

## Substantive Knowledge in Jigsaw PSHE

Substantive knowledge in Jigsaw PSHE refers to the **key concepts, facts, and vocabulary** that pupils learn within each of the six thematic units (Puzzles) covered throughout the academic year:

- **Being Me in My World:** This puzzle focuses on self-identity, belonging, the school community, rights and responsibilities, rules, and how individual actions affect others. Substantive knowledge includes understanding one's place in different communities, the concept of a learning charter, and the importance of rules and consequences.
- **Celebrating Difference:** This unit explores diversity, including disability, racism, power, friendships, and conflict. Pupils learn about similarities and differences, the meaning of bullying and how to address it, and the importance of accepting others. Substantive knowledge involves understanding different types of families, the meaning of being unique, and the impact of hurtful language.
- **Dreams and Goals:** This puzzle centers on aspirations, goal setting, personal strengths, and overcoming challenges. Substantive knowledge includes understanding the process of setting goals, identifying personal strengths, and developing resilience.
- **Healthy Me:** This unit covers physical and mental well-being, healthy eating, hygiene, safety, and making healthy choices. Substantive knowledge involves learning about the importance of a balanced diet, exercise, sleep, and understanding how to stay safe in various situations.
- **Relationships:** This puzzle explores different types of relationships, including friendships and family, communication skills, conflict resolution, and understanding emotions in relationships. Substantive knowledge includes recognizing the qualities of a good friend, understanding different family structures, and learning strategies for resolving disagreements.
- **Changing Me:** This unit addresses physical and emotional changes, including puberty, growing up, and understanding reproduction in an age-appropriate way. Substantive knowledge involves learning about body changes during adolescence, understanding the concept of consent, and developing self-respect.

This substantive knowledge is revisited and extended as pupils progress through the year groups, building upon prior learning in a spiral curriculum.

## Disciplinary Knowledge in Jigsaw PSHE

Disciplinary knowledge in Jigsaw PSHE focuses on the **skills and processes** that pupils develop to understand and apply the substantive knowledge. It's about *how* they learn and engage with the content, rather than just *what* they learn. Jigsaw promotes disciplinary knowledge through:

- **Emotional Literacy:** Developing the ability to recognize, understand, and manage their own emotions and empathize with others' feelings. This involves skills like identifying different emotions, understanding the causes and consequences of feelings, and developing strategies for emotional regulation.
- **Social Skills:** Learning how to interact effectively with others, build positive relationships, work collaboratively, and resolve conflicts constructively. This includes skills such as active listening, communication, empathy, and teamwork.
- **Critical Thinking and Problem Solving:** Encouraging pupils to think about different perspectives, analyze situations, make informed decisions, and solve problems related to their personal and social well-being.

- **Communication and Articulation:** Developing the confidence and vocabulary to express their thoughts and feelings clearly and respectfully. This includes participating in discussions, sharing opinions, and using appropriate language to describe personal experiences and relationships.
- **Self-Awareness and Self-Management:** Fostering an understanding of their own strengths and weaknesses, setting personal goals, and taking responsibility for their own actions and well-being.
- **Mindfulness:** Integrating mindful practices within lessons to develop focus, concentration, and emotional awareness, enabling pupils to become more reflective learners.

Each Jigsaw lesson is structured to facilitate the development of this disciplinary knowledge through activities that encourage discussion, reflection, collaboration, and application of learning to real-life scenarios. The "Connect Us," "Calm Me," "Open My Mind," "Tell Me or Show Me," "Let Me Learn," and "Help Me Reflect" sections within each lesson are specifically designed to cultivate these essential skills.

In essence, Jigsaw PSHE aims to equip pupils with both the essential knowledge to navigate their personal, social, and health-related lives, and the crucial skills to apply this knowledge effectively and responsibly. The substantive knowledge provides the "what," while the disciplinary knowledge empowers the "how" of their learning and development.

The Jigsaw PSHE program is built around several "**Big Ideas**" that are revisited and explored throughout the different year groups and thematic units (Puzzles). These overarching concepts aim to provide a framework for children's personal, social, health, and economic development. The core Big Ideas within Jigsaw PSHE include:

These Big Ideas are woven through the six half-termly Puzzles: "Being Me in My World," "Celebrating Difference," "Dreams and Goals," "Healthy Me," "Relationships," and "Changing Me." Each Puzzle explores these overarching themes in age-appropriate ways, allowing children to build a deeper and more nuanced understanding as they progress through the curriculum. The spiral nature of Jigsaw ensures that these core concepts are revisited and expanded upon in each year group, fostering a comprehensive and holistic approach to PSHE.

