


| | |
|---|---|
| **Name of school** | **St Vigor and St John Church School** |
| **Date of policy** | March 2024 |
| **Member of staff responsible** | Ness Dutton |
| **Review date** | March 2026 |

The philosophy for learning at our school is summarised in our school vision statement…

***'We are building a loving and sustainable community of adventurous lead learners'***

Our four key dispositions link to the Church of England's vision for education; educating for hope, community, wisdom and dignity.

At St Vigor and St John School we believe learning is a collaborate activity. We aim to foster positive relationships with all members of our learning community; children, parents, staff, governors, the church, neighbours, local organisations, other professionals... we all have a role in supporting learning and well-being.

***"He will cover you with his feathers, and under his wings you will find refuge"***

***- Psalm 91:4***

As a Church school, we make visible and promote a number of key values. These values help us to describe what we think is important in how we learn and live together. They form a focus in assemblies and collective worship, in personal and social education, in the wider curriculum, in our school rules and in the way we relate to each other. They are based on a set of values described by The Diocese of Bath and Wells and include; ***perseverance, love (agape), respect, forgiveness, friendship and peace.*** Each term we focus on one of these values, how we can follow them to improve life for everyone and how The Bible can be a source for learning about these values.

**Context**

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

Copyright © 2023 Jigsaw PSHE Ltd 

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- This policy meets the requirements that schools publish a Relationships and Sex Education policy and does this within the wider context of Personal, Social and Health Education.

**PSHE**
At St Vigor and St John Church School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.
The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects evaluated under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships and Health Education

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education…They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools."

DfE Guidance p.8

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

" These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

Copyright © 2023 Jigsaw PSHE Ltd Feb 23 update

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8

"All schools must have in place a written policy for Relationships Education and RSE."

DfE Guidance p.11

Here, at St Vigor and St John Church School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, jigsaw-3-11-and-rshe-overview-map.pdf shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance) Keeping children safe in education - GOV.UK (www.gov.uk)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline) Respectful School Communities Self-Review and Signposting Tool (educateagainsthate.com)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils) Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010 and schools Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years (statutory guidance) SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Alternative Provision (statutory guidance) Alternative provision - GOV.UK (www.gov.uk)
- Mental Health and Behaviour in Schools (advice for schools) Mental health and behaviour in schools - GOV.UK (www.gov.uk)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)

Copyright © 2023 Jigsaw PSHE Ltd 

- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying) Preventing bullying - GOV.UK (www.gov.uk)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts) Advice and guidance | Equality and Human Rights Commission (equalityhumanrights.com)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) Promoting fundamental British values through SMSC - GOV.UK (www.gov.uk)
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development). Regulating independent schools - GOV.UK (www.gov.uk)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE. pshe-association-programme-of-study-2020-map.pdf

It is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" Relationships, Sex and Health Education | The Church of England and draws on the advice given in the Church of England document 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (Church of England Education Office, second edition updated summer 2019). Layout 1 (churchofengland.org)

**What do we teach when and who teaches it?**

**Whole-school approach**

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

| Term | Puzzle (Unit) | Content |
|---|---|---|
| **Autumn 1:** | Being Me in My World | Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established. |
| **Autumn 2:** | Celebrating Difference | Includes anti-bullying (cyber and homophobic bullying included) and understanding |
| **Spring 1:** | Dreams and Goals | Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society |
| **Spring 2:** | Healthy Me | Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise |

Copyright © 2023 Jigsaw PSHE Ltd 

| | | |
|---|---|---|
| **Summer 1:** | Relationships | Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss |
| **Summer 2:** | Changing Me | Includes Relationships and Sex Education in the context of coping positively with change |

At St Vigor and St John Church School we allocate between 40 - 60 minutes specific to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward systems, Learning Charters, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

We aim for class teachers to deliver the weekly lessons to their own classes.

## Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: "*Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world*." (Page 34)

## Health Education

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', Physical health and fitness', Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

Copyright © 2023 Jigsaw PSHE Ltd 

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'.

At St Vigor and St John Church School, we believe children should learn about Sex Education in line with the Science Curriculum so we have taken the recommended "Changing Me" content from the Jigsaw program and placed it into that of the year group above. We have adapted the program to suit our school and the needs of the children in our setting. Details can be seen below.

At St Vigor and St John Church School, we believe children should understand the facts about human reproduction before they leave primary school, so we define Sex Education as understanding puberty and human reproduction. We intend to teach these as part of our PSHE lessons. Parents have the right to withdraw their child from these sessions. However, Sex Education is also covered within our science curriculum. In Year 5, children cover the differences in the life cycles of a mammal, an amphibian, an insect and a bird. In Year 6, children learn the life process of reproduction; they will describe the changes as humans develop to old age. Children should not be withdrawn from these Science lessons.

### Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At St Vigor and St John Church School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their

Copyright © 2023 Jigsaw PSHE Ltd 

right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 5, Lesson 2 (Having a baby)

Year 6, Lesson 3 and 4 (Conception and birth)

The school will inform parents of this right by email before the Changing Me Puzzle is taught. All Changing Me units will be covered in the final summer term.

We are of course happy to discuss the content of the curriculum and if so desired, we invite you to contact Mr Chorley, Mrs Sheppard, Mrs Mounter, Miss Craney or Mrs Dutton (our PSHE lead).

**Monitoring and Review**

The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the PSHE (RSHE) programme, and makes a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

**Equality**
**This policy will inform the school's Equalities Plan.**
The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics…

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

> "*Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."*

It also asserts:

"*Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of*

Copyright © 2023 Jigsaw PSHE Ltd 

*any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (*page 1*)*

"*Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (*homophobic, biphobic and transphobic) *bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (*Page 6*)*

At St Vigor and St John Church School, as part of our Christian values, we promote respect for all and value every individual child.

