 1 – Life cycles</p> <p>Lesson 2 – Changing Me</p> <p>Lesson 3 – My Changing Body</p> <p>Lesson 4 – Boys' and Girls' Bodies</p> <p>Lesson 5 – Learning and Growing</p> <p>Lesson 6 – Coping with Changes</p>
<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know my rights and responsibilities with my classroom. • I know that my choices have consequences. • I know that my views are important. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I understand that I am safe in my class. • I can identify helpful behaviours to make the class a safe place. • I understand that I have choices. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know what bullying means. • I know who to tell if they or someone else is being bullied or is feeling unhappy. • I know that people are unique and that it is OK to be different. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can identify what bullying is and what bullying isn't. • I understand how being bullied might feel. • I can recognize ways in which I am the same as my friends and ways I am different. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know how to set simple goals. • I know how to achieve a goal. • I know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. • I know when a goal has been achieved. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can recognise things that I do well. • I can explain how I learn best. • I can recognise my own feelings when faced with a challenge/ obstacle. • I can recognise how I feel when I overcome a challenge/obstacle. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know the difference between being healthy and unhealthy. • I know how to make healthy lifestyle choices. • I know that all household products, including medicines, can be harmful if not used properly. • I know how to keep safe when crossing the road. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can keep myself safe. • I can recognise how being healthy helps me to feel happy. • I can recognise ways to look after myself if I feel poorly. • I can recognise when I feel frightened and know how to ask for help. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that everyone's family is different. • I know that families are founded on belonging, love and care. • I know that physical contact can be used as a greeting. • I know how to make a friend. • I know who to ask for help in the school community. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can express how it feels to be part of a family and to care for family members. • I can say what being a good friend means. • I can identify forms of physical contact they prefer. • I can say no when I receive a touch I don't like. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know the names of male and female private body parts. • I know that there are correct names for private body parts and nicknames, and when to use them. • I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • I know who to ask for help if I am worried or frightened. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I understand and accept that change is a natural part of getting older. • I can suggest ways to manage change, e.g. moving to a new class. • I can identify some things that have changed and some things that have stayed the same since being a baby (including the body).

Year 2

Autumn 1: Being me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. 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. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.	In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that it is OK. 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. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised, and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.	In this Puzzle, children compare different life cycles in nature, including that of 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. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.
Lesson 1 – Hopes and Fears for the Year Lesson 2 – Rights and Responsibilities Lesson 3 – Rewards and Consequences Lesson 4 – Rewards and Consequences Lesson 5 – Our Learning Charter	Lesson 1 – Boys and girls Lesson 2 – Boys and girls Lesson 3 – Why does bullying happen? Lesson 4 – Standing up for myself and others Lesson 5 – Gender Diversity Lesson 6 – Celebrating difference and still being friends	Lesson 1 – Goals to Success Lesson 2 – My Learning Strengths Lesson 3 – Learning with Others Lesson 4 – A Group Challenge Lesson 5 – Continuing Our Group Challenge Lesson 6 – Celebrating Our Achievement	Lesson 1 – Being Healthy Lesson 2 – Being Relaxed Lesson 3 – Medicine Safety Lesson 4 – Healthy Eating Lesson 5 – Healthy Eating Lesson 6 – Happy, Healthy Me!	Lesson 1 – Families Lesson 2 – Keeping Safe - exploring physical contact Lesson 3 – Friends and Conflict Lesson 4 – Secrets Lesson 5 – Trust and Appreciation Lesson 6 – Celebrating My Special Relationships	Lesson 1 – Life Cycles in Nature Lesson 2 – Growing from Young to Old Lesson 3 – The Changing Me Lesson 4 – Boys' and Girls' Bodies Lesson 5 – Assertiveness Lesson 6 – Looking Ahead

Lesson 6 – Owning our Learning Charter					
<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know the rights and responsibilities of class members. • I know about rewards and consequences and that these stem from choices. • I know that it is important to listen to other people. • I know and understand that my own views are valuable. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I know how to make my class a safe and fair place. • I can show good listening skills. • I can work co-operatively. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know the difference between a one-off incident and bullying. • I know that sometimes people get bullied because of difference. • I know that friends can be different and still be friends. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can explain how being bullied can make someone feel. • I know how to stand up for myself when I need to. • I understand that everyone's differences make them special and unique. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know how to choose a realistic goal and think about how to achieve it. • I know that it is important to persevere. • I know how to recognise what working together well looks like. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can recognise how working with others can be helpful. • I can work effectively with a partner. • I can choose a partner with whom I work well. • I can work as part of a group. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know what my body needs to stay healthy. • I know what relaxed means. • I know why healthy snacks are good for my body. • I know which foods give my body energy. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can feel positive about caring for my body and keeping it healthy. • I have a healthy relationship with food. • I want to make healthy lifestyle choices. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that there are lots of forms of physical contact within a family. • I know how to stay stop if someone is hurting me. • I know there are good secrets and worry secrets and why it is important to share worry secrets. • I know what trust is. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can recognise and talk about the types of physical contact that is acceptable or unacceptable. • I can identify the negative feelings associated with keeping a worry secret. • I can identify who I trust in my own relationships. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know the physical differences between male and female bodies. • I know that private body parts are special and that no one has the right to hurt these. • I know there are different types of touch and that some are acceptable, and some are unacceptable. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can say who I would go to for help if worried or scared. • I can say what types of touch I find comfortable/uncomfortable. • I can confidently ask someone to stop if I am being hurt or frightened.
Year 3					
Autumn 1: Being me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in	In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. 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. The children also talk about using problem-solving techniques in bullying situations. They discuss	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. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and	In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. 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. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people	In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating	This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. 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. Children learn that