		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being and belonging	This encompasses self-identity, self-esteem, understanding one's place in the world, and the importance of feeling connected to various communities (family, school, local, global). It explores concepts of belonging, acceptance, and valuing oneself and others.								
Relationships									

	This focuses on developing healthy and respectful relationships of all kinds – with family, friends, peers, and in the wider community. It includes understanding different types of relationships, communication skills, conflict resolution, and the importance of kindness and empathy.
Change and resilience	This idea addresses the inevitability of change in life, both personal and societal. It emphasizes developing coping mechanisms, adaptability, resilience, and the ability to manage transitions and challenges in a positive way.
Healthy lifestyles	This promotes physical and mental well-being. It covers topics such as healthy eating, exercise, hygiene, safety (online and offline), understanding emotions, and developing strategies for positive mental health and well-being.
Rights and responsibilities	This explores the concept of individual and collective rights, as well as the responsibilities that come with these rights. It includes understanding rules, laws, fairness, justice, and how to be a responsible member of society.
Diversity and inclusion	This emphasises the importance of understanding, respecting, and celebrating differences in all their forms, including culture, ethnicity, religion, gender, sexuality, disability, and socio-economic background. It promotes empathy, tolerance, and challenging prejudice and discrimination.
Dreams and goals	This focuses on aspirations, setting goals, developing motivation, understanding personal strengths, and overcoming obstacles to achieve one's aims. It encourages a growth mindset and a belief in one's potential.

### EYFS Curriculum: PSHE

<b>Development Matters</b> <b>3 and 4-year-olds</b>	<p>3 and 4-year-olds will be learning to:</p> <ul style="list-style-type: none"> <li>● select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them</li> <li>● develop their sense of responsibility and membership of a community</li> <li>● become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>● show more confidence in new social situations</li> </ul>
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	<ul style="list-style-type: none"> <li>● play with one or more other children, extending and elaborating play ideas</li> <li>● find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas</li> <li>● increasingly follow rules, understanding why they are important</li> <li>● remember rules without needing an adult to remind them</li> <li>● develop appropriate ways of being assertive</li> <li>● talk with others to solve conflicts</li> <li>● talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li> <li>● understand gradually how others might be feeling</li> <li>● be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>● make healthy choices about food, drink, activity and toothbrushing.</li> </ul>
<p><b>Children in reception</b></p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>● see themselves as a valuable individual</li> <li>● build constructive and respectful relationships</li> <li>● express their feelings and consider the feelings of others</li> <li>● show resilience and perseverance in the face of challenge</li> <li>● identify and moderate their own feelings socially and emotionally</li> <li>● think about the perspectives of others</li> <li>● manage their own needs and personal hygiene</li> <li>● know and talk about the different factors that support their overall health and wellbeing including: <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of 'screen time'</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> </ul>
<p><b>ELG</b></p>	<p>Early learning goals in Personal, Social and Emotional Development (PSED) focus on a child's ability to manage their emotions, understand their own needs and those of others, and form positive relationships. These goals aim to develop self-confidence, self-awareness, and the ability to work cooperatively with others.</p> <p>1. Self-Awareness and Confidence:</p> <ul style="list-style-type: none"> <li>● Children should be able to confidently try new activities and explain why they enjoy certain ones.</li> <li>● They should be comfortable speaking in front of a group, sharing their ideas, and choosing the resources they need.</li> <li>● They should be able to recognize when they need help and when they don't.</li> </ul> <p>2. Managing Feelings and Behavior:</p>

- Children should be able to discuss how they and others show their feelings.
- They should understand the consequences of their own and others' behavior and know that some actions are unacceptable.
- They should be able to work in a group, follow rules, and adapt their behavior to different situations.

3. Making Relationships:

- Children should play cooperatively, taking turns and considering others' ideas.
- They should be sensitive to the needs and feelings of others and form positive relationships with adults and peers.

4. Self-Regulation:

- Children should understand their own feelings and those of others and learn to regulate their behavior accordingly.
- They should be able to set simple goals and work towards them, demonstrating patience and impulse control.
- They should be able to give focused attention and follow instructions.

5. Managing Self:

- Children should be confident to try new activities and show independence, resilience, and perseverance.
- They should understand the reasons for rules and try to behave accordingly.
- They should be able to manage their own basic hygiene and personal needs, including dressing, going to the toilet, and making healthy food choices.