We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

## Policy Review

This policy is reviewed biannually.

| | Signed Headteacher | Signed Chair of Governors |
|---|---|---|
| Date of review: | | |
| Date of next review: | March 2026 | |

Jigsaw PSHE documents needed to explain this policy:

- Jigsaw 3-11 and statutory Relationships and Health Education (mapping document) jigsaw-3-11-and-rshe-overview-map.pdf (windows.net)
- Including and valuing all children. What does Jigsaw teach about LGBTQ relationships? ? rshe-a-guide-for-parents-and-carers-leaflet-2020.pdf (windows.net)
- How does Jigsaw PSHE support the Church of England Principles and Charter in relation to RSHE? Church of England publishes Charter for Relationships, Sex and Health Education | The Church of England

Copyright © 2023 Jigsaw PSHE Ltd 

Copyright © 2023 Jigsaw PSHE Ltd

**Relationships Education in Primary schools – DfE Guidance 2019**

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

| | **Pupils should know…** | **How Jigsaw provides the solution** |
|---|---|---|
| **Families and people who care for me** | • R1 that families are important for children growing up because they can give love, security and stability.<br>• 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.<br>• 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.<br>• 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.<br>• R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).<br>• 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 | All of these aspects are covered in lessons within the Puzzles<br><br>• Relationships<br>• Changing Me<br>• Celebrating Difference<br>• Being Me in My World |
| **Caring friendships** | • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends<br>• R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharinginterests and experiences and support with problems and difficulties | All of these aspects are covered in lessons within the Puzzles<br><br>• Being Me in My World<br>• Celebrating DIfference |

Copyright © 2023 Jigsaw PSHE Ltd 

| | | |
|---|---|---|
| | • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded<br>• 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<br>• 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 and advice from others, if needed | • Relationships |
| **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<br>• R13 practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• R14 the conventions of coutesy and manners<br>• R15 the importance of self-respect and how this links to their own happiness<br>• R16 that in school and in wider societythey 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<br>• 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<br>• R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive<br>• R19 the importance of permission-seeking and giving in relationships with friends, peers and adults | All of these aspects are covered in lessons within the Puzzles<br><br>• Being Me in My World<br>• Celebrating Difference<br>• Dreams and Goals<br>• Healthy Me<br>• Relationships<br>• Changing Me |
| **Online relationships** | • R20 that people sometimes behave differently online, including by pretending to be someone they are not.<br>• 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.<br>• R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br>• R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br>• R24 how information and data is shared and used online. | All of these aspects are covered in lessons within the Puzzles<br><br>• Relationships<br>• Changing Me<br>• Celebrating Difference |

Copyright © 2023 Jigsaw PSHE Ltd 

| | | |
|---|---|---|
| **Being safe** | • R25what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br>• 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.<br>• R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br>• R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br>• R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.<br>• R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,<br>• R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br>• R32 where to get advice e.g. family, school and/or other sources. | All of these aspects are covered in lessons within the Puzzles<br><br>• Relationships<br>• Changing Me<br>• Celebrating Difference |

Copyright © 2023 Jigsaw PSHE Ltd 

## Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

| | **Pupils should know** | **How Jigsaw provides the solution** |
|---|---|---|
| **Mental wellbeing** | • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.<br>• 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.<br>• 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.<br>• H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.<br>• H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.<br>• 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.<br>• H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.<br>• 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). | All of these aspects are covered in lessons within the Puzzles<br><br>• Healthy Me<br>• Relationships<br>• Changing Me<br>• Celebrating Difference |

Copyright © 2023 Jigsaw PSHE Ltd 

| | | |
|---|---|---|
| | • 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.<br>• H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>• H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.<br>• H14 why social media, some computer games and online gaming, for example, are age restricted.<br>• 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.<br>• H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br>• H17 where and how to report concerns and get support with issues online. | All of these aspects are covered in lessons within the Puzzles<br>• Relationships<br>• Healthy Me |
| **Physical health and fitness** | • H18 the characteristics and mental and physical benefits of an active lifestyle.<br>• 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.<br>• H20 the risks associated with an inactive lifestyle (including obesity).<br>• H21 how and when to seek support including which adults to speak to in school if they are worried about their health. | All of these aspects are covered in lessons within the Puzzles<br>• Healthy Me |
| **Healthy eating** | • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). | All of these aspects are covered in lessons within the Puzzles |

Copyright © 2023 Jigsaw PSHE Ltd Update Feb 2023

| | | |
|---|---|---|
| | • H23 the principles of planning and preparing a range of healthy meals.<br>• 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). | • Healthy Me |
| **Drugs, alcohol and tobacco** | • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking | All of these aspects are covered in lessons within the Puzzles<br>• Healthy Me |
| **Health and prevention** | • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>• H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>• 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.<br>• H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br>• H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>• H31 the facts and science relating to immunisation and vaccination | All of these aspects are covered in lessons within the Puzzles<br>• Healthy Me |
| **Basic first aid** | • H32 how to make a clear and efficient call to emergency services if necessary.<br>• H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. | All of these aspects are covered in lessons within the Puzzles<br>• Healthy Me |
| **Changing adolescent body** | • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>• H35 about menstrual wellbeing including the key facts about the menstrual cycle. | All of these aspects are covered in lessons within the Puzzles<br>• Changing Me<br>• Healthy Me |