<p>themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	<p>name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.</p>	<p>identify what they could do better next time.</p>	<p>that are dangerous and link this to strategies for keeping themselves safe.</p>	<p>conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. 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. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>	<p>females have eggs (ova) in their ovaries, and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>
<p>Lesson 1 – Getting to Know Each Other</p> <p>Lesson 2 – Our Nightmare School</p> <p>Lesson 3 – Our Dream School</p> <p>Lesson 4 – Rewards and Consequences</p> <p>Lesson 5 – Our Learning Charter</p> <p>Lesson 6 – Owning our Learning Charter</p>	<p>Lesson 1 – Families</p> <p>Lesson 2 – Family conflict</p> <p>Lesson 3 – Witness and feelings</p> <p>Lesson 4 – Witness and solutions</p> <p>Lesson 5 – Words that harm</p> <p>Lesson 6 – Celebrating difference: compliments</p>	<p>Lesson 1 – Dreams and Goals</p> <p>Lesson 2 – My Dreams and Ambitions</p> <p>Lesson 3 – A New Challenge</p> <p>Lesson 4 – Our New Challenge</p> <p>Lesson 5 – Our New Challenge - Overcoming Obstacles</p> <p>Lesson 6 – Celebrating My Learning</p>	<p>Lesson 1 – Being Fit and Healthy</p> <p>Lesson 2 – Being Fit and Healthy</p> <p>Lesson 3 – What Do I Know About Drugs?</p> <p>Lesson 4 – Being Safe</p> <p>Lesson 5 – Safe or Unsafe</p> <p>Lesson 6 – My Amazing Body</p>	<p>Lesson 1 – Family Roles and Responsibilities</p> <p>Lesson 2 – Friendship</p> <p>Lesson 3 – Keeping Myself Safe Online</p> <p>Lesson 4 – Being a Global Citizen 1</p> <p>Lesson 5 – Being a Global Citizen 2</p> <p>Lesson 6 – Celebrating My Web of Relationships</p>	<p>Lesson 1 – How Babies Grow</p> <p>Lesson 2 – Babies</p> <p>Lesson 3 – Outside Body Changes</p> <p>Lesson 4 – Inside Body Changes</p> <p>Lesson 5 – Family Stereotypes</p> <p>Lesson 6 – Looking Ahead</p>
<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that the school has a shared set of values. • I know why rules are needed and how these relate to choices and consequences. • I know that actions can affect others' feelings. • I know that others may hold different views. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can make other people feel valued. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I 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. • I know that conflict is a normal part of relationships. • I know that some words are used in hurtful ways and that this can have consequences. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p>	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that I am responsible for my own learning. • I know what an obstacle is and how they can hinder achievement. • I know how to take steps to overcome obstacles. • I know what dreams and ambitions are important to me. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p>	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know how exercise affects my body. • I know that there are different types of drugs. • I know that there are things, places and people that can be dangerous. • I know when something feels safe or unsafe. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I respect my own body and appreciate what it does. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that different family members carry out different roles or have different responsibilities within the family. • I know some of the skills of friendship, e.g. taking turns, being a good listener. • I know some strategies for keeping myself safe online. • I know that they and all children have rights (UNCRC). 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that the male and female body needs to change at puberty so my body can make babies when I am an adult. • I know some of the outside body changes that happen during puberty. • I know some of the changes on the inside that happen during puberty. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p>

<ul style="list-style-type: none"> • I am developing compassion and empathy for others. • I can work collaboratively. 	<ul style="list-style-type: none"> • I can use the “solve it together” technique to calm and resolve conflicts with friends and families. • I can problem solve a bullying situation accessing appropriate support if necessary. • I can show appreciation for my family, parents and carers. 	<ul style="list-style-type: none"> • I can break down a goal into small steps. • I can manage feelings of frustration linked to facing obstacles. • I can imagine how it will feel when I achieve my dream/ambition. 	<ul style="list-style-type: none"> • I can take responsibility for keeping myself and others safe. • I can identify how I feel about drugs. • I can express how being anxious or scared feels. 	Key Disciplinary knowledge (social and emotional) from this unit: <ul style="list-style-type: none"> • I know how to access help if I am concerned about anything on social media or the internet. • I can identify my 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"> • I can express how I feel about puberty. • I can say who I can talk to about puberty if I have any worries. • I can suggest ways to help manage feelings during changes I am more anxious about. • I can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry.
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Year 4

Autumn 1: Being me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
<p>In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</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. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. 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. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>	<p>In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p>In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. 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. Finally, they learn about peer pressure and how to deal with it successfully.</p>	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>	<p>In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. 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. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>
Lesson 1 – Becoming a Class 'Team'	Lesson 1 – Judging by Appearances	Lesson 1 – Hopes and Dreams Lesson 2 – Broken Dreams	Lesson 1 – My Friends and Me Lesson 2 – Group Dynamics Lesson 3 – Smoking	Lesson 1 – Jealousy Lesson 2 – Love and Loss Lesson 3 – Memories	Lesson 1 – Unique Me Lesson 2 – Having a Baby