## Being Me in My World Puzzle – Autumn 1

EYFS	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.</p>
Y1-6 (PSHE Association references	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> (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 Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p>

## Celebrating Difference Puzzle – Autumn 2

<p>EYFS</p>	<p> <b>PSED – ELG: SELF-REGULATION</b>            Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.            Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  <b>PSED – ELG: BUILDING RELATIONSHIPS</b>            Show sensitivity to their own and to others’ needs.         </p>
<p>           Y1-6            (PSHE            Association            references         </p>	<p> <b>Relationships Education – By end of primary, pupils should know:</b> </p> <p> <b>Families and the people who care for me</b>            (R1) that families are important for children growing up because they can give love, security and stability            (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives            (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care            (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up            (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong            (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.         </p> <p> <b>Caring friendships</b>            (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends            (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties            (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded            (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right            (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.         </p> <p> <b>Respectful relationships</b>            (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs            (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships            (R14) the conventions of courtesy and manners            (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority            (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help         </p>

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

**Online relationships**

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

**Being safe**

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

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

**Mental well-being**

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

**Internet safety and harms**

(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted  
(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  
(H17) where and how to report concerns and get support with issues online.

## Dreams and Goals Puzzle – Spring 1

<p>EYFS</p>	<p>PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p>
<p>Y1-6 (PSHE Association references</p>	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b> (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b> (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to</p>

different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

## Healthy Me Puzzle – Spring 2

<p>EYFS</p>	<p>PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED ELG: MANAGING SELF Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>Y1-6 (PSHE Association references</p>	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p>

### **Being safe**

- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
- (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
- (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
- (R32) where to get advice e.g. family, school and/or other sources.

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

#### **Mental well-being**

- (H1) that mental well-being is a normal part of daily life, in the same way as physical health
- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
- (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **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 well-being
- (H17) where and how to report concerns and get support with issues online.

#### **Physical health and fitness**

- (H18) the characteristics and mental and physical benefits of an active lifestyle
- (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- (H20) the risks associated with an inactive lifestyle (including obesity)
- (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

**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).

**Drugs, alcohol**

(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**

(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

(H31) the facts and science relating to allergies, immunisation and vaccination.

**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.

# Relationships Puzzle – Summer 1

EYFS  
 PSED – ELG  
 SELF-REGULATION  
 Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  
 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  
 PSED – ELG: BUILDING RELATIONSHIPS  
 Form positive attachments to adults and friendships with peers.

Y1-6  
 (PSHE Association references)

**Relationships Education – By end of primary, pupils should know:**

**Families and the people who care for me**  
 (R1) that families are important for children growing up because they can give love, security and stability  
 (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives  
 (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care  
 (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up  
 (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.

**Caring friendships**  
 (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  
 (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  
 (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  
 (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  
 (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful relationships**  
 (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  
 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  
 (R14) the conventions of courtesy and manners  
 (R15) the importance of self-respect and how this links to their own happiness  
 (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  
 (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to

get help

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.

#### **Online relationships**

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

(R24) how information and data is shared and used online.

#### **Being safe**

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.

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

#### **Mental well-being**

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being

(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)

(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

#### **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 well-being  
(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private  
(H14) why social media, some computer games and online gaming, for example, are age restricted  
(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  
(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.

**Physical health and fitness**

(H18) the characteristics and mental and physical benefits of an active lifestyle  
(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

## Changing Me Puzzle – Summer 2

EYFS	<p>PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others’ needs.</p>
Y1-6 PSHE Association references	<p>Relationships Education - <b>By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b> (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Respectful relationships</b> (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b> (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>

(R32) where to get advice e.g. family, school and/or other sources.

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

**Mental well-being**

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being

(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)

(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Changing adolescent body**

(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

(H35) about menstrual well-being including the key facts about the menstrual cycle.

## Being Me in My World Puzzle – Autumn 1

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Unit description	<p>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.</p>	<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 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.</p>	<p>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 themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	<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 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 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.</p>