Copyright © 2023 Jigsaw PSHE Ltd 

# Jigsaw PSHE 3-11 progression map

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

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

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

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

## Being Me in My World Puzzle – Autumn 1

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **DfE Statutory Relationships & Health Education outcomes** | PSED – ELG: SELF-REGULATION<br>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br><br>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.<br><br>ELG: MANAGING SELF<br>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br><br>PSED – ELG: BUILDING RELATIONSHIPS<br>Work and play co- | **Relationships Education – By end of primary, pupils should know:**<br><br>**Caring friendships**<br>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends<br>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>(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.<br><br>**Respectful relationships**<br>(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<br>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships<br>(R14) the conventions of courtesy and manners<br>(R15) the importance of self-respect and how this links to their own happiness<br>(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<br>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.<br><br>**Online relationships**<br>(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<br>Being safe<br>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>(R32) where to get advice e.g. family, school and/or other sources. | | | | | |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | operatively and take turns with others.<br><br>Show sensitivity to their own and to others' needs. | **Physical Health and Well-Being – By end of primary, pupils should know:**<br><br>**Mental well-being**<br>(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<br>(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<br>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>(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. | | | | | | |
| **Puzzle overview Being Me in My World** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible. | In this Puzzle (unit), 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. | In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter. | In this Puzzle (unit), the children learn 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. | 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. | 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. | 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. |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Taught knowledge**<br><br>**(Key objectives are in bold)** | • **Know they have a right to learn and play, safely and happily**<br><br>• **Know that some people are different from themselves**<br><br>• **Know that hands can be used kindly and unkindly**<br><br>• Know special things about themselves<br><br>• Know how happiness and sadness can be expressed<br><br>• Know that being kind is good | • **Understand their own rights and responsibilities with their classroom**<br><br>• **Understand that their choices have consequences**<br><br>• **Understand that their views are important**<br><br>• Understand the rights and responsibilities of a member of a class | • **Understand the rights and responsibilities of class members**<br><br>• **Know about rewards and consequences and that these stem from choices**<br><br>• **Know that it is important to listen to other people**<br><br>• **Understand that their own views are valuable**<br><br>• Know that positive choices impact positively on self-learning and the learning of others<br><br>• Identifying hopes and fears for the year ahead | • **Know that the school has a shared set of values**<br><br>• **Know why rules are needed and how these relate to choices and consequences**<br><br>• **Know that actions can affect others' feelings**<br><br>• **Know that others may hold different views**<br><br>• Understand that they are important<br><br>• Know what a personal goal is<br><br>• Understanding what a challenge is | • **Know their place in the school community**<br><br>• **Know what democracy is (applied to pupil voice in school)**<br><br>• **Know how groups work together to reach a consensus**<br><br>• **Know that having a voice and democracy benefits the school community**<br><br>• Know how individual attitudes and actions make a difference to a class<br><br>• Know about the different roles in the school community<br><br>• Know that their own actions affect themselves and others | • **Understand how democracy and having a voice benefits the school community**<br><br>• **Understand how to contribute towards the democratic process**<br><br>• **Understand the rights and responsibilities associated with being a citizen in the wider community and their country**<br><br>• Know how to face new challenges positively<br><br>• Understand how to set personal goals<br><br>• Know how an individual's behaviour can affect a group and the consequences of this | • **Know about children's universal rights (United Nations Convention on the Rights of the Child)**<br><br>• **Know about the lives of children in other parts of the world**<br><br>• **Know that personal choices can affect others locally and globally**<br><br>• Know how to set goals for the year ahead<br><br>• Understand what fears and worries are<br><br>• Understand that their own choices result in different consequences and rewards<br><br>• Understand how democracy and having a voice benefits the school community<br><br>• Understand how to contribute towards the democratic process |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Social and Emotional skills**<br><br>**(Key objectives are in bold)** | • **Identify feelings associated with belonging**<br>• **Skills to play co-operatively with others**<br>• **Be able to consider others' feelings**<br>• Identify feelings of happiness and sadness<br>• Be responsible in the setting | • **Understand that they are safe in their class**<br>• **Identifying helpful behaviours to make the class a safe place**<br>• **Understand that they have choices**<br>• Understanding that they are special<br>• Identify what it's like to feel proud of an achievement<br>• Recognise feelings associated with positive and negative consequences | • **Know how to make their class a safe and fair place**<br>• **Show good listening skills**<br>• **Be able to work co-operatively**<br>• Recognise own feelings and know when and where to get help<br>• Recognise the feeling of being worried | • **Make other people feel valued**<br>• **Develop compassion and empathy for others**<br>• **Be able to work collaboratively**<br>• Recognise self-worth<br>• Identify personal strengths<br>• Be able to set a personal goal<br>• Recognise feelings of happiness, sadness, worry and fear in themselves and others | • **Identify the feelings associated with being included or excluded**<br>• **Be able to take on a role in a group discussion / task and contribute to the overall outcome**<br>• **Know how to regulate my emotions**<br>• Can make others feel cared for and welcome<br>• Recognise the feelings of being motivated or unmotivated<br>• Can make others feel valued and included<br>• Understand why the school community benefits from a Learning Charter<br>• Be able to help friends make positive choices | • **Empathy for people whose lives are different from their own**<br>• **Consider their own actions and the effect they have on themselves and others**<br>• **Be able to work as part of a group, listening and contributing effectively**<br>• Be able to identify what they value most about school<br>• Identify hopes for the school year<br>• Understand why the school community benefits from a Learning Charter<br>• Be able to help friends make positive choices<br>• Know how to regulate my emotions | • **Know own wants and needs**<br>• **Be able to compare their life with the lives of those less fortunate**<br>• **Demonstrate empathy and understanding towards others**<br>• **Can demonstrate attributes of a positive role-model**<br>• Can take positive action to help others<br>• Be able to contribute towards a group task<br>• Know what effective group work is<br>• Know how to regulate my emotions<br>• Be able to make others feel welcomed and valued |
| **Vocabulary** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| | Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns | Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration | Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving | Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong | Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC) | Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective | Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

# Celebrating Difference Puzzle – Autumn 2

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| DfE Statutory Relationships & Health Education outcomes | PSED – ELG: SELF-REGULATION<br>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br><br>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.<br><br>PSED – ELG: BUILDING RELATIONSHIPS<br>Show sensitivity to their own and to others' needs. | **Relationships Education – By end of primary, pupils should know:**<br><br>**Families and the people who care for me**<br>(R1) that families are important for children growing up because they can give love, security and stability<br>(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<br>(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<br>(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<br>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>(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.<br><br>**Caring friendships**<br>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends<br>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>(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<br>(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.<br><br>**Respectful relationships**<br>(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<br>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships<br>(R14) the conventions of courtesy and manners<br>(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<br>(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<br>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive<br>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.<br><br>**Online relationships**<br>(R20) that people sometimes behave differently online, including by pretending to be someone they are not<br>(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<br>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br><br>**Being safe**<br>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult<br>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard<br>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so<br>(R32) where to get advice e.g. family, school and/or other sources. | | | | | |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | **Physical Health and Well-Being – By end of primary, pupils should know:**<br><br>**Mental well-being**<br>(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<br>(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<br>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>(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<br>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being<br>(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).<br><br>**Internet safety and harms**<br>(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<br>(H14) why social media, some computer games and online gaming, for example, are age restricted<br>(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<br>(H17) where and how to report concerns and get support with issues online. | | | | | | |
| **Puzzle overview Celebrating Difference** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | 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.<br>They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. | In this Puzzle (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. | In this Puzzle (unit), the children learn about recognise 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. | 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 the feelings associated with this. | 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. | In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures. | 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. |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