<p>Lesson 2 – Being a School Citizen</p> <p>Lesson 3 – Rights, Responsibilities and Democracy</p> <p>Lesson 4 – Rewards and Consequences</p> <p>Lesson 5 – Our Learning Charter</p> <p>Lesson 6 – Owning our Learning Charter</p>	<p>Lesson 2 – Understanding influences</p> <p>Lesson 3 – Understanding Bullying</p> <p>Lesson 4 – Problem-solving</p> <p>Lesson 5 – Special Me</p> <p>Lesson 6 – Celebrating Difference: how we look</p>	<p>Lesson 3 – Overcoming Disappointment</p> <p>Lesson 4 – Creating New Dreams</p> <p>Lesson 5 – Achieving Goals</p> <p>Lesson 6 – We Did It!</p>	<p>Lesson 4 – Alcohol</p> <p>Lesson 5 – Healthy Friendships</p> <p>Lesson 6 – Celebrating My Inner Strength and Assertiveness</p>	<p>Lesson 4 – Getting on and Falling Out</p> <p>Lesson 5 – Girlfriends and Boyfriends</p> <p>Lesson 6 – Celebrating My Relationships with People and Animals</p>	<p>Lesson 3 – Puberty and Menstruation</p> <p>Lesson 4 – Circles of Change</p> <p>Lesson 5 – Accepting Change</p> <p>Lesson 6 – Looking Ahead</p>
<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know my place in the school community. • I know what democracy is (applied to pupil voice in school). • I know how groups work together to reach a consensus. • I know that having a voice and democracy benefits the school community. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can identify the feelings associated with being included or excluded. • I can take on a role in a group discussion / task and contribute to the overall outcome. • I know how to regulate my emotions. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. • I know the reasons why witnesses sometimes join in with bullying and don't tell anyone. • I know that sometimes people make assumptions about a person because of the way they look or act. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I am comfortable with the way I look. • I can try to accept people for who they are. • I can be non-judgemental about others who are different. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know how to make a new plan and set new goals even if I have been disappointed. • I know how to work as part of a successful group. • I know how to share in the success of a group. • I know that hopes and dreams don't always come true. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can have a positive attitude. • I can identify the feeling of disappointment. • I can cope with disappointment. • I can identify what resilience is. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that there are leaders and followers in groups. • I know the facts about smoking and its effects on health. • I know the facts about alcohol and its effects on health, particularly the liver. • I know ways to resist when people are putting pressure on me. • I know what I think is right and wrong. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can identify the feelings that I have about my friends and different friendship groups. • I can recognise negative feelings in peer pressure situations. • I can identify the feelings of anxiety and fear associated with peer pressure. • I can tap into my inner strength and know-how to be assertive. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know some reasons why people feel jealousy. • I know that loss is a normal part of relationships. • I know that negative feelings are a normal part of loss. • I know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can identify the feelings and emotions that accompany loss. • I can suggest strategies for managing loss. • I can suggest ways to manage relationship changes including how to negotiate. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that personal characteristics are inherited from birth parents, and this is brought about by an ovum joining with a sperm. • I know that babies are made by a sperm joining with an ovum. • I know the names of the different internal and external body parts that are needed to make a baby. • I know how the female and male body change at puberty. • I know that change can bring about a range of different emotions. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can appreciate my own uniqueness and that of others. • I can express any concerns I have about puberty. • I have strategies for managing the emotions relating to change.

Year 5

Autumn 1: Being me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
<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. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.</p>	<p>In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. 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. 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 investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. 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. The children investigate how body types are portrayed in the media, social media and celebrity culture. 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>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. 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. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	<p>In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>
<p>Lesson 1 – My Year Ahead Help others to feel welcome</p> <p>Lesson 2 – Being a Citizen of My Country</p>	<p>Lesson 1 – Different cultures</p> <p>Lesson 2 – Racism</p> <p>Lesson 3 – Rumours and Name-calling</p> <p>Lesson 4 – Types of Bullying</p>	<p>Lesson 1 – When I Grow Up (My Dream Lifestyle)</p> <p>Lesson 2 – Investigate Jobs and Careers</p>	<p>Lesson 1 – Smoking</p> <p>Lesson 2 – Alcohol</p> <p>Lesson 3 – Emergency Aid</p> <p>Lesson 4 – Body Image</p>	<p>Lesson 1 – Recognising Me</p> <p>Lesson 2 – Safety with Online Communities</p> <p>Lesson 3 – Being in an Online Community</p>	<p>Lesson 1 – Self and Body Image</p> <p>Lesson 2 – Puberty for Girls</p> <p>Lesson 3 – Puberty for boys</p>

<p>Lesson 3 – Year 5 Responsibilities</p> <p>Lesson 4 – Rewards and Consequences</p> <p>Lesson 5 – Our Learning Charter</p> <p>Lesson 6 – Owning our Learning Charter</p>	<p>Lesson 5 – Does Money Matter?</p> <p>Lesson 6 – Celebrating Difference across the world</p>	<p>Lesson 3 – My Dream Job. Why I want it and the steps to get there</p> <p>Lesson 4 – Dreams and Goals of Young People in Other Cultures</p> <p>Lesson 5 – How Can We Support Each Other?</p> <p>Lesson 6 – Rallying Support</p>	<p>Lesson 5 – My Relationship with Food</p> <p>Lesson 6 – Healthy Me</p>	<p>Lesson 4 – Online Gaming</p> <p>Lesson 5 – My Relationship with Technology: screen time</p> <p>Lesson 6 – Relationships and Technology</p>	<p>Lesson 4 – Conception</p> <p>Lesson 5 – Looking Ahead 1</p> <p>Lesson 6 – Looking Ahead 2</p>
<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know how democracy and having a voice benefits the school community. • I know how to contribute towards the democratic process. • I know the rights and responsibilities associated with being a citizen in the wider community and their country. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can show empathy for people whose lives are different from their own. • I can consider their own actions and the effect they have on themselves and others. • I can work as part of a group, listening and contributing effectively. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know external forms of support in regard to bullying e.g. Childline. • I know that bullying can be direct and indirect. • I know what racism is and why it is unacceptable. • I know what culture means. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can appreciate the value of happiness regardless of material wealth. • I can identify my own culture and different cultures within my class community. • I can identify my own attitudes about people from different faith and cultural backgrounds. • I am developing respect for cultures different from my own. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know about a range of jobs that are carried out by people I know. • I know the types of job I might like to do when I am older. • I know that young people from different cultures may have different dreams and goals. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can verbalise what I would like my life to be like when I am grown up. • I appreciate the contributions made by people in different jobs. • I can reflect on the differences between my own learning goals and those of someone from a different culture. • I appreciate the differences between myself and someone from a different culture. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know basic emergency procedures, including the recovery position. • I know how to get help in emergency situations. • I know that the media, social media and celebrity culture promotes certain body types. • I know the different roles food can play in people's lives and I know that people can develop eating problems/disorders related to body image pressure. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can respect and value my own body. • I can reflect on my own body image and know how important it is that this is positive. • I can recognise strategies for resisting pressure. • I can identify ways to keep myself calm in an emergency. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that there are rights and responsibilities in an online community or social network. • I know that there are rights and responsibilities when playing a game online. • I know that too much screen time isn't healthy. • I know how to stay safe when using technology to communicate with friends. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can identify when an online community/ social media group feels risky, uncomfortable, or unsafe. • I can say how to report unsafe online/social network activity. • I can identify when an online game is safe or unsafe. • I can suggest strategies for managing unhelpful pressures online or in social networks. 	<p>Key substantive knowledge from this unit:</p> <ul style="list-style-type: none"> • I know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. • I know that sexual intercourse can lead to conception. • I know that some people need help to conceive and might use IVF. • I know that becoming a teenager involves various changes and also brings growing responsibility. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can celebrate what I like about my own and others' self-image and body image. • I can suggest ways to boost self-esteem of myself and others. • I can recognise that puberty is a natural process that happens to everybody and that it will be OK for them. • I can ask questions about puberty to seek clarification.

