



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R	Jigsaw: Being Me in My World <ul style="list-style-type: none"> • Self-Identity • Understanding Feelings • Being in a Classroom • Being Gentle • Rights and Responsibilities 	Jigsaw: Celebrating Difference <ul style="list-style-type: none"> • Identifying Talents • Being Special • Families • Where We Live • Making Friends • Standing Up for Yourself 	Jigsaw: Dreams and Goals <ul style="list-style-type: none"> • Challenges • Perseverance • Goal-Setting • Overcoming Obstacles • Seeking Help • Jobs • Achieving Goals 	Jigsaw: Healthy Me <ul style="list-style-type: none"> • Exercising Bodies • Physical Activity • Healthy Food • Sleep • Keeping Clean • Safety 	Jigsaw: Relationships <ul style="list-style-type: none"> • Family Life • Friendships • Breaking Friendships • Falling Out • Dealing With Bullying • Being a Good Friend 	Jigsaw: Changing Me <ul style="list-style-type: none"> • Bodies • Respecting My Body • Growing Up • Growth and Change • Fun and Fears • Celebrations
	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box
	Global Neighbours PSHE: Exploring rights and responsibilities for others.	Global Neighbours Geography: Exploring unfamiliar jungle environments to develop an understanding of the world. PSHE: Exploring and celebrating difference amongst individuals. RE: Exploring how different religious traditions celebrate special occasions.	Global Neighbours Geography: Exploring China to develop an understanding of the world. RE: Exploring different foods that are important in different cultures and traditions.	Global Neighbours	Global Neighbours Geography: Exploring and appreciating our immediate environment.	Global Neighbours Geography: Exploring water as a precious resource. RE: Exploring different clothes that are important in different cultures and traditions.
Year 1	Jigsaw: Being Me in My World <ul style="list-style-type: none"> • Feeling Special and Safe • Being Part of a Class • Rights and Responsibilities • Rewards and Feeling Proud • Consequences • Owning the Learning Charter <p>> I can explain why my class is a happy and safe place to learn.</p> <p>> I can give different examples where I or others make my class happy and safe.</p>	Jigsaw: Celebrating Difference <ul style="list-style-type: none"> • Similarities and Differences • Understanding Bullying and Knowing How to Deal With It • Making New Friends • Celebrating the Differences in Everyone <p>> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>> I can explain what bullying is and how being bullied might make somebody feel.</p>	Jigsaw: Dreams and Goals <ul style="list-style-type: none"> • Setting Goals • Identifying Successes and Achievements • Learning Styles • Working Well and Celebrating Achievement With a Partner • Tackling New Challenges • Identifying and Overcoming Obstacles • Feelings of Success <p>> I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>> I can say why my internal treasure chest is an important place to store positive feelings.</p>	Jigsaw: Healthy Me <ul style="list-style-type: none"> • Keeping Myself Healthy • Healthier Lifestyle Choices • Keeping Clean • Being Safe • Medicine Safety / Safety With Household Items • Road Safety • Linking Health and Happiness <p>> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>> I can give examples of when being healthy can help me feel happy.</p>	Jigsaw: Relationships <ul style="list-style-type: none"> • 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 <p>> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>> I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	Jigsaw: Changing Me <ul style="list-style-type: none"> • Life Cycles - Animal and Human • Changes In Me • Changes Since Being a Baby • Differences Between Female and Male Bodies • Linking Growing and Learning • Coping With Change • Transition <p>> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>> I can explain why some changes I might experience might feel better than others.</p>
	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box
	Global Neighbours PSHE: Exploring rights and responsibilities for others. Science: Exploring and learning to appreciate the changing local environment.	Global Neighbours PSHE: Exploring and celebrating difference amongst individuals.	Global Neighbours Art & Design: Exploring and appreciating materials sourced in the natural world. RE: Exploring how people in different cultural and traditional groups feel that they belong.	Global Neighbours Science: Exploring the diversity of living animals on the planet.	Global Neighbours Geography: Exploring world locations.	Global Neighbours RE: Exploring different buildings that are important in different cultures and traditions. Science Exploring the diversity of living plants on the planet.