<p>Taught knowledge SUBSTANTIVE (Key objectives are in bold)</p>	<p><b>Know they have a right to learn and play, safely and happily</b></p> <p><b>Know that some people are different from themselves</b></p> <p><b>Know that hands can be used kindly and unkindly</b></p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p>	<p><b>Understand their own rights and responsibilities with their classroom</b></p> <p><b>Understand that their choices have consequences</b></p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p>	<p><b>Understand the rights and responsibilities of class members</b></p> <p><b>Know about rewards and consequences and that these stem from choices</b></p> <p><b>Know that it is important to listen to other people</b></p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p>	<p><b>Know that the school has a shared set of values</b></p> <p><b>Know why rules are needed and how these relate to choices and consequences</b></p> <p><b>Know that actions can affect others' feelings</b></p> <p>Know that others may hold different views</p> <p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p>	<p><b>Know their place in the school community</b></p> <p><b>Know what democracy is (applied to pupil voice in school)</b></p> <p><b>Know how groups work together to reach a consensus</b></p> <p><b>Know that having a voice and democracy benefits the school community</b></p> <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know that their own actions affect themselves and others</p>	<p><b>Understand how democracy and having a voice benefits the school community</b></p> <p><b>Understand how to contribute towards the democratic process</b></p> <p><b>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</b></p> <p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p>	<p><b>Know about children's universal rights (United Nations Convention on the Rights of the Child)</b></p> <p><b>Know about the lives of children in other parts of the world</b></p> <p><b>Know that personal choices can affect others locally and globally</b></p> <p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>
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<p>Social and Emotional skills DISCIPLINARY (Key objectives are in bold)</p>	<p><b>Identify feelings associated with belonging</b></p> <p><b>Skills to play cooperatively with others</b></p> <p><b>Be able to consider others' feelings</b></p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	<p><b>Understand that they are safe in their class</b> <b>Identifying helpful behaviours to make the class a safe place</b></p> <p><b>Understand that they have choices</b></p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p><b>Know how to make their class a safe and fair place</b> <b>Show good listening skills</b></p> <p><b>Be able to work cooperatively</b></p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p>	<p><b>Make other people feel valued</b></p> <p><b>Develop compassion and empathy for others</b></p> <p><b>Be able to work collaboratively</b></p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p><b>Identify the feelings associated with being included or excluded</b></p> <p><b>Be able to take on a role in a group discussion / task and contribute to the overall outcome</b></p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p>	<p><b>Empathy for people whose lives are different from their own</b></p> <p><b>Consider their own actions and the effect they have on themselves and others</b></p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p><b>Know own wants and needs</b></p> <p><b>Be able to compare their life with the lives of those less fortunate</b></p> <p><b>Demonstrate empathy and understanding towards others</b></p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued</p>
	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
VOCABULARY	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited,	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset,	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,	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting,	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy,

	Nervous, Sharing, Taking Turns	Disappointed, Illustration		Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)		Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision
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## Celebrating Difference Puzzle – Autumn 2

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Unit description	<p>In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.</p> <p>They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. 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.</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 (unit), the children learn about recognising gender stereotypes, that boys and girls can have differences and similarities and that 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.</p>	<p>In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. 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 name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and</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 (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 use bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.</p>	<p>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.</p>

				the feelings associated with this.			
Taught knowledge SUBSTANTIVE (Key objectives are in bold)	<p><b>Know what being unique means</b></p> <p><b>Know the names of some emotions such as happy, sad, frightened, angry</b></p> <p><b>Know why having friends is important</b></p> <p><b>Know some qualities of a positive friendship</b></p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p>	<p><b>Know what bullying means</b></p> <p><b>Know who to tell if they or someone else is being bullied or is feeling unhappy</b></p> <p><b>Know that people are unique and that it is OK to be different</b></p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p><b>Know the difference between a one-off incident and bullying</b></p> <p><b>Know that sometimes people get bullied because of difference</b></p> <p><b>Know that friends can be different and still be friends</b></p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference</p>	<p><b>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</b></p> <p><b>Know that conflict is a normal part of relationships</b></p> <p><b>Know that some words are used in hurtful ways and that this can have consequences</b></p> <p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p>	<p><b>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</b></p> <p><b>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</b></p> <p><b>Know that sometimes people make assumptions about a person because of the way they look or act</b></p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know what to do if they think bullying is or might be taking place</p>	<p><b>Know external forms of support in regard to bullying e.g. Childline</b></p> <p><b>Know that bullying can be direct and indirect</b></p> <p><b>Know what racism is and why it is unacceptable</b></p> <p><b>Know what culture means</b></p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know that rumour-spreading is a form of bullying online and offline</p> <p>Know how their life is different from the lives of</p>	<p><b>Know that people can hold power over others individually or in a group</b></p> <p><b>Know that power can play a part in a bullying or conflict situation</b></p> <p><b>Know that there are different perceptions of 'being normal' and where these might come from</b></p> <p>Know that difference can be a source of celebration as well as conflict</p> <p>Know that being different could affect someone's life</p> <p>Know why some people choose to bully others</p>