Year 6

Autumn 1: Being me in my World	Autumn 2: Celebrating Difference	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.	In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. 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. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. 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.	In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. 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.	In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. 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. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.
Lesson 1 – My Year Ahead Lesson 2 – Being a Global Citizen 1 Lesson 3 – Being a Global Citizen 2 Lesson 4 – The Learning Charter Lesson 5 – Our Learning Charter Lesson 6 – Owning our Learning Charter	Lesson 1 – Am I Normal? Lesson 2 – Understanding Difference Lesson 3 – Power Struggles Lesson 4 – Why Bully Lesson 5 – Celebrating Difference Lesson 6 – Celebrating Difference	Lesson 1 – Personal Learning Goals Lesson 2 – Steps to Success Lesson 3 – My Dream For the World Lesson 4 – Helping to Make a Difference Lesson 5 – Helping to Make a Difference Lesson 6 – Recognising Our Achievements	Lesson 1 – Taking responsibility for my health and well-being Lesson 2 – Drugs Lesson 3 – Exploitation Lesson 4 – Gangs Lesson 5 – Emotional and Mental Health Lesson 6 – Managing Stress and Pressure	Lesson 1 – What is Mental Health? Lesson 2 – My Mental Health Lesson 3 – Love and Loss Lesson 4 – Power and Control Lesson 5 – Being Online: Real or Fake? Safe or Unsafe? Lesson 6 – Using Technology Responsibly	Lesson 1 – My Self Image Lesson 2 – Puberty Lesson 3 – Babies: Conception to Birth Lesson 4 – Boyfriends and Girlfriends Lesson 5 – Real self and ideal self Lesson 6 – The Year Ahead
Key substantive knowledge from this unit: <ul style="list-style-type: none"> I know about children's universal rights (United Nations Convention on the Rights of the Child). 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> I know that people can hold power over others individually or in a group. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> I know my own learning strengths. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> I know how to take responsibility for my own health. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> I know that it is important to take care of my own mental health. 	Key substantive knowledge from this unit: <ul style="list-style-type: none"> I know how a baby develops from conception through the nine months

<ul style="list-style-type: none"> • I know about the lives of children in other parts of the world. • I know that personal choices can affect others locally and globally. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I know my own wants and needs. • I can compare my life with the lives of those less fortunate. • I can demonstrate empathy and understanding towards others. • I can demonstrate attributes of a positive role-model. 	<ul style="list-style-type: none"> • I know that power can play a part in a bullying or conflict situation. • I know that there are different perceptions of 'being normal' and where these might come from. • I know that difference can be a source of celebration as well as conflict. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can empathise with people who are different and be aware of my own feelings towards them. • I can identify feelings associated with being excluded. • I can recognise when someone is exerting power negatively in a relationship. • I can vocalise my thoughts and feelings about prejudice and discrimination and why it happens. 	<ul style="list-style-type: none"> • I know what my classmates like and admire about them. • I know a variety of problems that the world is facing. • I know some ways in which I could work with others to make the world a better place. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I understand why it is important to stretch the boundaries of my current learning. • I can give praise and compliments to other people when I recognise that person's achievements. • I can empathise with people who are suffering or living in difficult situations. 	<ul style="list-style-type: none"> • I know what it means to be emotionally well. • I know how to make choices that benefit my own health and well-being. • I know that some people can be exploited and made to do things that are against the law. • I know why some people join gangs and the risk that this can involve. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I am motivated to care for my own physical and emotional health. • I can suggest strategies someone could use to avoid being pressured. • I can use different strategies to manage stress and pressure. 	<ul style="list-style-type: none"> • I know ways that I can take care of my own mental health. • I know the stages of grief and that there are different types of loss that cause people to grieve. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I recognise that people can get problems with their mental health and that it is nothing to be ashamed of. • I can resist pressure to do something online that might myself or others. • I can take responsibility for my own safety and well-being. 	<p>of pregnancy and how it is born.</p> <ul style="list-style-type: none"> • I know how being physically attracted to someone changes the nature of the relationship. • I know the importance of self-esteem and what I can do to develop it. <p>Key Disciplinary knowledge (social and emotional) from this unit:</p> <ul style="list-style-type: none"> • I can recognise ways I can develop my own self-esteem. • I can express how I feel about the changes that will happen to me during puberty. • I understand that mutual respect is essential in a boyfriend/girlfriend relationship and that I shouldn't feel pressured into doing something I don't want to.
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PROGRESSION OF SUBSTANTIVE KNOWLEDGE

BEING ME IN MY WORLD

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I know I have a right to learn and play, safely and happily. • I know that some people are different from themselves. • I know that hands can be used kindly and unkindly. 	<ul style="list-style-type: none"> • I know my own rights and responsibilities with their classroom. • I know that my choices have consequences. • I know that my views are important. 	<ul style="list-style-type: none"> • I know the rights and responsibilities of class members. • I know about rewards and consequences and that these stem from choices. • I know that it is important to listen to other people. • I know that my own views are valuable. 	<ul style="list-style-type: none"> • I know that the school has a shared set of values. • I know why rules are needed and how these relate to choices and consequences. • I know that actions can affect others' feelings. • I know that others may hold different views. 	<ul style="list-style-type: none"> • I know my place in the school community. • I know what democracy is (applied to pupil voice in school). • I know how groups work together to reach a consensus. • I know that having a voice and democracy benefits the school community. 	<ul style="list-style-type: none"> • I know how democracy and having a voice benefits the school community. • I know how to contribute towards the democratic process. • I know the rights and responsibilities associated with being a citizen in the wider community and my country. 	<ul style="list-style-type: none"> • I know about children's universal rights (United Nations Convention on the Rights of the Child). • I know about the lives of children in other parts of the world. • I know that personal choices can affect others locally and globally.