Year 2	<p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> • Hopes and Fears for the Year • Rights and Responsibilities • Rewards and Consequences • Safe and Fair Learning Environment • Valuing Contributions • Choices • Recognising Feelings <p>> I can explain why my behaviour can impact on other people in my class.</p> <p>> I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> • Assumptions and Stereotypes About Gender • Understanding Bullying • Standing Up for Self and Others • Making New Friends • Gender Diversity • Celebrating Difference and Remaining Friends <p>> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>> I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> • Achieving Realistic Goals • Perseverance • Learning Strengths • Learning With Others • Group Cooperation • Contributing To and Sharing Success <p>> I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.</p> <p>> I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> • Motivation • Healthier Choices • Relaxation • Healthy Eating and Nutrition • Healthier Snacks and Sharing Food <p>> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>> I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> • Different Types of Family • Physical Contact Boundaries • Friendship and Conflict • Secrets • Trust and Appreciation • Expressing Appreciation for Special Relationships <p>> I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>> I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> • Life Cycles in Nature • Growing From Young To Old • Increasing Independence • Differences In Female and Male Bodies • Assertiveness • Preparing For Transition <p>> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.</p> <p>> I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box
	<p>Global Neighbours</p> <p>Geography: Exploring how the weather can impact our lives.</p> <p>PSHE: Exploring rights and responsibilities for others.</p> <p>RE: Exploring different clothes that are important in different cultures and traditions.</p>	<p>Global Neighbours</p> <p>PSHE: Exploring and celebrating difference amongst individuals.</p>	<p>Global Neighbours</p> <p>Geography: Exploring different hot and cold locations to develop understanding of the world.</p>	<p>Global Neighbours</p> <p>RE: Exploring different stories that are important in different cultures and traditions.</p> <p>Science: Exploring the diversity of living things, the needs they have, and the variety of habitats in which they live.</p>	<p>Global Neighbours</p> <p>Art & Design: Exploring African landscapes and the artistic works of African artists.</p>	<p>Global Neighbours</p> <p>Geography: Exploring how life is similar and/or different in other parts of the world (Africa).</p> <p>RE: Exploring different books that are important in different cultures and traditions.</p>

Year 3	<p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> ● Setting Personal Goals ● Self-Identity and Worth ● Positivity in Challenges ● Rules, Rights and Responsibilities ● Rewards and Consequences ● Responsible Choices ● Seeing Things from Others' Perspectives <p>> I can explain how my behaviour can affect how others feel and behave.</p> <p>> I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> ● Families and Their Differences ● Family Conflict and How to Manage It ● Witnessing Bullying and How to Solve It ● Recognising How Words Can be Hurtful ● Giving and Receiving Compliments <p>> I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>> I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> ● Difficult Challenges and Achieving Success ● Dreams and Ambitions ● New Challenges ● Motivation and Enthusiasm ● Recognising and Trying to Overcome Obstacles ● Evaluating Learning Processes ● Managing Feelings ● Simple Budgeting <p>> I can explain the different ways that help me learn and what I need to do to improve.</p> <p>> I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> ● Exercise ● Fitness Challenges ● Food Labelling and Healthy Swaps ● Attitudes Towards Drugs ● Keeping Safe and Why It's Important Online and Offline ● Respect for Myself and Others ● Healthy and Safe Choices <p>> I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.</p> <p>> I can express how being anxious/scared and unwell feels.</p>	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> ● Family Roles and Responsibilities ● Friendship and Negotiation ● Keeping Safe Online and Who To Go To For Help ● Being a Global Citizen ● Being Aware of How My Choices Affect Others ● Awareness of How Other Children Have Different Lives ● Expressing Appreciation for Family and Friends <p>> I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>> I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> ● How Babies Grow ● Understanding a Baby's Needs ● Family Stereotypes ● Challenging My Ideas ● Preparing For Transition <p>> I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>> I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box
	<p>Global Neighbours</p> <p>PSHE: Exploring rights and responsibilities for others.</p> <p>RE: Exploring different symbols that are important in different cultures and traditions.</p>	<p>Global Neighbours</p> <p>Geography: Exploring how life is similar and/or different in other parts of the world (Europe).</p> <p>PSHE: Exploring and celebrating difference amongst individuals.</p>	<p>Global Neighbours</p> <p>History: Exploring civilisations and cultures from different world locations.</p>	<p>Global Neighbours</p> <p>Geography: Exploring the impact that natural disasters can have.</p> <p>Science: Exploring the diversity of living things, the needs they have, and the variety of habitats in which they live.</p>	<p>Global Neighbours</p>	<p>Global Neighbours</p> <p>Geography: Exploring what climate change is, what we mean by sustainability, and actions that can be taken individually and collectively to respond to these.</p>