	<p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p>		<p>between right and wrong and the role that choice has to play in this</p>		<p>Know that first impressions can change</p>	<p>children in the developing world</p>	<p>Know that people with disabilities can lead amazing lives</p>
<p>Social and Emotional skills DISCIPLINARY (Key objectives are in bold)</p>	<p><b>Recognise emotions when they or someone else is upset, frightened or angry</b></p> <p><b>Identify and use skills to make a friend</b></p> <p><b>Identify some ways they can be different and the same as others</b></p> <p>Identify and use skills to stand up for themselves</p>	<p><b>Identify what is bullying and what isn't</b></p> <p><b>Understand how being bullied might feel</b></p> <p><b>Recognise ways in which they are the same as their friends and ways they are different</b></p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with</p>	<p><b>Explain how being bullied can make someone feel</b></p> <p><b>Know how to stand up for themselves when they need to</b></p> <p><b>Understand that everyone's differences make them special and unique</b></p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p>	<p><b>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</b></p> <p><b>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</b></p> <p><b>Be able to show appreciation for their families, parents and carers</b></p>	<p><b>Be comfortable with the way they look</b></p> <p><b>Try to accept people for who they are</b></p> <p><b>Be non-judgemental about others who are different</b></p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p>	<p><b>Appreciate the value of happiness regardless of material wealth</b></p> <p><b>Identify their own culture and different cultures within their class community</b></p> <p><b>Identify their own attitudes about people from different faith and cultural backgrounds</b></p>	<p><b>Empathise with people who are different and be aware of my own feelings towards them</b></p> <p><b>Identify feelings associated with being excluded</b></p> <p><b>Be able to recognise when someone is exerting power negatively in a relationship</b></p> <p>Be able to vocalise their</p>

	<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p>	<p>making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Recognise that they shouldn't judge people because they are different</p>	<p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>	<p>Develop respect for cultures different from their own</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <ul style="list-style-type: none"> <li>Show empathy</li> </ul>
	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
VOCABULARY	Different, Special, Proud, Friends, Kind, Same, Similar,	Similarity, Same as, Different from, Difference, Bullying,	Boys, Girls, Similarities, Assumptions,	Loving, Caring, Safe, Connected, Conflict, Solve It Together,	Character, Judgement, Surprised, Different,	Culture, Conflict, Similarity, Belong, Culture Wheel,	Male, Female, Biological sex, Stereotype,

	Happy, Sad, Frightened, Angry, Family	Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights
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## Dreams and Goals Puzzle – Spring 1

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Unit description	<p>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</p> <p>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.</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 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.</p>	<p>In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. 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 identify what they could do better next time.</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 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 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.</p>
Taught knowledge SUBSTANTIVE	<b>Know what a challenge is</b>	<b>Know how to set simple goals</b>	<b>Know how to choose a realistic goal and think</b>	<b>Know that they are responsible</b>	<b>Know how to make a new plan and set new goals</b>	<b>Know about a range of jobs that</b>	<b>Know their own learning strengths</b>

<p>(Key objectives are in bold)</p>	<p><b>Know that it is important to keep trying</b></p> <p><b>Know what a goal is</b></p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>·Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p><b>Know how to achieve a goal</b></p> <p><b>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</b></p> <p><b>Know when a goal has been achieved</b></p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p>	<p><b>about how to achieve it</b></p> <p><b>Know that it is important to persevere</b></p> <p><b>Know how to recognise what working together well looks like</b></p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p>	<p><b>for their own learning</b></p> <p><b>Know what an obstacle is and how they can hinder achievement</b></p> <p><b>Know how to take steps to overcome obstacles</b></p> <p><b>Know what dreams and ambitions are important to them</b></p> <p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know how they can best overcome learning challenges</p> <p>Know what their own strengths are as a learner</p>	<p><b>even if they have been disappointed</b></p> <p><b>Know how to work as part of a successful group</b></p> <p><b>Know how to share in the success of a group</b></p> <p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to work out the steps they need to take to achieve a goal</p>	<p><b>are carried out by people I know</b></p> <p><b>Know the types of job they might like to do when they are older</b></p> <p><b>Know that young people from different cultures may have different dreams and goals</b></p> <p>· Know that they will need money to help them to achieve some of their dreams</p> <p>Know that different jobs pay more money than others</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p>	<p><b>Know what their classmates like and admire about them</b></p> <p><b>Know a variety of problems that the world is facing</b></p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know how to set realistic and challenging goals</p>
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				Know how to evaluate their own learning progress and identify how it can be better next time		Know ways that they can support young people in their own culture and abroad	
Social and Emotional skills DISCIPLINARY (Key objectives are in bold)	<p><b>Understand that challenges can be difficult</b></p> <p><b>Resilience</b></p> <p><b>Recognise some of the feelings linked to perseverance</b></p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p><b>Recognise things that they do well</b></p> <p><b>Explain how they learn best</b></p> <p><b>Recognise their own feelings when faced with a challenge/obstacle</b></p> <p><b>Recognise how they feel when they overcome a challenge/obstacle</b></p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p><b>Recognise how working with others can be helpful</b></p> <p><b>Be able to work effectively with a partner</b></p> <p><b>Be able to choose a partner with whom they work well</b></p> <p><b>Be able to work as part of a group</b></p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of</p>	<p><b>Can break down a goal into small steps</b></p> <p><b>Can manage feelings of frustration linked to facing obstacles</b></p> <p><b>Imagine how it will feel when they achieve their dream/ambition</b></p> <p>Recognise other people's achievements in overcoming difficulties</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can share their success with others</p>	<p><b>Have a positive attitude</b></p> <p><b>Can identify the feeling of disappointment</b></p> <p><b>Be able to cope with disappointment</b></p> <p><b>Can identify what resilience is</b></p> <p><b>Can identify a time when they have felt disappointed</b></p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Help others to cope with disappointment</p>	<ul style="list-style-type: none"> <li>· <b>Verbalise what they would like their life to be like when they are grown up</b></li> <li>· <b>Appreciate the contributions made by people in different jobs</b></li> <li>· <b>Reflect on the differences between their own learning goals and those of someone from a different culture</b></li> </ul> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive</p>	<ul style="list-style-type: none"> <li>· Set success criteria so that they know when they have achieved their goal</li> <li>· Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> </ul>