CELEBRATING DIFFERENCE

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

DREAMS AND GOALS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I know what a challenge is. • I know that it is important to keep trying. • I know what a goal is. 	<ul style="list-style-type: none"> • I know how to set simple goals. • I know how to achieve a goal. • I know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. • I know when a goal has been achieved. 	<ul style="list-style-type: none"> • I know how to choose a realistic goal and think about how to achieve it. • I know that it is important to persevere. • I know how to recognise what working together well looks like. 	<ul style="list-style-type: none"> • I know that they are responsible for their own learning. • I know what an obstacle is and how they can hinder achievement. • I know how to take steps to overcome obstacles. • I know what dreams and ambitions are important to me. 	<ul style="list-style-type: none"> • I know how to make a new plan and set new goals even if they have been disappointed. • I know how to work as part of a successful group. • I know how to share in the success of a group. • I know that hopes and dreams don't always come true. 	<ul style="list-style-type: none"> • I know about a range of jobs that are carried out by people I know. • I know the types of job they might like to do when they are older. • I know that young people from different cultures may have different dreams and goals. 	<ul style="list-style-type: none"> • I know my own learning strengths. • I know what my classmates like and admire about me. • I know a variety of problems that the world is facing. • I know some ways in which I could work with others to make the world a better place.

HEALTHY ME

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I know what the word 'healthy' means. • I know some things that I need to do to keep healthy. • I know the names for some parts of my body. • I know when and how to wash my hands properly. • I know how to say no to strangers. 	<ul style="list-style-type: none"> • I know the difference between being healthy and unhealthy. • I know how to make healthy lifestyle choices. • I know that all household products, including medicines, can be harmful if not used properly. • I know how to keep safe when crossing the road. 	<ul style="list-style-type: none"> • I know what my body needs to stay healthy. • I know what relaxed means. • I know why healthy snacks are good for my body. • I know which foods given my body energy. 	<ul style="list-style-type: none"> • I know how exercise affects my body. • I know that there are different types of drugs. • I know that there are things, places and people that can be dangerous. • I know when something feels safe or unsafe. 	<ul style="list-style-type: none"> • I know that there are leaders and followers in groups. • I know the facts about smoking and its effects on health. • I know the facts about alcohol and its effects on health, particularly the liver. • I know ways to resist when people are putting pressure on me. • I know what I think is right and wrong. 	<ul style="list-style-type: none"> • I know basic emergency procedures, including the recovery position. • I know how to get help in emergency situations. • I know that the media, social media and celebrity culture promotes certain body types. • I know the different roles food can play in people's lives and I know that people can develop eating problems/disorders related to body image pressure. 	<ul style="list-style-type: none"> • I know how to take responsibility for my own health. • I know what it means to be emotionally well. • I know how to make choices that benefit my own health and well-being. • I know that some people can be exploited and made to do things that are against the law. • I know why some people join gangs and the risk that this can involve.

RELATIONSHIPS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I know what a family is. • I know some of the characteristics of healthy and safe friendships. • I know that friends sometimes fall out. • I know some ways to mend a friendship. • I know that unkind words can never be taken back, and they can hurt. 	<ul style="list-style-type: none"> • I know that everyone's family is different. • I know that families are founded on belonging, love and care. <p>I know that physical contact can be used as a greeting.</p> <ul style="list-style-type: none"> • I know how to make a friend. • I know who to ask for help in the school community. 	<ul style="list-style-type: none"> • I know that there are lots of forms of physical contact within a family. • I know how to stay stop if someone is hurting me. • I know there are good secrets and worry secrets and why it is important to share worry secrets. • I know what trust is. 	<ul style="list-style-type: none"> • I know that different family members carry out different roles or have different responsibilities within the family. • I know some of the skills of friendship, e.g. taking turns, being a good listener. • I know some strategies for keeping myself safe online. • I know that they and all children have rights (UNCRC). 	<ul style="list-style-type: none"> • I know some reasons why people feel jealousy. • I know that loss is a normal part of relationships. • I know that negative feelings are a normal part of loss. • I know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe. 	<ul style="list-style-type: none"> • I know that there are rights and responsibilities in an online community or social network. • I know that there are rights and responsibilities when playing a game online. • I know that too much screen time isn't healthy. • I know how to stay safe when using technology to communicate with friends. 	<ul style="list-style-type: none"> • I know that it is important to take care of my own mental health. • I know ways that I can take care of my own mental health. • I know the stages of grief and that there are different types of loss that cause people to grieve.