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

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Social and Emotional skills**<br><br>**(Key objectives are in bold)** | • **Recognise emotions when they or someone else is upset, frightened or angry**<br>• **Identify and use skills to make a friend**<br>• **Identify some ways they can be different and the same as others**<br>• **Identify and use skills to stand up for themselves**<br>• Identify feelings associated with being proud<br>• Identify things they are good at<br>• Be able to vocalise success for themselves and about others successes<br>• Recognise similarities and differences between their family and other families | • **Identify what is bullying and what isn't**<br>• **Understand how being bullied might feel**<br>• **Recognise ways in which they are the same as their friends and ways they are different**<br>• Know ways to help a person who is being bullied<br>• Identify emotions associated with making a new friend<br>• Verbalise some of the attributes that make them unique and special | • **Explain how being bullied can make someone feel**<br>• **Know how to stand up for themselves when they need to**<br>• **Understand that everyone's differences make them special and unique**<br>• Understand that boys and girls can be similar in lots of ways and that is OK<br>• Understand that boys and girls can be different in lots of ways and that is OK<br>• Can choose to be kind to someone who is being bullied<br>• Recognise that they shouldn't judge people because they are different | • **Use the 'Solve it together' technique to calm and resolve conflicts with friends and family**<br>• **Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary**<br>• **Be able to show appreciation for their families, parents and carers**<br>• Empathise with people who are bullied<br>• Employ skills to support someone who is bullied<br>• Be able to recognise, accept and give compliments<br>• Recognise feelings associated with receiving a compliment | • **Be comfortable with the way they look**<br>• **Try to accept people for who they are**<br>• **Be non-judgemental about others who are different**<br>• Identify influences that have made them think or feel positively/negatively about a situation<br>• Identify feelings that a bystander might feel in a bullying situation<br>• Identify reasons why a bystander might join in with bullying<br>• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios<br>• Identify their own uniqueness<br>• Identify when a first impression they had was right or wrong | • **Appreciate the value of happiness regardless of material wealth**<br>• **Identify their own culture and different cultures within their class community**<br>• **Identify their own attitudes about people from different faith and cultural backgrounds**<br>• **Develop respect for cultures different from their own**<br>• Identify a range of strategies for managing their own feelings in bullying situations<br>• Identify some strategies to encourage children who use bullying behaviours to make other choices<br>• Be able to support children who are being bullied | • **Empathise with people who are different and be aware of my own feelings towards them**<br>• **Identify feelings associated with being excluded**<br>• **Be able to recognise when someone is exerting power negatively in a relationship**<br>• **Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens**<br>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict<br>• Identify different feelings of the bully, bullied and bystanders in a bullying scenario<br>• Appreciate people for who they are<br>• Show empathy |
| **Vocabulary** | **EYFS**<br>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family | **Year 1**<br>Consolidate EYFS<br>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | **Year 2**<br>Consolidate EYFS & Yr 1<br>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value | **Year 3**<br>Consolidate KS1<br>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment, | **Year 4**<br>Consolidate KS1 & Yr 3<br>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed | **Year 5**<br>Consolidate KS1, Yrs 3 & 4<br>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | **Year 6**<br>Consolidate KS1 & KS2<br>Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

# Dreams and Goals Puzzle – Spring 1

| DfE Statutory Relationships & Health Education outcomes | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year |
|---|---|---|---|---|---|---|---|
| | PSED<br>ELG – SELF-REGULATION<br>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br><br>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.<br><br>PSED<br>ELG: MANAGING SELF<br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br><br>PSED – ELG: BUILDING RELATIONSHIPS<br>Work and play co-operatively and take turns with others. | **Relationships Education – By end of primary, pupils should know:**<br><br>**Respectful relationships**<br>(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<br>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships<br>(R14) the conventions of courtesy and manners<br>(R15) the importance of self-respect and how this links to their own happiness<br>(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<br>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.<br><br>**Being safe**<br>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard. | | | | | |
| | | **Physical Health and Well-Being – By end of primary, pupils should know:**<br><br>**Mental well-being**<br>(H1) that mental well-being is a normal part of daily life, in the same way as physical health<br>(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<br>(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<br>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>(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. | | | | | |