			a group that succeeds and store this feeling	Can store feelings of success (in their internal treasure chest) to be used at another time	Enjoy being part of a group challenge  Can share their success with others  Can store feelings of success (in their internal treasure chest) to be used at another time	contribution to supporting others  Appreciate the opportunities learning and education can give them	
	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
VOCABULARY	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 Puzzle – Spring 2

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Unit description	<p>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.</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>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.</p>	<p>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 that are dangerous and link this to strategies for keeping themselves safe.</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>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>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.</p>

<p>Taught knowledge SUBSTANTIVE (Key objectives are in bold)</p>	<p><b>Know what the word 'healthy' means</b></p> <p><b>Know some things that they need to do to keep healthy</b></p> <p><b>Know the names for some parts of their body</b></p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p>	<p><b>Know the difference between being healthy and unhealthy</b></p> <p><b>Know some ways to keep healthy</b></p> <p><b>Know how to make healthy lifestyle choices</b></p> <p><b>Know that all household products, including medicines, can be harmful if not used properly</b></p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p>	<p><b>Know what their body needs to stay healthy</b></p> <p><b>Know what relaxed means</b></p> <p><b>Know why healthy snacks are good for their bodies</b></p> <p><b>Know which foods given their bodies energy</b></p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p>	<p><b>Know how exercise affects their bodies</b></p> <p><b>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</b></p> <p><b>Know that there are different types of drugs</b></p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know that their bodies are</p>	<p><b>Know that there are leaders and followers in groups</b></p> <p><b>Know the facts about smoking and its effects on health</b></p> <p><b>Know the facts about alcohol and its effects on health, particularly the liver</b></p> <p><b>Know ways to resist when people are putting pressure on them</b></p> <p>Know what they think is right and wrong</p> <p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p>	<p><b>Know basic emergency procedures, including the recovery position</b></p> <p><b>Know the health risks of smoking</b></p> <p><b>Know how smoking tobacco affects the lungs, liver and heart</b></p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p>	<p><b>Know how to take responsibility for their own health</b></p> <p><b>Know what it means to be emotionally well</b></p> <p><b>Know how to make choices that benefit their own health and well-being</b></p> <p><b>Know about different types of drugs and their uses</b></p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p>
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		Know about people who can keep them safe		complex and need taking care of	Know that they can take on different roles according to the situation  Know some of the reasons some people start to smoke  Know some of the reasons some people drink alcohol	Know some of the risks linked to misusing alcohol, including antisocial behaviour  Know what makes a healthy lifestyle	Know that some people can be exploited and made to do things that are against the law  Know why some people join gangs and the risk that this can involve
Social and Emotional skills DISCIPLINARY (Key objectives are in bold)	<b>Can explain what they need to do to stay healthy</b>  <b>Recognise how exercise makes them feel</b>  <b>Can give examples of healthy food</b>  Can explain what to do if a stranger approaches them  Can explain how they might feel if they don't get enough sleep	<b>Keep themselves safe</b>  <b>Recognise how being healthy helps them to feel happy</b>  <b>Recognise ways to look after themselves if they feel poorly</b>  Recognise when they feel frightened and know how to ask for help  Feel good about themselves when	<b>Feel positive about caring for their bodies and keeping it healthy</b>  <b>Have a healthy relationship with food</b>  <b>Desire to make healthy lifestyle choices</b>  Identify when a feeling is weak and when a feeling is strong  ·Express how it feels to share	<b>Respect their own bodies and appreciate what they do</b>  <b>Can take responsibility for keeping themselves and others safe</b>  <b>Identify how they feel about drugs</b>  Can express how being anxious or scared feels  Able to set themselves a fitness challenge	<b>Can identify the feelings that they have about their friends and different friendship groups</b>  <b>Recognise negative feelings in peer pressure situations</b>  <b>Can identify the feelings of anxiety and fear</b> associated with peer pressure  Can tap into their inner strength and	<b>Respect and value their own bodies</b>  <b>Can reflect on their own body image and know how important it is that this is positive</b>  <b>Recognise strategies for resisting pressure</b>  Can identify ways to keep themselves calm in an emergency	<b>Are motivated to care for their own physical and emotional health</b>  <b>Suggest strategies someone could use to avoid being pressured</b>  <b>Can use different strategies to manage stress and pressure</b>  Are motivated to find ways to be happy and cope with life's situations without using drugs