CHANGING ME

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I know the names and functions of some parts of the body (see vocabulary list). • I know that we grow from baby to adult. • I know who to talk to if I am feeling worried. 	<ul style="list-style-type: none"> • I know the names of male and female private body parts. • I know that there are correct names for private body parts and nicknames, and when to use them. • I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • I know who to ask for help if I am worried or frightened. 	<ul style="list-style-type: none"> • I know the physical differences between male and female bodies. • I know that private body parts are special and that no one has the right to hurt these. • I know there are different types of touch and that some are acceptable, and some are unacceptable. 	<ul style="list-style-type: none"> • I know that the male and female body needs to change at puberty so my body can make babies when I am an adult. • I know some of the outside body changes that happen during puberty. • I know some of the changes on the inside that happen during puberty. 	<ul style="list-style-type: none"> • I know that personal characteristics are inherited from birth parents, and this is brought about by an ovum joining with a sperm. • I know that babies are made by a sperm joining with an ovum. • I know the names of the different internal and external body parts that are needed to make a baby. • I know how the female and male body change at puberty. • I know that change can bring about a range of different emotions. 	<ul style="list-style-type: none"> • I know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. • I know that sexual intercourse can lead to conception. • I know that some people need help to conceive and might use IVF. • I know that becoming a teenager involves various changes and also brings growing responsibility. 	<ul style="list-style-type: none"> • I know how a baby develops from conception through the nine months of pregnancy and how it is born. • I know how being physically attracted to someone changes the nature of the relationship. • I know the importance of self-esteem and what I can do to develop it.

PROGRESSION OF DISCIPLINARY KNOWLEDGE (Social and Emotional)

BEING ME IN MY WORLD

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I can identify feelings associated with belonging, • I am developing the skills to play co-operatively with others. • I can consider others' feelings. 	<ul style="list-style-type: none"> • I understand that they are safe in my class • I can identify helpful behaviours to make the class a safe place. • I understand that I have choices. 	<ul style="list-style-type: none"> • I know how to make their class a safe and fair place. • I can show good listening skills. • I can work co-operatively. 	<ul style="list-style-type: none"> • I can make other people feel valued. • I am developing compassion and empathy for others. • I can work collaboratively. 	<ul style="list-style-type: none"> • I can identify the feelings associated with being included or excluded. • I can take on a role in a group discussion / task and contribute to the overall outcome. • I know how to regulate my emotions. 	<ul style="list-style-type: none"> • I can show empathy for people whose lives are different from their own. • I consider my own actions and the effect they have on myself and others. • I can work as part of a group, listening and contributing effectively. 	<ul style="list-style-type: none"> • I know own wants and needs. • I can compare their life with the lives of those less fortunate. • I can demonstrate empathy and understanding towards others. • I can demonstrate attributes of a positive role-model.

CELEBRATING DIFFERENCE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I can recognise emotions when I am or someone else is upset, frightened or angry. • I can identify and use skills to make a friend. • I can identify some ways I can be different and the same as others. • I can identify and use skills to stand up for myself. 	<ul style="list-style-type: none"> • I can identify what is bullying and what isn't. • I understand how being bullied might feel. • I can recognise ways in which I am the same as my friends and ways I am different. 	<ul style="list-style-type: none"> • I can explain how being bullied can make someone feel. • I know how to stand up for myself when I need to. • I understand that everyone's differences make them special and unique. 	<ul style="list-style-type: none"> • I can use the 'Solve it together' technique to calm and resolve conflicts with friends and family. • I can 'problem-solve' a bullying situation accessing appropriate support if necessary. • I can show appreciation for my family, parents and carers. 	<ul style="list-style-type: none"> • I am comfortable with the way I look. • I can try to accept people for who they are. • I can be non-judgemental about others who are different. • 	<ul style="list-style-type: none"> • I can appreciate the value of happiness regardless of material wealth. • I can identify my own culture and different cultures within my class community. • I can identify my own attitudes about people from different faith and cultural backgrounds. • I am developing respect for cultures different from my own.

DREAMS AND GOALS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I understand that challenges can be difficult. • I am developing resilience. • I can recognise some of the feelings linked to perseverance. • I can recognise how kind words can encourage people. 	<ul style="list-style-type: none"> • I can recognise things that they do well. • I can explain how I learn best. • I can recognise my own feelings when faced with a challenge/obstacle. • I can recognise how they feel when they overcome a challenge/obstacle. 	<ul style="list-style-type: none"> • I can recognise how working with others can be helpful. • I can work effectively with a partner. • I can choose a partner with whom I work well. • I can work as part of a group. 	<ul style="list-style-type: none"> • I can break down a goal into small steps. • I can manage feelings of frustration linked to facing obstacles. • I can imagine how it will feel when I achieve my dream/ambition. 	<ul style="list-style-type: none"> • I can have a positive attitude. • I can identify the feeling of disappointment. • I can cope with disappointment. • I can identify what resilience is. 	<ul style="list-style-type: none"> • I can verbalise what I would like my life to be like when I am grown up. • I appreciate the contributions made by people in different jobs. • I can reflect on the differences between my own learning goals and those of someone from a different culture. • I appreciate the differences between myself and someone from a different culture. 	<ul style="list-style-type: none"> • I understand why it is important to stretch the boundaries of my current learning. • I can give praise and compliments to other people when I recognise that person's achievements. • I can empathise with people who are suffering or living in difficult situations.

HEALTHY ME

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • I can explain what I need to do to stay healthy. • I can recognise how exercise makes me feel. • I can give examples of healthy food. • I can explain what to do if a stranger approaches me. 	<ul style="list-style-type: none"> • I can keep myself safe. • I can recognise how being healthy helps me to feel happy. • I can recognise ways to look after myself if I feel poorly. • I can recognise when I feel frightened and know how to ask for help. 	<ul style="list-style-type: none"> • I can feel positive about caring for my body and keeping it healthy. • I have a healthy relationship with food. • I want to make healthy lifestyle choices. 	<ul style="list-style-type: none"> • I respect my own body and appreciate what it does. • I can take responsibility for keeping myself and others safe. • I can identify how I feel about drugs. • I can express how being anxious or scared feels. 	<ul style="list-style-type: none"> • I can identify the feelings that I have about my friends and different friendship groups. • I can recognise negative feelings in peer pressure situations. • I can identify the feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> • I can respect and value my own body. • I can reflect on my own body image and know how important it is that this is positive. • I can recognise strategies for resisting pressure. • I can identify ways to keep myself calm in an emergency. 	<ul style="list-style-type: none"> • I am motivated to care for my own physical and emotional health. • I can suggest strategies someone could use to avoid being pressured. • I can use different strategies to manage stress and pressure.