Year 4	<p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> • Being Part of a Class Team • Being a School Citizen • Rights, Responsibilities and Democracy • Rewards and Consequences • Group Decision-Making • Having a Voice • What Motivates Behaviour <p>> I can explain why being listened to and listening to others is important in my school community.</p> <p>> I can explain why being democratic is important and can help me and others feel valued.</p>	<p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> • Challenging Assumptions • Judging by Appearance • Accepting Self and Others • Understanding Influences • Understanding Bullying • Problem-Solving • Identifying How Special and Unique Everyone Is • First Impressions <p>> I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>> I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>> I can explain why it is good to accept myself and others for who we are</p>	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> • Hopes and Dreams • Overcoming Disappointment • Creating New, Realistic Dreams • Achieving Goals • Working in a Group • Celebrating Contributions • Resilience • Positive Attitudes <p>> I can plan and set new goals even after a disappointment.</p> <p>> I can explain what it means to be resilient and to have a positive attitude</p>	<p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> • Healthier Friendships • Group Dynamics • Smoking • Alcohol • Assertiveness • Peer Pressure • Celebrating Inner Strength <p>> I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>> I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> • Jealousy • Love and Loss • Memories of Loved Ones • Getting On and Falling Out • Girlfriends and Boyfriends • Showing Appreciation to People and Animals <p>> I can recognise how people are feeling when they miss a special person or animal.</p> <p>> I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> • Being Unique • <i>Outside Body Changes</i> • <i>Inside Body Changes</i> • Girls and Puberty • Confidence in Change • Accepting Change • Preparing For Transition • Environmental Change <p>> I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>> I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box
	<p>Global Neighbours</p> <p>Geography: Exploring how life is similar and/or different in other parts of the world.</p> <p>PSHE: Exploring rights and responsibilities for others.</p> <p>Science: Exploring the interconnection of ecosystems.</p>	<p>Global Neighbours</p> <p>History: Exploring how political systems can be organised differently.</p> <p>PSHE: Exploring and celebrating difference amongst individuals.</p> <p>RE: Exploring how people in different cultural and traditional groups feel that they belong.</p>	<p>Global Neighbours</p> <p>Geography: Exploring what migrants, refugees and asylum seekers are, and the different experiences they have.</p> <p>Reading: Exploring a range of texts around issues related to migration and the treatment of migrants.</p>	<p>Global Neighbours</p> <p>Science: Exploring how environments and habitats change, and the impact this can have.</p> <p>Writing: Writing persuasively around aspects of pollution and the environment.</p>	<p>Global Neighbours</p> <p>History: Exploring how migration can impact society.</p> <p>Music: Exploring how music can communicate political messages.</p> <p>Writing: Writing poetry inspired by global issues such as racism.</p>	<p>Global Neighbours</p> <p>RE: Exploring different events that are important in different cultures and traditions.</p> <p>Reading: Exploring texts related to diverse celebrations and events around the world.</p>

Year 5	<p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> ● Planning the Forthcoming Year ● Being a Citizen ● Rights and Responsibilities ● Rewards and Consequences ● How Behaviour Affects Groups ● Democracy, Having a Voice and Participating <p>> I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>> I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> ● Cultural Differences and How They Can Cause Conflict ● Racism ● Rumours and Name-Calling ● Types of Bullying ● Material Wealth and Happiness ● Enjoying and Respecting Other Cultures <p>> I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>> I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> ● Future Dreams ● The Importance of Money ● Jobs and Careers ● Dream Job and How to Get There ● Goals in Different Cultures ● Supporting Others (Charity) ● Motivation <p>> I can compare my hopes and dreams with those of young people from different cultures.</p> <p>> I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> ● Smoking, Including Vaping ● Alcohol ● Alcohol and Anti-Social Behaviour ● Emergency Aid ● Body Image ● Relationships with Food ● Healthy Choices ● Motivation and Behaviour <p>> I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>> I can summarise different ways that I respect and value my body.</p>	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> ● Self-Recognition and Self-Worth ● Building Self-Esteem ● Safer Online Communities ● Rights and Responsibilities Online ● Online Gaming and Gambling ● Reducing Screen Time ● Dangers of Online Grooming ● SMARRT Internet Safety Rules <p>> I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>> I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> ● Having a Baby ● Self and Body Image ● Influence of Online and Media on Body Image ● Puberty For Girls ● Puberty For Boys ● Conception ● Growing Responsibility ● Coping With Change ● Preparing For Transition <p>> I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>> I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>
	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box
	<p>Global Neighbours</p> <p>History: Exploring how to be critical consumers of information.</p> <p>PSHE: Exploring rights and responsibilities for others.</p> <p>RE: Exploring how people in different cultural and traditional groups feel that they belong.</p>	<p>Global Neighbours</p> <p>Geography: Exploring how life is similar and/or different in other parts of the world (North and South America).</p> <p>PSHE: Exploring and celebrating difference amongst individuals.</p>	<p>Global Neighbours</p>	<p>Global Neighbours</p> <p>RE: Exploring how different perspectives can be rooted in various religious and cultural traditions.</p>	<p>Global Neighbours</p> <p>Design & Technology: Exploring food in different cultural traditions and the origins and seasonality of food.</p> <p>Science: Exploring the diversity of living things, the needs they have, and the variety of habitats in which they live.</p>	<p>Global Neighbours</p> <p>Geography: Exploring rivers in the environment and considering how we can care for these environments.</p> <p>RE: Exploring different journeys that are important in different cultures and traditions.</p>

Year 6	<p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> Identifying Goals for the Year Global Citizenship Children's Universal Rights Feeling Welcome and Valued Choices, Consequences and Rewards Group Dynamics Democracy and Having a Voice Anti-Social Behaviour Role-Modelling <p>> I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>> I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> Perceptions of Normality Understanding Disability Power Struggles Understanding Bullying Inclusion/Exclusion Difference as Conflict, Difference as Celebration Empathy <p>> I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>> I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> Personal Learning Goals Success Criteria Emotions in Success Making a Difference in the World Motivation Recognising Achievements Compliments <p>> I can explain different ways to work with others to help make the world a better place.</p> <p>> I can explain what motivates me to make the world a better place.</p>	<p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> Taking Personal Responsibility How Substances Affect the Body Exploitation, Including 'County Lines' and Gang Culture Emotional and Mental Health Managing Stress <p>> I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>> I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> Mental Health Identifying Mental Health Worries and Sources of Support Love and Loss Managing Feelings Power and Control Assertiveness Technology Safety Take Responsibility With Technology Use <p>> I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>> I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations</p>	<p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> Self-Image Body Image Puberty and Feelings Conception To Birth Reflections About Change Physical Attraction Respect and Consent Boyfriends/Girlfriends Sexting Transition <p>> I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>> I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box	Trick Box
	<p>Global Neighbours</p> <p>History: Exploring how significance in History can be perceived in different ways for cultural reasons (Benin).</p> <p>PSHE: Exploring rights and responsibilities for others.</p> <p>RE: Exploring perspectives on creating a free and just world.</p>	<p>Global Neighbours</p> <p>Geography: Exploring climate variation in different parts of the world, and considering biodiversity in environments.</p> <p>PSHE: Exploring and celebrating difference amongst individuals.</p>	<p>Global Neighbours</p> <p>Art & Design: Exploring artwork as a tool to communicate political messages.</p> <p>Geography: Exploring natural resources around the world and the trade of these, including whether this trade is fair.</p> <p>RE: Exploring moments in life that are significant for people of different cultures and traditions.</p> <p>Science: Exploring the diversity of living things, the needs they have, and the variety of habitats in which they live.</p>	<p>Global Neighbours</p> <p>Design & Technology: Exploring food in different cultural traditions and the origins and seasonality of food.</p> <p>History: Exploring significant moments in British history where the rights and responsibilities of individuals have shifted.</p>	<p>Global Neighbours</p> <p>RE: Exploring perspectives on how and why the world should be cared for.</p>	<p>Global Neighbours</p> <p>Geography: Exploring sustainability at different levels - individual, local, regional, national and international.</p> <p>RE: Exploring different symbols that are important in different cultures and traditions.</p>

Relationships & Health Education Outcomes	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Being Me in My World (A1)	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p> <p>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.</p>					
Celebrating Difference (A2)	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p>	<p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (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.</p> <p>Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>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.</p> <p>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</p>					

		<p>(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).</p> <p>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.</p>
<p>Dreams and Goals (Sp1)</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>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>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 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>
<p>Healthy Me (Sp2)</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>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (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.</p> <p>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</p>

		<p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>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.</p> <p>Physical health and fitness (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy eating (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Drugs, alcohol (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Health and prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination.</p> <p>Basic first aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
<p>Relationships (S1)</p>	<p>PSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.</p>	<p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (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.</p> <p>Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (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</p>

		<p>(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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>Changing Me (S2)</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: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p>	<p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful relationships (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (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.</p> <p>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.</p>

		Changing adolescent body
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(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.

SMSC Links: Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise **and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

British Values: Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.