	Recognise how different foods can make them feel	they make healthy choices  Realise that they are special	healthy food with their friends	Recognise what it feels like to make a healthy choice	know-how to be assertive  Recognise how different people and groups they interact with impact on them  Identify which people they most want to be friends with	Can make informed decisions about whether or not they choose to smoke when they are older  Can make informed decisions about whether they choose to drink alcohol when they are older  Accept and respect themselves for who they are  Be motivated to keep themselves healthy and happy	Identify ways that someone who is being exploited could help themselves  Recognise that people have different attitudes towards mental health/illness
	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
VOCABULARY	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,	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion,	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful,	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver,	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited,

		Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Energy, Fuel, Nutritious	Risk, Feelings, Complex, Appreciate, Body, Choice	Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure
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## Relationships Puzzle – Summer 1

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Unit description	<p>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.</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>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</p>	<p>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 conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and</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</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</p>	<p>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.</p>

			<p>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.</p>	<p>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>relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>	<p>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>Taught knowledge SUBSTANTIVE (Key objectives are in bold)</p>	<p><b>Know what a family is</b></p> <p><b>Know that different people in a family have different responsibilities (jobs)</b></p>	<p><b>Know that everyone's family is different</b></p> <p><b>Know that families are founded on belonging, love and care</b></p>	<p><b>Know that there are lots of forms of physical contact within a family</b></p> <p><b>Know how to stay stop if someone is hurting them</b></p>	<p><b>Know that different family members carry out different roles or have different responsibilities within the family</b></p> <p><b>Know some of the skills of</b></p>	<p><b>Know some reasons why people feel jealousy</b></p> <p><b>Know that loss is a normal part of relationships</b></p>	<p><b>Know that there are rights and responsibilities in an online community or social network</b></p> <ul style="list-style-type: none"> <li><b>Know that there are rights and</b></li> </ul>	<p><b>Know that it is important to take care of their own mental health</b></p> <p><b>Know ways that they can take care of their own mental health</b></p>