				<ul style="list-style-type: none"> I can tap into my inner strength and know-how to be assertive. 		
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RELATIONSHIPS

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> I can identify what jobs I do in my family and those carried out by parents/carers and siblings. I can suggest ways to make a friend or help someone who is lonely. I can recognise what being angry feels like. 	<ul style="list-style-type: none"> I can express how it feels to be part of a family and to care for family members. I can say what being a good friend means. I can identify forms of physical contact they prefer. I can say no when I receive a touch I don't like. 	<ul style="list-style-type: none"> I can recognise and talk about the types of physical contact that is acceptable or unacceptable. I can identify the negative feelings associated with keeping a worry secret. I can identify who they trust in their own relationships. 	<ul style="list-style-type: none"> I know how to access help if I am concerned about anything on social media or the internet. I can identify my 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"> I can identify the feelings and emotions that accompany loss. I can suggest strategies for managing loss. I can suggest ways to manage relationship changes including how to negotiate, 	<ul style="list-style-type: none"> I can identify when an online community/ social media group feels risky, uncomfortable, or unsafe. I can say how to report unsafe online/social network activity. I can identify when an online game is safe or unsafe. I can suggest strategies for managing unhelpful pressures online or in social networks. 	<ul style="list-style-type: none"> I can recognise that people can get problems with their mental health and that it is nothing to be ashamed of. I can resist pressure to do something online that might hurt myself or others. I can take responsibility for my own safety and well-being.

CHANGING ME

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> I can recognise that changing class can elicit happy and/or sad emotions. I can say how I feel 	<ul style="list-style-type: none"> I understand and accept that change is a natural part of getting older. I can suggest ways to 	<ul style="list-style-type: none"> I can say who I would go to for help if worried or scared. I can say what types of touch I find 	<ul style="list-style-type: none"> I can express how I feel about puberty. I can say who I can talk to about puberty if I have any worries. 	<ul style="list-style-type: none"> I can appreciate my own uniqueness and that of others. 	<ul style="list-style-type: none"> I can celebrate what I like about their own and others' self-image and body image. 	<ul style="list-style-type: none"> I recognise ways I can develop their own self-esteem. I can express how I feel about the changes

<p>about changing class/ growing up.</p> <ul style="list-style-type: none"> • I can identify how I have changed from a baby. 	<p>manage change, e.g. moving to a new class.</p> <ul style="list-style-type: none"> • I can identify some things that have changed and some things that have stayed the same since being a baby (including the body). 	<p>comfortable/ uncomfortable.</p> <ul style="list-style-type: none"> • I can confidently ask someone to stop if I am being hurt or frightened. 	<ul style="list-style-type: none"> • I can suggest ways to help me manage feelings during changes I am more anxious about. • I can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry. 	<ul style="list-style-type: none"> • I can express any concerns I have about puberty. • I have strategies for managing the emotions relating to change. 	<ul style="list-style-type: none"> • I can suggest ways to boost self-esteem of self and others. • I recognise that puberty is a natural process that happens to everybody and that it will be OK for me. • I can ask questions about puberty to seek clarification. 	<p>that will happen to them during puberty.</p> <ul style="list-style-type: none"> • I understand that mutual respect is essential in a boyfriend/girlfriend relationship and that I shouldn't feel pressured into doing something that I don't want to.
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PROGRESSION OF VOCABULARY

BEING ME IN MY WORLD

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr. 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr. 3	Year 5 Consolidate KS1, Yrs. 3 & 4	Year 6 Consolidate KS1 & KS2
Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, 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 Rights of Child (UNCRC)	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision

CELEBRATING DIFFERENCES

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr. 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr. 3	Year 5 Consolidate KS1, Yrs. 3 & 4	Year 6 Consolidate KS1 & 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, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, 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, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights

DREAMS AND GOALS

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr. 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr. 3	Year 5 Consolidate KS1, Yrs. 3 & 4	Year 6 Consolidate KS1 & 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, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

HEALTHY ME

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr. 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr. 3	Year 5 Consolidate KS1, Yrs. 3 & 4	Year 6 Consolidate KS1 & KS2
Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, 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, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, 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, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure

RELATIONSHIPS

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr. 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr. 3	Year 5 Consolidate KS1, Yrs. 3 & 4	Year 6 Consolidate KS1 & KS2
Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful,	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win,	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope,	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media,	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief,

	Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
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CHANGING ME

EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr. 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr. 3	Year 5 Consolidate KS1, Yrs. 3 & 4	Year 6 Consolidate KS1 & KS2
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	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, 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, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge	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, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception,	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

					Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	
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Challenge

Challenge is provided for all through an ambitious curriculum

Skillful questioning deepens understanding

Space for philosophical thinking, allows pupils to interrogate their personal knowledge

Open ended tasks, not limiting children with worksheets (where possible)

Children add more detail to 'deepen the moment'

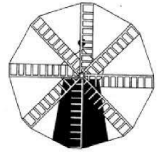
Opportunities to use and apply disciplinary knowledge in other contexts

Encouraged to make links, connections and spot patterns

Explaining thinking to a peer, showing in a variety of ways

**Solving problems:
Answer
Prove it
Explain**

Extension tasks, applying knowledge to new and review concepts



Strategies to Scaffold Learning

Subject: P.S.H.E & R.S.E

Creating an inclusive environment

We have strong relationships with children and their families; we know our children and give them what they need, when they need it.

- Opportunities to work independently and alongside peers
- Opportunities to talk through ideas with teachers and peers with scaffolding such as sentence frames, visual support and learning partners
- Opportunities to use concrete resources
- Opportunities to learn core knowledge so that children are less likely to make mistakes.
- Culture where mistakes are embraced and viewed as part of the learning process

In the moment assessment is key to getting all children moving at their own pace (rapid identification of misconception and those that are ready to progress). Ensure all children are active in their learning by using strategies such as mini whiteboards during retrieval and inputs. This way all needs are identified and can be met then and there, this ensures you are getting feedback from all, not just the minority and can individualise learning

How can I support learners who have sensory issues?

- Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.
- Ear defenders can enable learners to partake in lessons with more confidence.
- Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.

How can I support learners who struggle to access lessons because of literacy difficulties?

- Provide visual aids to enable learners to identify key vocabulary.
- Use strategies such as modelling, demonstrating, and imitating to help learners understand key concepts.
- Provide a word and/or picture bank for the learner to refer to during the lesson.
- During classroom discussions, listen to the answers given and when re-iterating points, rephrase sentences to include key vocabulary.

How can I support learners who struggle to retain vocabulary?

- Begin each lesson with a recap of key vocabulary.
- Discuss and display any key vocabulary on the working wall together with its meaning. Practise saying them together.
- Ensure that the vocabulary becomes embedded by referring to it regularly during lessons and whilst modelling.

How can I support learners who struggle with attention?

- Carefully consider the layout of the learning environment to engage all learners and maximise access to resources.
- Reflect on the positioning of learners within the classroom to maximise their engagement. Some learners will benefit from working and interacting with selected others. A calm environment will help minimise distractions.
- Break the learning into chunks that permit time for paired or group talk and allow tasks to be completed across manageable stages.
- Consider potential unhelpful sources of distraction, such as over frequent changes of task or unstructured group work.
- Give learners a particular role in the lesson to keep them engaged and promote active participation.
- Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.

How can I support learners who struggle with change and transition?

- Consider the structure of each PSHE lesson so that routines are similar each week.
- Discuss future learning with children so they know what to expect the following week or later in the lesson.
- Provide children with time frames within the lesson so they know when to expect a transition.

How can I support learners who need additional time to develop conceptual understanding?

- Provide opportunities for small group learning either before (pre-teach) or during the lesson. This will support learners and allow time to ask questions or explore resources alongside adult intervention. These opportunities are part of the repetition process needed to maximise capacity to build up conceptual understanding.
- Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.
- Maximise opportunities to model, demonstrate and imitate to encourage active participation through a scaffolded experience.

How can I support learners who struggle to access lessons because of Speech Language Communication Needs?

- Provide visual aids to enable learners to identify different examples of what is being taught/discussed.
- Use strategies such as modelling, demonstrating, and imitating to support learners in understanding the step-by-step processes.
- [Colourful semantics](#) is an approach rooted in the meaning of words (semantics) and using colours to aid understanding.
- [Word maps](#) explore the semantic and phonological knowledge at the same time. A word map uses similar principles to a mind map but looks at just one word.
- [Word storms](#) encourage the child to think of as many words as they can that are associated with the target word.

How can I support learners who require support due to their Social Emotional Mental Health needs?

- Provide a [calm space](#) is a space with limited/no distractions to support emotional regulation and reduce anxiety and to support the child to return to the lesson environment.
- Provide [Help cards](#) as a visual tool pupils can use when they would like to request support or when they are becoming overwhelmed within a setting. Through the help card the child can access support from an adult, share information or access strategies to regulate.
- Provide [five point scale](#) cards as a visual tool used to assist children to become more aware of their emotions and the support they may require. The scale supports identification of emotions and strategies that can be used to help children become regulated and ready to learn.
- Set up [Zones of Regulation](#) through colour-coded coned areas or provide visual cards. This allows pupils to categorise all the different ways they feel and states of alertness they experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in managing their emotions and impulses, regulating their sensory needs, and improve their ability to problem solve conflicts.

ASSESSMENT

Each PSHE unit has a key assessment opportunity which links with the progression framework. These assessment opportunities enable us to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.

Pre-assessment

We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt short term planning to include time to address areas of need. Examples of tasks include discussion, low stakes quizzes (including use of end of unit quiz at the start to demonstrate progress) and knowledge capture activities.

Ongoing formative assessment and feedback

Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting of deeper thinking using questioning for mastery. Children are supported to use knowledge organisers, teaching materials on interactive whiteboards, working walls, sentence stems and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. At Heckington St Andrew's we recognise the value of teacher observation and of a dialogic, language rich learning environment.

Retrieval practice

Evidence (classroom) based research informed strategies are adopted by class teachers to promote metacognition. Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory.

End of unit assessments

Each unit has a full set of attainment descriptors for every year group which link to the progression of substantive and disciplinary knowledge and assessment activities to involve children in the process.

HOW DO WE KNOW THAT OUR CURRICULUM IS HAVING THE DESIRED IMPACT?

Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content. The curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are independent learners who can think creatively and critically.

Children's Work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.

- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

5Rs

- Our children leave us as **respectful** citizens ready for the next stage of their life because they:
 - ✓ are active listeners
 - ✓ care for their environment
 - ✓ show consideration for others
 - ✓ show good manners
- Our children leave us as **responsible** citizens ready for the next stage of their life because they:
 - ✓ own their actions
 - ✓ are self-motivated
 - ✓ are good role models
 - ✓ are in control of their own learning
- Our children leave us as **resilient** citizens ready for the next stage of their life because they:
 - ✓ keep going
 - ✓ believe in themselves
 - ✓ have a go
 - ✓ persevere
- Our children leave us with good **relationships** because they:
 - ✓ are good communicators
 - ✓ are helpful
 - ✓ work as a team
 - ✓ are kind and caring
- Our children leave us as **reverent** young people ready for the next stage of their life because they:
 - ✓ show empathy
 - ✓ are reflective
 - ✓ experience awe and wonder

- ✓ practice stillness

Governors and Visitors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.

Parents and carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they have been talking about learning at home, or carrying out their own research because of their interest).

Leaders

- Develop subject leader expertise through coaching and CPD
- Are outward facing
- Source external expertise and support where needed
- Ensure through monitoring that the curriculum is being implemented
- Assure themselves through monitoring that the curriculum is of the best quality
- Regularly monitor strengths and areas for development which feeds into school evaluation and improvement.