| Puzzle overview Celebrating Difference | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| | In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. | In this Puzzle, 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. | In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people. | In this Puzzle, the children 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. | 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. | 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 as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. | 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. |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Taught knowledge**<br><br>**(Key objectives are in bold)** | • **Know what a challenge is**<br>• **Know that it is important to keep trying**<br>• **Know what a goal is**<br>• Know how to set goals and work towards them<br>• Know which words are kind<br>• Know some jobs that they might like to do when they are older<br>• Know that they must work hard now in order to be able to achieve the job they want when they are older<br>• Know when they have achieved a goal | • **Know how to set simple goals**<br>• **Know how to achieve a goal**<br>• **Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them**<br>• **Know when a goal has been achieved**<br>• Know how to work well with a partner<br>• Know that tackling a challenge can stretch their learning | • **Know how to choose a realistic goal and think about how to achieve it**<br>• **Know that it is important to persevere**<br>• **Know how to recognise what working together well looks like**<br>• Know what good group-working looks like<br>• Know how to share success with other people | • **Know that they are responsible for their own learning**<br>• **Know what an obstacle is and how they can hinder achievement**<br>• **Know how to take steps to overcome obstacles**<br>• **Know what dreams and ambitions are important to them**<br>• Know about specific people who have overcome difficult challenges to achieve success<br>• Know how they can best overcome learning challenges<br>• Know what their own strengths are as a learner<br>• Know how to evaluate their own learning progress and identify how it can be better next time | • **Know how to make a new plan and set new goals even if they have been disappointed**<br>• **Know how to work as part of a successful group**<br>• **Know how to share in the success of a group**<br>• Know what their own hopes and dreams are<br>• **Know that hopes and dreams don't always come true**<br>• Know that reflecting on positive and happy experiences can help them to counteract disappointment<br>• Know how to work out the steps they need to take to achieve a goal | • **Know about a range of jobs that are carried out by people I know**<br>• **Know the types of job they might like to do when they are older**<br>• **Know that young people from different cultures may have different dreams and goals**<br>• Know that they will need money to help them to achieve some of their dreams<br>• Know that different jobs pay more money than others<br>• Know that communicating with someone from a different culture means that they can learn from them and vice versa<br>• Know ways that they can support young people in their own culture and abroad | • **Know their own learning strengths**<br>• **Know what their classmates like and admire about them**<br>• **Know a variety of problems that the world is facing**<br>• **Know some ways in which they could work with others to make the world a better place**<br>• Know what the learning steps are they need to take to achieve their goal<br>• Know how to set realistic and challenging goals |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Social and Emotional skills**<br><br>**(Key objectives are in bold)** | • **Understand that challenges can be difficult**<br>• **Resilience**<br>• **Recognise some of the feelings linked to perseverance**<br>• **Recognise how kind words can encourage people**<br>• Talk about a time that they kept on trying and achieved a goal<br>• Be ambitious<br>• Feel proud<br>• Celebrate success | • **Recognise things that they do well**<br>• **Explain how they learn best**<br>• **Recognise their own feelings when faced with a challenge/obstacle**<br>• **Recognise how they feel when they overcome a challenge/obstacle**<br>• Celebrate an achievement with a friend<br>• Can store feelings of success so that they can be used in the future | • **Recognise how working with others can be helpful**<br>• **Be able to work effectively with a partner**<br>• **Be able to choose a partner with whom they work well**<br>• **Be able to work as part of a group**<br>• Be able to describe their own achievements and the feelings linked to this<br>• Recognise their own strengths as a learner<br>• Recognise how it feels to be part of a group that succeeds and store this feeling | • **Can break down a goal into small steps**<br>• **Can manage feelings of frustration linked to facing obstacles**<br>• **Imagine how it will feel when they achieve their dream/ambition**<br>• Recognise other people's achievements in overcoming difficulties<br>• Recognise how other people can help them to achieve their goals<br>• Can share their success with others<br>• Can store feelings of success (in their internal treasure chest) to be used at another time | • **Have a positive attitude**<br>• **Can identify the feeling of disappointment**<br>• **Be able to cope with disappointment**<br>• **Can identify what resilience is**<br>• Can identify a time when they have felt disappointed<br>• Can talk about their hopes and dreams and the feelings associated with these<br>• Help others to cope with disappointment<br>• Enjoy being part of a group challenge<br>• Can share their success with others<br>• Can store feelings of success (in their internal treasure chest) to be used at another time | • **Verbalise what they would like their life to be like when they are grown up**<br>• **Appreciate the contributions made by people in different jobs**<br>• **Reflect on the differences between their own learning goals and those of someone from a different culture**<br>• **Appreciate the differences between themselves and someone from a different culture**<br>• Understand why they are motivated to make a positive contribution to supporting others<br>• Appreciate the opportunities learning and education can give them | • **Understand why it is important to stretch the boundaries of their current learning**<br>• **Be able to give praise and compliments to other people when they recognise that person's achievements**<br>• **Empathise with people who are suffering or living in difficult situations**<br>• Set success criteria so that they know when they have achieved their goal<br>• Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances |
| **Vocabulary** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage | Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate | Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition |



© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| **DfE Statutory Relationships & Health Education outcomes** | PSED –<br>ELG: SELF-REGULATION<br>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.<br><br>PSED<br>ELG: MANAGING SELF<br>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | **Relationships Education – By end of primary, pupils should know:**<br><br>**Caring friendships**<br>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends<br>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>(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<br>(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.<br><br>**Respectful relationships**<br>(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<br>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships<br>(R14) the conventions of courtesy and manners<br>(R15) the importance of self-respect and how this links to their own happiness<br>(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<br>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.<br><br>**Online relationships**<br>(R20) that people sometimes behave differently online, including by pretending to be someone they are not<br>(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<br>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>(R24) how information and data is shared and used online.<br><br>**Being safe**<br>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>(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<br>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult<br>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard<br>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so<br>(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:**<br><br>**Mental well-being**<br>(H1) that mental well-being is a normal part of daily life, in the same way as physical health<br>(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<br>(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<br>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness<br>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br>(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<br>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being<br>(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)<br>(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.<br><br>**Internet safety and harms**<br>(H11) that for most people the internet is an integral part of life and has many benefits<br>(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<br>(H17) where and how to report concerns and get support with issues online. | | | | |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | |
|---|---|---|
| | | **Physical health and fitness**<br>(H18) the characteristics and mental and physical benefits of an active lifestyle<br>(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<br>(H20) the risks associated with an inactive lifestyle (including obesity)<br>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.<br><br>**Healthy eating**<br>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)<br>(H23) the principles of planning and preparing a range of healthy meals<br>(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).<br><br>**Drugs, alcohol**<br>(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.<br><br>**Health and prevention**<br>(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body<br>(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<br>(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing<br>(H31) the facts and science relating to allergies, immunisation and vaccination.<br><br>**Basic first aid**<br>(H32) how to make a clear and efficient call to emergency services if necessary<br>(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries. |

| **Puzzle overview Healthy Me** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|---|---|---|---|---|---|---|---|
| | 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. | 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. | 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. | 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. | 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. | 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. | 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 therin. 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. |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Taught knowledge**<br><br>**(Key objectives are in bold)** | • **Know what the word 'healthy' means**<br>• **Know some things that they need to do to keep healthy**<br>• **Know the names for some parts of their body**<br>• **Know when and how to wash their hands properly**<br>• **Know how to say no to strangers**<br>• Know that they need to exercise to keep healthy<br>• Know how to help themselves go to sleep and that sleep is good for them<br>• Know what to do if they get lost | • **Know the difference between being healthy and unhealthy**<br>• Know some ways to keep healthy<br>• **Know how to make healthy lifestyle choices**<br>• **Know that all household products, including medicines, can be harmful if not used properly**<br>• Know that medicines can help them if they feel poorly<br>• **Know how to keep safe when crossing the road**<br>• Know how to keep themselves clean and healthy<br>• Know that germs cause disease/illness<br>• Know about people who can keep them safe | • **Know what their body needs to stay healthy**<br>• **Know what relaxed means**<br>• **Know why healthy snacks are good for their bodies**<br>• **Know which foods given their bodies energy**<br>• Know that it is important to use medicines safely<br>• Know what makes them feel relaxed/stressed<br>• Know how medicines work in their bodies<br>• Know how to make some healthy snacks | • **Know how exercise affects their bodies**<br>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health<br>• **Know that there are different types of drugs**<br>• **Know that there are things, places and people that can be dangerous**<br>• **Know when something feels safe or unsafe**<br>• Know why their hearts and lungs are such important organs<br>• Know a range of strategies to keep themselves safe<br>• Know that their bodies are complex and need taking care of | • **Know that there are leaders and followers in groups**<br>• **Know the facts about smoking and its effects on health**<br>• **Know the facts about alcohol and its effects on health, particularly the liver**<br>• **Know ways to resist when people are putting pressure on them**<br>• **Know what they think is right and wrong**<br>• Know how different friendship groups are formed and how they fit into them<br>• Know which friends they value most<br>• Know that they can take on different roles according to the situation<br>• Know some of the reasons some people start to smoke<br>• Know some of the reasons some people drink alcohol | • **Know basic emergency procedures, including the recovery position**<br>• Know the health risks of smoking<br>• Know how smoking tobacco affects the lungs, liver and heart<br>• **Know how to get help in emergency situations**<br>• **Know that the media, social media and celebrity culture promotes certain body types**<br>• **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**<br>• Know some of the risks linked to misusing alcohol, including antisocial behaviour<br>• Know what makes a healthy lifestyle | • **Know how to take responsibility for their own health**<br>• **Know what it means to be emotionally well**<br>• **Know how to make choices that benefit their own health and well-being**<br>• Know about different types of drugs and their uses<br>• Know how these different types of drugs can affect people's bodies, especially their liver and heart<br>• Know that stress can be triggered by a range of things<br>• Know that being stressed can cause drug and alcohol misuse<br>• **Know that some people can be exploited and made to do things that are against the law**<br>• **Know why some people join gangs and the risk that this can involve** |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Social and Emotional skills**<br><br>**(Key objectives are in bold)** | • **Can explain what they need to do to stay healthy**<br>• **Recognise how exercise makes them feel**<br>• **Can give examples of healthy food**<br>• **Can explain what to do if a stranger approaches them**<br>• Can explain how they might feel if they don't get enough sleep<br>• Recognise how different foods can make them feel | • **Keep themselves safe**<br>• **Recognise how being healthy helps them to feel happy**<br>• **Recognise ways to look after themselves if they feel poorly**<br>• **Recognise when they feel frightened and know how to ask for help**<br>• Feel good about themselves when they make healthy choices<br>• Realise that they are special | • **Feel positive about caring for their bodies and keeping it healthy**<br>• **Have a healthy relationship with food**<br>• **Desire to make healthy lifestyle choices**<br>• Identify when a feeling is weak and when a feeling is strong<br>• Express how it feels to share healthy food with their friends | • **Respect their own bodies and appreciate what they do**<br>• **Can take responsibility for keeping themselves and others safe**<br>• **Identify how they feel about drugs**<br>• **Can express how being anxious or scared feels**<br>• Able to set themselves a fitness challenge<br>• Recognise what it feels like to make a healthy choice | • **Can identify the feelings that they have about their friends and different friendship groups**<br>• **Recognise negative feelings in peer pressure situations**<br>• **Can identify the feelings of anxiety and fear associated with peer pressure**<br>• **Can tap into their inner strength and know-how to be assertive**<br>• Recognise how different people and groups they interact with impact on them<br>• Identify which people they most want to be friends with | • **Respect and value their own bodies**<br>• **Can reflect on their own body image and know how important it is that this is positive**<br>• **Recognise strategies for resisting pressure**<br>• **Can identify ways to keep themselves calm in an emergency**<br>• Can make informed decisions about whether or not they choose to smoke when they are older<br>• Can make informed decisions about whether they choose to drink alcohol when they are older<br>• Accept and respect themselves for who they are<br>• Be motivated to keep themselves healthy and happy | • **Are motivated to care for their own physical and emotional health**<br>• **Suggest strategies someone could use to avoid being pressured**<br>• **Can use different strategies to manage stress and pressure**<br>• Are motivated to find ways to be happy and cope with life's situations without using drugs<br>• Identify ways that someone who is being exploited could help themselves<br>• Recognise that people have different attitudes towards mental health/illness |
| **Vocabulary** | **EYFS**<br>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare | **Year 1**<br>Consolidate EYFS<br>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait | **Year 2**<br>Consolidate EYFS & Yr 1<br>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious | **Year 3**<br>Consolidate KS1<br>Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | **Year 4**<br>Consolidate KS1 & Yr 3<br>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong | **Year 5**<br>Consolidate KS1, Yrs 3 & 4<br>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation | **Year 6**<br>Consolidate KS1 & KS2<br>Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure |



© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| DfE Statutory Relationships & Health Education outcomes | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| | PSED – ELG<br>SELF-REGULATION<br>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br><br>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.<br><br>PSED – ELG: BUILDING RELATIONSHIPS<br>Form positive attachments to adults and friendships with peers. | **Relationships Education – By end of primary, pupils should know:**<br><br>**Families and the people who care for me**<br>(R1) that families are important for children growing up because they can give love, security and stability<br>(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<br>(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<br>(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<br>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>(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.<br><br>**Caring friendships**<br>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends<br>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>(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<br>(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.<br><br>**Respectful relationships**<br>(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<br>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships<br>(R14) the conventions of courtesy and manners<br>(R15) the importance of self-respect and how this links to their own happiness<br>(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<br>(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<br>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive<br>(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.<br><br>**Online relationships**<br>(R20) that people sometimes behave differently online, including by pretending to be someone they are not<br>(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<br>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>(R24) how information and data is shared and used online.<br><br>**Being safe**<br>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>(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<br>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult<br>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard<br>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so<br>(R32) where to get advice e.g. family, school and/or other sources. | | | | | |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | |
|---|---|---|
| | | **Physical Health and Well-Being – By end of primary, pupils should know:**<br><br>**Mental well-being**<br>(H1) that mental well-being is a normal part of daily life, in the same way as physical health<br>(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<br>(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<br>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness<br>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br>(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<br>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being<br>(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)<br>(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.<br><br>**Internet safety and harms**<br>(H11) that for most people the internet is an integral part of life and has many benefits<br>(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<br>(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<br>(H14) why social media, some computer games and online gaming, for example, are age restricted<br>(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<br>(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted<br>(H17) where and how to report concerns and get support with issues online.<br><br>**Physical health and fitness**<br>(H18) the characteristics and mental and physical benefits of an active lifestyle<br>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health. |

| Puzzle Overview Relationships | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| | Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry. | Children'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. | Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also | 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.<br><br>Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are | Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be | Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology | 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. |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | learn about people who can help them if they are worried or scared. | 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. | amicable. | 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. | |
| **Taught knowledge**<br><br>**(Key objectives are in bold)** | • **Know what a family is**<br>• Know that different people in a family have different responsibilities (jobs)<br>• **Know some of the characteristics of healthy and safe friendships**<br>• **Know that friends sometimes fall out**<br>• **Know some ways to mend a friendship**<br>• **Know that unkind words can never be taken back and they can hurt**<br>• Know how to use Jigsaw's Calm Me to help when feeling angry<br>• Know some reasons why others get angry | • **Know that everyone's family is different**<br>• **Know that families are founded on belonging, love and care**<br>• **Know that physical contact can be used as a greeting**<br>• **Know how to make a friend**<br>• **Know who to ask for help in the school community**<br>• Know that there are lots of different types of families<br>• Know the characteristics of healthy and safe friends<br>• Know about the different people in the school community and how they help | • **Know that there are lots of forms of physical contact within a family**<br>• **Know how to stay stop if someone is hurting them**<br>• **Know there are good secrets and worry secrets and why it is important to share worry secrets**<br>• **Know what trust is**<br>• Know that everyone's family is different<br>• Know that families function well when there is trust, respect, care, love and co-operation<br>• Know some reasons why friends have conflicts<br>• Know that friendships have ups and downs and sometimes change with time<br>• Know how to use the Mending Friendships or Solve it together problem-solving methods | • **Know that different family members carry out different roles or have different responsibilities within the family**<br>• **Know some of the skills of friendship, e.g. taking turns, being a good listener**<br>• **Know some strategies for keeping themselves safe online**<br>• **Know that they and all children have rights (UNCRC)**<br>• Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc<br>• Know how some of the actions and work of people around the world help and influence my life<br>• Know the lives of children around the world can be different from their own | • **Know some reasons why people feel jealousy**<br>• **Know that loss is a normal part of relationships**<br>• **Know that negative feelings are a normal part of loss**<br>• **Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe**<br>• Know that jealousy can be damaging to relationships<br>• Know that memories can support us when we lose a special person or animal | • **Know that there are rights and responsibilities in an online community or social network**<br>• **Know that there are rights and responsibilities when playing a game online**<br>• **Know that too much screen time isn't healthy**<br>• **Know how to stay safe when using technology to communicate with friends**<br>• Know that a personality is made up of many different characteristics, qualities and attributes<br>• Know that belonging to an online community can have positive and negative consequences | • **Know that it is important to take care of their own mental health**<br>• **Know ways that they can take care of their own mental health**<br>• **Know the stages of grief and that there are different types of loss that cause people to grieve**<br>• Know that sometimes people can try to gain power or control them<br>• Know some of the dangers of being 'online'<br>• Know how to use technology safely and positively to communicate with their friends and family |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Social and Emotional skills**<br><br>**(Key objectives are in bold)** | • **Can identify what jobs they do in their family and those carried out by parents/carers and siblings**<br>• **Can suggest ways to make a friend or help someone who is lonely**<br>• Can use different ways to mend a friendship<br>• **Can recognise what being angry feels like**<br>• Can use Calm Me when angry or upset | • **Can express how it feels to be part of a family and to care for family members**<br>• **Can say what being a good friend means**<br>• **Can identify forms of physical contact they prefer**<br>• **Can say no when they receive a touch they don't like**<br>• Can show skills of friendship<br>• Can praise themselves and others<br>• Can recognise some of their personal qualities<br>• Can say why they appreciate a special relationship | • Can identify the different roles and responsibilities in their family<br>• Can recognise the value that families can bring<br>• **Can recognise and talk about the types of physical contact that is acceptable or unacceptable**<br>• **Can identify the negative feelings associated with keeping a worry secret**<br>• **Can identify who they trust in their own relationships**<br>• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict<br>• Can identify the feelings associated with trust<br>• Can give and receive compliments<br>• Can say who they would go to for help if they were worried or scared | • Can identify the responsibilities they have within their family<br>• **Know how to access help if they are concerned about anything on social media or the internet**<br>• Can empathise with people from other countries who may not have a fair job or are less fortunate<br>• Understand that they are connected to the global community in many different ways<br>• Can use Solve it together in a conflict scenario and find a win-win outcome<br>• Can identify similarities in children's rights around the world<br>• **Can identify their own wants and needs and how these may be similar or different from other children in school and the global community** | • Can identify feelings and emotions that accompany jealousy<br>• Can suggest positive strategies for managing jealousy<br>• Can identify people who are special to them and express why<br>• **Can identify the feelings and emotions that accompany loss**<br>• **Can suggest strategies for managing loss**<br>• Can tell you about someone they no longer see<br>• **Can suggest ways to manage relationship changes including how to negotiate** | • Can suggest strategies for building self-esteem of themselves and others<br>• **Can identify when an online community/social media group feels risky, uncomfortable, or unsafe**<br>• Can suggest strategies for staying safe online/ social media<br>• **Can say how to report unsafe online/social network activity**<br>• **Can identify when an online game is safe or unsafe**<br>• Can suggest ways to monitor and reduce screen time<br>• **Can suggest strategies for managing unhelpful pressures online or in social networks** | • **Recognise that people can get problems with their mental health and that it is nothing to be ashamed of**<br>• Can help themselves and others when worried about a mental health problem<br>• Recognise when they are feeling grief and have strategies to manage them<br>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control<br>• **Can resist pressure to do something online that might hurt themselves or others**<br>• **Can take responsibility for their own safety and well-being** |
| **Vocabulary** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| | Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing | Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, 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, | 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), | 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 health, Off-line, Social, Peer pressure, | 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, Self-control, Real/fake, |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Compliments, Celebrate, | Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude | | Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules | True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety |

| Changing Me Puzzle – Summer 2 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **DfE Statutory Relationships & Health Education outcomes** | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| | PSED –<br>ELG: SELF-REGULATION<br>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.<br><br>PSED – ELG: BUILDING RELATIONSHIPS<br>Show sensitivity to their own and to others' needs. | Relationships Education - **By end of primary, pupils should know:**<br><br>**Families and the people who care for me**<br>(R1) that families are important for children growing up because they can give love, security and stability<br>(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<br>(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<br>(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<br>(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.<br><br>**Caring friendships**<br>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends<br>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | | | | |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | |
|---|---|---|
| | | **Respectful relationships**<br>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships<br>(R15) the importance of self-respect and how this links to their own happiness<br>(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<br>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive<br>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.<br><br>**Being safe**<br>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>(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<br>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult<br>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard<br>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so<br>(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:**<br><br>**Mental well-being**<br>(H1) that mental well-being is a normal part of daily life, in the same way as physical health<br>(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<br>(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<br>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate<br>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness<br>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests<br>(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<br>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being<br>(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)<br>(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.<br><br>**Changing adolescent body**<br>(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes<br>(H35) about menstrual well-being including the key facts about the menstrual cycle. |

| Puzzle Overview Changing Me | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|---|---|---|---|---|---|
| | 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 | 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 | 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 | Originally designed to be taught in Year 2, at SVSJ, we repeat this content in Year 3.<br><br>This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a | Originally designed to be taught in Year 3, at SVSJ, we teach this in Year 4.<br><br>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 | Originally designed to be taught in Year 4, at SVSJ, we teach this in Year 5.<br><br>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 | Originally designed to be taught in Year 5, at SVSJ, we teach this in Year 6.<br><br>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 |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | in managing change. | right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them. | these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed. | process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them. | 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. | previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc. | importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally. |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Taught knowledge**<br><br>**(Key objectives are in bold)** | • **Know the names and functions of some parts of the body (see vocabulary list)**<br>• **Know that we grow from baby to adult**<br>• **Know who to talk to if they are feeling worried**<br>• Know that sharing how they feel can help solve a worry<br>• Know that remembering happy times can help us move on | • **Know the names of male and female private body parts**<br>• **Know that there are correct names for private body parts and nicknames, and when to use them**<br>• **Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these**<br>• **Know who to ask for help if they are worried or frightened**<br>• Know that animals including humans have a life cycle<br>• Know that changes happen when we grow up<br>• Know that people grow up at different rates and that is normal<br>• Know that learning brings about change | • **Know the physical differences between male and female bodies**<br>• **Know that private body parts are special and that no one has the right to hurt these**<br>• Know who to ask for help if they are worried or frightened<br>• **Know there are different types of touch and that some are acceptable and some are unacceptable**<br>• Know the correct names for private body parts<br>• Know that life cycles exist in nature<br>• Know that aging is a natural process including old age<br>• Know that some changes are out of an individual's control<br>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age | • **Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults**<br>• **Know some of the outside body changes that happen during puberty**<br>• **Know some of the changes on the inside that happen during puberty**<br>• Know that in animals and humans lots of changes happen between conception and growing up<br>• Know that in nature it is usually the female that carries the baby<br>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops<br>• Know that babies need love and care from their parents/carers<br>• Know some of the changes that happen between being a baby and a child | • **Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm**<br>• **Know that babies are made by a sperm joining with an ovum**<br>• **Know the names of the different internal and external body parts that are needed to make a baby**<br>• **Know how the female and male body change at puberty**<br>• **Know that change can bring about a range of different emotions**<br>• Know that personal hygiene is important during puberty and as an adult<br>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted | • **Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally**<br>• **Know that sexual intercourse can lead to conception**<br>• **Know that some people need help to conceive and might use IVF**<br>• **Know that becoming a teenager involves various changes and also brings growing responsibility**<br>• Know what perception means and that perceptions can be right or wrong | • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally<br>• **Know how a baby develops from conception through the nine months of pregnancy and how it is born**<br>• **Know how being physically attracted to someone changes the nature of the relationship**<br>• **Know the importance of self-esteem and what they can do to develop it**<br>• 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 |
| **Social and Emotional skills**<br><br>**(Key objectives are in bold)** | • **Recognise that changing class can elicit happy and/or sad emotions**<br>• **Can say how they feel about changing class/ growing up**<br>• **Can identify how they have changed from a baby** | • **Understand and accept that change is a natural part of getting older**<br>• **Can suggest ways to manage change, e.g. moving to a new class**<br>• **Can identify some things that have changed and some things that have** | • **Can say who they would go to for help if worried or scared**<br>• **Can say what types of touch they find comfortable/uncomfortable**<br>• **Be able to confidently ask someone to stop if they are being hurt or frightened**<br>• Can appreciate that | • **Can express how they feel about puberty**<br>• **Can say who they can talk to about puberty if they have any worries**<br>• **Can suggest ways to help them manage feelings during changes they are more anxious about** | • **Can appreciate their own uniqueness and that of others**<br>• **Can express any concerns they have about puberty**<br>• **Have strategies for managing the emotions relating to change**<br>• Can express how they | • **Can celebrate what they like about their own and others' self-image and body image**<br>• **Can suggest ways to boost self-esteem of self and others**<br>• **Recognise that puberty is a natural process that happens to everybody and that it will be OK for them** | • **Recognise ways they can develop their own self-esteem**<br>• **Can express how they feel about the changes that will happen to them during puberty**<br>• **Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that** |

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | • Can say what might change for them they get older<br>• Can identify positive memories from the past year in school/home | **stayed the same since being a baby (including the body)**<br>• Can express why they enjoy learning | changes will happen and that some can be controlled and others not<br>• Be able to express how they feel about changes<br>• Show appreciation for people who are older<br>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler<br>• Can say what greater responsibilities and freedoms they may have in the future<br>• Can say what they are looking forward to in the next year | • **Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry**<br>• Can express how they feel about babies<br>• Can describe the emotions that a new baby can bring to a family<br>• Can identify changes they are looking forward to in the next year | feel about having children when they are grown up<br>• Can say who they can talk to about puberty if they are worried<br>• Can apply the circle of change model to themselves to have strategies for managing change | • **Can ask questions about puberty to seek clarification**<br>• Can express how they feel about having a romantic relationship when they are an adult<br>• Can express how they feel about having children when they are an adult<br>• Can express how they feel about becoming a teenager<br>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult | **they shouldn't feel pressured into doing something that they don't want to**<br>• Recognise how they feel when they reflect on the development and birth of a baby<br>• Can celebrate what they like about their own and others' self-image and body image<br>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school |
| **Vocabulary** | **EYFS** | **Year 1**<br>Consolidate EYFS | **Year 2**<br>Consolidate EYFS & Yr 1 | **Year 3**<br>Consolidate KS1 | **Year 4**<br>Consolidate KS1 & Yr 3 | **Year 5**<br>Consolidate KS1, Yrs 3 & 4 | **Year 6**<br>Consolidate KS1 & KS2 |
| | Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories | Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping | Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy | Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge | Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance | Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, 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 |

**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

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022

British Values agenda.

© Copyright Jigsaw PSHE Ltd – Updated 29 September 2022