	<p><b>Know some of the characteristics of healthy and safe friendships</b></p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p><b>Know that physical contact can be used as a greeting</b></p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p>	<p><b>Know there are good secrets and worry secrets and why it is important to share worry secrets</b></p> <p>Know what trust is</p> <p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>· Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together</p>	<p><b>friendship, e.g. taking turns, being a good listener</b></p> <p><b>Know some strategies for keeping themselves safe online</b></p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p>	<p><b>Know that negative feelings are a normal part of loss</b></p> <p><b>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</b></p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that memories can support us when we lose a special person or animal</p>	<p><b>responsibilities when playing a game online</b></p> <p><b>Know that too much screen time isn't healthy</b></p> <p>Know how to stay safe when using technology to communicate with friends</p> <p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p>	<p><b>Know the stages of grief and that there are different types of loss that cause people to grieve</b></p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>
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			problem-solving methods				
Social and Emotional skills DISCIPLINARY (Key objectives are in bold)	<p><b>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</b></p> <p><b>Can suggest ways to make a friend or help someone who is lonely</b></p> <p><b>Can use different ways to mend a friendship</b></p> <p><b>Can recognise what being angry feels like</b></p> <p>Can use Calm Me when angry or upset</p>	<ul style="list-style-type: none"> <li>· <b>Can express how it feels to be part of a family and to care for family members</b></li> <li>· <b>Can say what being a good friend means</b></li> <li>· <b>Can identify forms of physical contact they prefer</b></li> <li>· Can say no when they receive a touch they don't like</li> <li>· Can show skills of friendship</li> <li>· Can praise themselves and others</li> <li>· Can recognise some of their personal qualities</li> <li>· Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Can identify the different roles and responsibilities in their family</b></li> <li>· <b>Can recognise the value that families can bring</b></li> <li>· <b>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</b></li> <li>· Can identify the negative feelings associated with keeping a worry secret</li> <li>· Can identify who they trust in their own relationships</li> <li>· Can use positive problem-solving techniques (Mending Friendships or Solve it together)</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Can identify the responsibilities they have within their family</b></li> <li>· <b>Know how to access help if they are concerned about anything on social media or the internet</b></li> <li>· <b>Can empathise with people from other countries who may not have a fair job or are less fortunate</b></li> <li>· Understand that they are connected to the global community in many different ways</li> <li>· Can use Solve it together in a conflict scenario and find a win-win outcome</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Can identify feelings and emotions that accompany jealousy</b></li> <li>· <b>Can suggest positive strategies for managing jealousy</b></li> <li>· <b>Can identify people who are special to them and express why</b></li> <li>· Can identify the feelings and emotions that accompany loss</li> <li>· Can suggest strategies for managing loss</li> <li>· Can tell you about someone they no longer see</li> <li>· Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Can suggest strategies for building self-esteem of themselves and others</b></li> <li>· <b>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</b></li> <li>· <b>Can suggest strategies for staying safe online/ social media</b></li> <li>· Can say how to report unsafe online/social network activity</li> <li>· Can identify when an online game is safe or unsafe</li> <li>· Can suggest ways to monitor and reduce screen time</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</b></li> <li>· <b>Can help themselves and others when worried about a mental health problem</b></li> <li>· <b>Recognise when they are feeling grief and have strategies to manage them</b></li> <li>· Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>· Can resist pressure to do something online that might hurt</li> </ul>

			<p>to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>	<p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>		<p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>
	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
VOCABULARY	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, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication,	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences,

				Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude		health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules	Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
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## Changing Me Puzzle – Summer 2

	EYFS	Y1	Y2	Y4	Y5	Y6
Unit description	<p>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.</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</p>	<p>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</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>	<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</p>	<p>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</p>

		are worried about change, or if someone is hurting them.	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.		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.	they can prepare themselves mentally.
Taught knowledge SUBSTANTIVE (Key objectives are in bold)	<p><b>Know the names and functions of some parts of the body (see vocabulary list)</b></p> <p><b>Know that we grow from baby to adult</b></p> <p><b>Know who to talk to if they are feeling worried</b></p>	<p><b>Know the names of male and female private body parts</b></p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p><b>Know which parts of the body are private</b></p>	<p><b>Know the physical differences between male and female bodies</b></p> <p>Know that private body parts are special and that no one has the right to hurt these</p>	<p><b>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</b></p> <p><b>Know that babies are made by a sperm joining with an ovum</b></p>	<p><b>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</b></p>	<p><b>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</b></p> <p><b>Know how a baby develops from</b></p>

	<p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p><b>and that they belong to that person and that nobody has</b> the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p>	<p><b>Know who to ask for help if they are worried or frightened</b></p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p><b>Know the names of the different internal and external body parts that are needed to make a baby</b></p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>	<p><b>Know that sexual intercourse can lead to conception</b></p> <p><b>Know that some people need help to conceive and might use IVF</b></p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p> <p>Know what perception means and that perceptions can be right or wrong</p>	<p><b>conception through the nine months of pregnancy and how it is born</b></p> <p><b>Know how being physically attracted to someone changes the nature of the relationship</b></p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</p>
<p>Social and Emotional skills DISCIPLINARY (Key objectives are in bold)</p>	<p><b>Recognise that changing class can elicit happy and/or sad emotions</b></p>	<p><b>Understand and accept that change is a natural part of getting older</b></p>	<p><b>Can say who they would go to for help if worried or scared</b></p>	<p><b>Can appreciate their own uniqueness and that of others</b></p>	<p><b>Can celebrate what they like about their own and others'</b></p>	<p><b>Recognise ways they can develop their own self-esteem</b></p>

	<p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from the past year in school/home</p>	<p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p>	<p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p>	<p>Can express any concerns they have about puberty</p> <p>Have strategies for managing the emotions relating to change</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p>	<p>self-image and body image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about having children when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or</p>	<p>Can express how they feel about the changes that will happen to them during puberty</p> <p>Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>Can celebrate what they like about their own and others' self-image and body image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
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			· Can say what they are looking forward to in the next year		becoming a teenager/adult	
	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
VOCABULARY	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	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, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

Units overview						
YR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
N	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
R	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
1	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
2	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 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

YR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
3	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
4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	
5	Planning the year ahead 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 Materials wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping 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	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition