



PSHE: Jigsaw

PSHE Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery  Jigsaw Jenie	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
EYFS Reception  Jigsaw Jenie	Being Me In My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1  Jigsaw Jack	Being Me In My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transitions
Year 2  Jigsaw Jo	Being Me In My World Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3  Jigsaw Jino	Being Me In My World Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Celebrating Difference Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Relationships Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4  Jigsaw Jaz	Being Me In My World Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5  Jigsaw Jez	Being Me In My World Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Celebrating Difference Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dreams and Goals Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Healthy Me Smoking, including vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Relationships Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Changing Me Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year 6  Jigsaw Gem	Being Me In My World Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Celebrating Difference Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Dreams and Goals Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Healthy Me Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Relationships Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Changing Me Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

EYFS: Nursery

	Autumn 1 Being Me In My World 	Autumn 2 Celebrating Difference 	Spring 2 Dreams and Goals 
PSHE and Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I understand how it feels to belong and that we are similar and different * I understand how feeling happy and sad can be expressed * I can work together and consider other people's feelings * I can use gentle hands and understand that it is good to be kind to people * I am starting to understand people's rights and this means we should all be allowed to learn and play * I am learning what being responsible means 	<ul style="list-style-type: none"> * I know how it feels to be proud of something that I'm good at * I can tell you one way that I am special and unique * I know that all families are different * I know there are lots of different houses and homes * I can tell you how I could make new friends * I can use my words to stand up for myself 	<ul style="list-style-type: none"> * I understand what a challenge means * I can keep trying until I can do something * I can set a goal and work towards it * I know some kind words to encourage people with * I can start to think about the jobs I might like to do when I'm older * I can feel proud when I achieve a goal
Weekly Celebration Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I make our Nursery a better place * I think about everyone's right to learn * I care about other people's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when working and playing * I know how to help if someone is being bullied * I try to solve problems * I try to use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a small group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve their dreams and goals
Additional Resources	<ul style="list-style-type: none"> * Hands are not for hitting, by Martine Agassi * Dogger, by Shirley Hughes 	<ul style="list-style-type: none"> * Naked Trevor, by Rebecca Elliot * Barry The Fish with Fingers, by Sue Henra * It's OK To Be Different, by Todd Parr * The family Book, by Todd Parr * Forget Me Not Beautiful Buttercup, by Michael Broad * The Dog and the Dolphin by James Dworkin 	<ul style="list-style-type: none"> * Love Monster, by Rachel Bright * Don't Worry, Hugless Douglas, by David Melling * The Hare and The Tortoise, Aesop's Fables (available online) * The Jungle Run, by Tony Mitton

EYFS: Nursery continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE and Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I know the names for some parts of my body and am starting to understand that I need to be active to be healthy * I can tell you some of the things that I need to do to be healthy * I know what the word healthy means and that some foods are healthier than others * I know how to help myself go to sleep and that sleep is good for me * I can wash my hands and know that it is important that I do this before I eat and after I go to the toilet * I know what to do if I get lost and how to say NO to strangers 	<ul style="list-style-type: none"> * I can tell you about my family * I understand how to make friends if I am lonely * I can tell you some of the things I like about my friends * I know what to say and do if someone is mean to me * I can use Calm Me time to manage my feelings * I can work together and enjoy being with my friends 	<ul style="list-style-type: none"> * I can name parts of my body and show respect for myself * I can tell you some things I can do and some foods I can eat to be healthy * I understand that we all start as babies and then grow into children and then adults * I know that I grow and change * I can talk about how I feel moving from Nursery to school * I can remember some fun things from Nursery this year
Weekly Celebration Focus	<ul style="list-style-type: none"> * I make healthy choices * I eat a healthy balanced diet * I am physically active * I try to keep myself and others safe * I know how to be a good friend and to enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how to make friends * I try to solve friendship problems when they occur * I help others to feel part of a group * I show respect in how I treat others * I know how to help myself and others when they feel upset and hurt * I know and show what makes a good relationship 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes I see in myself * I understand and respect the changes I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * Never Talk to Strangers, by Imra Joyce * Not Everyone Is Nice, by Anne Tedesco * Class visit by PCSO to talk about Stranger Danger * CBeebies clips: In The Night Garden and red Riding Hood (available online) 	<ul style="list-style-type: none"> * Staff photos of their own family * Mabel and Me, Best of Friends, by Mark Sperring and Sarah Warburton * George and Martha, by James Marshall * Shaving foam * Playdoh * Food to share * Teddies * Mirror * Fairytale characters (books or puppets) * Song – You've Got A Friend In Me, Randy Newman 	<ul style="list-style-type: none"> * Look Inside Your body, by Louis Stowell * I wonder Why Kangaroos Have Pouches, by Jennie Wood * The Very Hungry Caterpillar, by Eric Carle * Huge Bag of Worries, by Virginia Ironside

EYFS: Reception

	Autumn 1 Being Me In My World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 
PSHE and Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I understand how it feels to belong and that we are all similar and different * I can start to recognise and manage my feelings * I enjoy working with others to make school a good place to be * I understand why it is good to be kind and use gentle hands * I am starting to understand children's rights and that means we all have a right to learn and play * I am learning what being responsible means 	<ul style="list-style-type: none"> * I can identify something I am good at and understand that everyone is good at different things * I understand that being different makes us all special * I know that we are all different but the same in some ways * I can tell you why I think my home is special to me * I can tell you how to be a kind friend * I know which words to use to stand up for myself when someone says or does something unkind 	<ul style="list-style-type: none"> * I understand that if I persevere I can tackle challenges * I can tell you about a time that I didn't give up until I achieved my goal * I can set a goal and work towards it * I can use kind words to encourage people * I understand the link between what I learn now and the job I might want to do when I'm older * I can say how I feel when I achieve a goal and know what it means to feel proud
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I try to make our school a better place to be * I think about everyone's right to learn * I care about other people's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when working and playing * I know how to help if someone is being bullied * I try to solve problems * I try to use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve my own dreams and goals
Additional Resources	<ul style="list-style-type: none"> * A decorated box and an assortment of toys * 4 hoops * Assortment of toys * clipboards * timers * bell * police hats * Hands Are Not for Hitting, by Martine Agassi or * No Hitting Henry, by Lisa Regan * Blindfold * Keys * Dogger, by Shirley Hughes * Cubes 	<ul style="list-style-type: none"> * Large box/bag * Objects that demonstrate what the grown up likes/is good at * Naked Trevor, by Rebecca Elliot * Barry The Fish with Fingers, by Sue Henra * It's OK To Be Different, by Todd Parr * The Hueys In The New Jumper, by Oliver Jeffers * Teddies * Construction materials * Photos of different houses from around the World * The Dog and The Dolphin, by James Dworkin * Puppets or teddies 	<ul style="list-style-type: none"> * Love Monster, by Rachel Bright * Don't worry Hugless Douglas, by David Melling * The Hare and The Tortoise, Aesop's Fables (online) * The Jungle Run by Tony Mitton * Wooden bricks * 2 teddies/puppets * Variety of picture and word cards of different jobs * Box or bag for cards * A well done certificate * A special box or bag Children's goals from Piece 3

EYFS: Reception continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE and Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I understand that I need to exercise to keep my body healthy * I understand how moving and resting are good for my body * I know which foods are healthy and not so healthy and can make healthy eating choices * I know how to make myself go to sleep and understand why sleep is good for me. * I can wash my hands thoroughly and understand why this is important, especially before I eat and after I go to the toilet * I know what a stranger is and how to stay safe if a stranger approaches me 	<ul style="list-style-type: none"> * I can identify some of the jobs that I do in my family and how I feel like I belong * I know how to make friends to stop myself feeling lonely * I can think of ways to solve problems and stay friends * I am starting to understand the impact of unkind words * I can use Calm Me to manage my feelings * I know how to be a good friend 	<ul style="list-style-type: none"> * I can name parts of my body * I can tell you things I can do and foods I can eat to be healthy * I understand that we all grow from babies to adults * I can express how I feel about moving to Y1 * I can talk about my worries and/or the things I am looking forward to about Y1 * I can share my memories of the best bits of this year in Reception
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I have made a healthy choice * I have eaten a healthy balanced diet * I have been physically active * I have tried to keep myself and others safe * I know how to be a good friend and enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how to make friends * I try to solve friendship problems when they occur * I help others to feel part of a group * I show respect in how I treat others * I know how to help myself and others when we feel upset or hurt * I know and show what makes a good relationship 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes that I see in myself * I understand and respect the changes that I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * Assortment of pictures of active play * A range of healthy and unhealthy food to make a sandwich with * Selection of fruit * Shopping bag/basket * Song – Food Glorious Food * Bedtime props – pyjamas, dressing gown, slippers, teddy, milk, story etc * Chitty Chitty Bang Bang DVD or similar * Lullaby CD/music * Large clock * Cleaning/washing equipment * Fruit/Veg * Dirt * Not Everyone Is Nice by Ann Tedesco * Never Talk To Strangers by Irma Joyce * PCSO Visit to talk about Stranger Danger 	<ul style="list-style-type: none"> * Staff photo on IWB * Mabel and Me by Sarah Warburton * George and Martha: The Complete Stories of Two Best Friends by James Marshall * Sparkly box, bin and bag * Assortment of positive and negative phrases * Squirry cream and a plate * Wall paper roll * Video clips of tantrums (YouTube) * Puppets * You've Got A Friend In Me, Randy Newman * True Friends, Miley Cyrus * That's What Friends Are For (Fox and Hounds song) * Pictures of friends from film/TV (separate for matching together) 	<ul style="list-style-type: none"> * Large piece of paper big enough to fit the outline of a child on it * Body part labels * Look Inside Your Body by Louis Stowell * Pictures showing healthy/less healthy food and activities * Magazines/food leaflets * Tell Me What It's Like To Be Big, by Joyce Dunbar * I Wonder Why Kangaroos Have Pouches, by Jenny Wood * Picture cards: Babies to elderly * The Huge Bag of Worries by Virginia Ironside * The Very Hungry Carerpillar, by Eric Carle * Box/bag for worries/looking forward to ideas * A special box

Year 1

	Autumn 1 Being Me In My World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I know how to use my Jigsaw Journal * I understand the rights and responsibilities as a member of my class * I know my views are valued and I can contribute to the Learning Charter * I can recognise the choices I make and understand the consequences * I understand my rights and responsibilities within our Learning Charter 	<ul style="list-style-type: none"> * I can identify similarities between people in my class * I can identify differences between people in my class * I can tell you what bullying is * I know some people who I could talk to if I was feeling unhappy or being bullied * I know how to make new friends * I can tell you some ways I am different from my friends 	<ul style="list-style-type: none"> * I can set simple goals * I can set a goal and work out how to achieve it * I understand how to work well with a partner * I can tackle a new challenge and understand that this might stretch my learning * I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them * I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I feel special and safe in my class * I know that I belong to my class * I know how to make my class a safe place for everyone to learn * I recognise how it feels to be proud of an achievement * I recognise the range of feelings when I face certain consequences * I understand my choices in following the Learning Charter 	<ul style="list-style-type: none"> * I can tell you some ways in which I am the same as my friends * I can tell you some ways I am different from my friends * I understand how being bullied might feel * I can be kind to children who are bullied * I know how it feels to make a new friend * I understand that differences make us special and unique 	<ul style="list-style-type: none"> * I can tell you about a thing I do well * I can tell you how I learn best * I can celebrate achievement with my partner * I can identify how I feel when faced with a new challenge * I know how I feel when I see obstacles and how I feel when I overcome them * I know how to store the feelings of success in my internal Treasure Chest
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I try to make our school community a better place * I think about everyone's right to learn * I care about other People's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when playing and working * I know how to help if someone is being bullied * I try to solve problems * I use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve my own dreams and goals
Additional Resources	<ul style="list-style-type: none"> * Picture of a class learning well * Treasure Chest * Postcards made into a puzzles 	<ul style="list-style-type: none"> * Set of picture cards (Snap! Happy families etc) * Yes and No labels * Shorts templates * Hat templates * Shoes template * Soft sponge football 	<ul style="list-style-type: none"> * Treasure Chest filled with 'treasure' * Ingredients for jam sandwich * Pipe cleaners, garden sticks, paint
Vocabulary	Safe, special, calm, belonging, rights, responsibilities, Learning Charter, rewards, proud, consequences, upset, disappointed, illustration	Similarity, similar, same as, different from, difference, bullying, bullying behaviour, unfair, deliberate, on purpose, included, bully, bullied, celebration, special unique	Proud, success, achievement, goal, treasure, coins, learning, stepping stones, process, garden dreams, working together, team work, celebrate, stretchy, challenge, feelings, obstacle, overcome, achieve, success, internal treasure chest

Year 1 continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy * I know how to make healthy lifestyle choices * I know how to keep myself clean and healthy and understand how germs cause disease/illnesses * I know that all household products, including medicine, can be harmful if not used correctly * I understand that medicines can help me if I feel poorly and I know how to use them safely * I know how to keep safe when crossing the road and about people who can help me to stay safe * I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy 	<ul style="list-style-type: none"> * I can identify members of my family and understand that there are lots of different types of family * I can identify what being a good friend means to me * I know appropriate ways of physical contact when I greet my friends and I know which ways I prefer * I know who can help me in my school community * I can recognise my qualities as a person and a friend * I can tell you why I appreciate someone who is special to me 	<ul style="list-style-type: none"> * I am starting to understand the life cycles of animals and humans * I can tell you some things about me that have changed and some things that have stayed the same * I can tell you how my body has changed since I was a baby * I can identify the parts of the body that make boys different from girls and can use the correct names for these: penis, vagina, testicles, vulva, anus * I understand that every time I learn something I change a little bit * I can tell you about changes that have happened in my life
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I feel good about myself when I make healthy choices * I am special so I keep myself safe * I know some ways to help myself when I feel poorly * I can recognise when I feel frightened and know who to ask for help * I can recognise how being healthy helps me to feel happy 	<ul style="list-style-type: none"> * I know how it feels to belong to a family and care about the people who are important to me * I know how to make a new friend * I can recognise which forms of physical contact are acceptable and unacceptable to me * I know when I need help and how to ask for it * I know ways to praise myself * I can express how I feel about them 	<ul style="list-style-type: none"> * I understand that changes happen as we grow and that this is OK * I know that changes are OK and that sometimes they happen whether I want them to or not * I understand that growing up is natural and that everyone grows at different rates * I respect my body and understand which bits are private * I enjoy learning new things * I know some ways to cope with changes
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I have made a healthy choice * I have eaten a healthy balanced diet * I have been physically active * I have tried to keep myself and others safe * I know how to be a good friend and enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how to make friends * I try to solve friendship problems when they occur * I help others to feel part of a group * I show respect in how I treat others * I know how to help myself and others when we feel upset or hurt * I know and show what makes a good relationship 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes that I see in myself * I understand and respect the changes that I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * Bag of toiletry items: toothbrush, soap, shampoo etc. * Empty bathroom and kitchen cleaning products * Empty medicine packaging 	<ul style="list-style-type: none"> * Family game cards * Feely bags containing objects with a variety of objects * Bottle weighted with water/sand * Balloons 	<ul style="list-style-type: none"> * Teacher's photos: baby to adult * YouTube clip of Life Cycle of A Frog * Baby photos (children and teacher) * Bag of items for changes: baby item, school uniform, holiday item, item for next class etc.
Vocabulary	<p>Healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, hygienic, safe, medicines, trust, safety, Green Cross Code, eyes, ears, look, listen, wait, keeping clean</p>	<p>Family, belong, different, same, friends, friendship, qualities, caring sharing kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate</p>	<p>Changes, lifecycle, baby, adulthood, grown up, mature, male, female, vagina, vulva, anus, penis, testicles, learn, new, grow, change, feelings, anxious, worried, excited, coping</p>

Year 2

	Autumn 1 Being me In my World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I can identify some of my hopes and fears for this year * I know how to use my Jigsaw Journal * I understand my rights and responsibilities for being a member of my class and school * I can listen to other people and contribute my own ideas for rewards and consequences * I understand how following the Learning Charter will help me and others to learn * I can recognise the choices I make and understand the consequences 	<ul style="list-style-type: none"> * I am starting to understand that people make assumptions about boys and girls (stereotypes) * I understand that bullying is sometimes about difference * I can recognise what is right and wrong and know how to look after myself * I understand that it is OK to be different from other people and to be friends with them * I can tell you some ways I am different from my friends 	<ul style="list-style-type: none"> * I can choose a realistic goal and think about how to achieve it * I carry on trying (persevering) even when I find things difficult * I can recognise who I work well with and who it is more difficult for me to work with * I can work well in a group * I can tell you some ways I worked well with my group * I know how to share success with other people
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I recognise when I feel worried and know who to ask for help * I can help to make my class a fair and safe place * I can work co-operatively * I am choosing to follow the Learning Charter 	<ul style="list-style-type: none"> * I understand some ways that boys and girls are similar and feel good about this * I understand some ways that boys and girls are different and accept that this is OK * I can tell you how someone who is bullied feels * I can be kind to children who are bullied * I know how and when to stand up for myself and others * I know how to get help if I am being bullied * I understand we shouldn't judge people if they are different * I know how it feels to be a friend and have a friend * I understand differences make us all special and unique 	<ul style="list-style-type: none"> * I can tell you things I have achieved and tell you how that makes me feel * I can tell you some of my strengths as a learner * I can tell you how working with others helps me to learn * I can work with others in a group to solve problems * I can tell you how I feel about working in my group * I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I try to make our school community a better place * I think about everyone's right to learn * I care about other People's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when playing and working * I know how to help if someone is being bullied * I try to solve problems * I use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve my own dreams and goals
Additional Resources	<ul style="list-style-type: none"> * Huge bag of Worries by Virginia Ironside 	No additional resources	<ul style="list-style-type: none"> * Treasure chest filled with treasure * The Owl And The Pussycat, by Edward Lear * Soft ball * Art materials
Vocabulary	Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, learning charter, problem solving	Boys, girls, similarities, assumptions, shield, stereotypes, special, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, friends, special, unique, different, value	Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, team work, product, dream bird, group, problem solve, dream, proud

Year 2 continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I know what I need to keep my body healthy * I can show or tell you what relaxed means and I know some things that make me feel relaxed and some things that make me feel stressed * I understand how medicine works in my body and how important it is to use them safely * I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy 	<ul style="list-style-type: none"> * I can identify different members of my family, understand my relationship with each of them and know why it is important to share and co-operate * I understand that there are lots of different forms of physical contact within a family and some of this is acceptable and some is not * I can identify some of the things that cause conflict with my friends * I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. * I recognise and appreciate people who can help me in my family, my school and my community. * I can express my appreciation for the people in my special relationships 	<ul style="list-style-type: none"> * I can recognise cycles of life in nature * I can tell you about the natural process of growing from young to old and understand that this is not in my control * I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old * I can recognise the physical differences between girls and boys, use the correct names for parts of the body (penis, testicles, anus, vagina, vulva) and appreciate that some parts of my body are private * I understand that there are different types of touch and can tell you which ones I like and don't like * I can identify what I am looking forward to when I move to my next class
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I am motivated to make healthy lifestyle choices * I can tell you when a feeling is weak and when a feeling is strong * I feel positive about caring for my body and keeping it healthy * I have a healthy relationship with food and know which foods I enjoy the most * I can express how it feels to share healthy food with my friends * I have a healthy relationship with food and know which foods are most nutritious for my body 	<ul style="list-style-type: none"> * I accept that everyone's family is different and that most people value their family * I know which types of physical contact I like and don't like and can talk about this * I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends * I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this * I understand how it feels to trust someone * I am comfortable accepting appreciation from others 	<ul style="list-style-type: none"> * I understand that there are some changes that are outside my control and can recognise how I feel about this * I can identify people I respect who are older than me * I feel proud about becoming more independent * I can tell you what I like/don't like about being a boy/girl * I am confident to say what I like/don't like and can ask for help * I can start to think about changes I will make in Y3 and I know how to go about this
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I have made a healthy choice * I have eaten a healthy balanced diet * I have been physically active * I have tried to keep myself and others safe * I know how to be a good friend and enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how it feels to belong to a family and care about the people who are important to me * I know how to make a new friend * I can recognise which forms of physical contact are acceptable and unacceptable to me * I know when I need help and how to ask for it * I know ways to praise myself * I can express how I feel about them 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes that I see in myself * I understand and respect the changes that I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * Empty medicine packets/containers * Range of healthy food choices * Basic cookery equipment * Recipe cards 	<ul style="list-style-type: none"> * Mixing bowl and wooden spoon * Wrapped gift box * Balloon 	<ul style="list-style-type: none"> * Items to represent the different stages of growing up * Girls/boys clothing including swim wear and underwear * 2 feely bags containing soft/rough items
Vocabulary	<p>Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, healthy, unhealthy, balanced diet, portion, proportion, energy, fuel, nutritious</p>	<p>Family, different similarities, special, relationship, important, co-operate, Touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, likes/dislikes, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, surprised, happy, sad, frightened, trustworthy, honesty, reliability, compliments, celebrate, positive, negative, appreciate,</p>	<p>Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, respect, appearance, physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, public, private, vagina, vulva, penis, testicles, anus, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy</p>

Year 3

	Autumn 1 Being Me In my World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I recognise my worth and can identify positive things about myself and my achievements * I can set personal goals * I know how to use my Jigsaw Journal * I can face new challenges positively, make responsible choices and ask for help when I need it * I understand why rules are needed and how they relate to rights and responsibilities * I understand that my actions affect myself and others and I care about other people's feelings * I can make responsible choices and take action * I understand my actions affect others and try to see things from their points of view 	<ul style="list-style-type: none"> * I understand that everyone's family is different and important to them * I understand that differences and conflicts sometimes happen between family members * I know what it means to be a witness to bullying * I know that witnesses can make the situation better or worse by what they do * I recognise that some words are used in hurtful ways * I can tell you about a time when my words affected someone's feelings and what the consequences were 	<ul style="list-style-type: none"> * I can tell you about a person who has faced difficult challenges and has achieved success * I can identify a dream/ambition that is important to me * I enjoy facing new learning challenges and working out the best ways for me to achieve them * I am motivated and enthusiastic about achieving our new challenge * I can recognise obstacles that might hinder my achievement and can take steps to overcome them * I can evaluate my own learning process and identify how it can be better next time
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I value myself and know how to make someone else feel welcome and valued * I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions * I know how to make others feel valued * I understand that my behaviour brings rewards/consequences * I can work co-operatively in a group * I am choosing to follow the Learning Charter 	<ul style="list-style-type: none"> * I appreciate my family/the people who care for me * I know how to calm myself down and can use the Solve It technique * I know some ways of helping someone who is bullied feel better * I can problem solve a bullying situation with others * I try hard not to use hurtful words * I can give and receive compliments and know how this feels 	<ul style="list-style-type: none"> * I respect and admire people who overcome obstacles and achieve their dreams and goals * I can imagine how I will feel when I achieve my dream/ambition * I can break down a goal into a number of steps and know how others could help me to achieve it * I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge * I can manage the feelings of frustration that occur when obstacles occur * I am confident in sharing my success with others and can store my feelings in my internal treasure chest
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I try to make our school community a better place * I think about everyone's right to learn * I care about other People's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when playing and working * I know how to help if someone is being bullied * I try to solve problems * I use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve my own dreams and goals
Additional Resources	<ul style="list-style-type: none"> * Treasure box * Feelings bag * Book – We Are All Born Free 	<ul style="list-style-type: none"> * Pictures of teacher's family * Letter cards to spell FAMILY * The Family Book, by Todd Parr * And Tango Makes Three, by Justin Richardson and Peter Parnell 	<ul style="list-style-type: none"> * Bananas, string, knives, chopping board, cocktail sticks * Me...Jane, by Patrick McDonnell
Vocabulary	<p>Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, Learning Charter, dream, behaviour, rewards, consequences, actions, fairness, choices, co-operate, challenge, group dynamics, team work</p>	<p>Family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, special, unique, similarity</p>	<p>Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, dream, goal, team work, enterprise, design, co-operation, product, strengths, motivated, enthusiastic, excited, efficient, responsible, obstacles, frustration, Solve It Together technique, solution, team work, review, learning, self-review, celebrate, evaluate</p>

Year 3 continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I understand how exercise affects my body and know why my heart and lungs are such important organs * I know that the amount of calories, fat and sugar that I put in my body will affect my health * I can tell you my knowledge and attitude towards drugs * I can identify people, places and things that I need to keep safe from and can tell me some strategies for keeping myself safe including who to go to for help * I can identify when something feels safe or unsafe * I understand how complex my body is and how important it is to take care of it 	<ul style="list-style-type: none"> * I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females * I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener * I know and can use some strategies for keeping myself safe online * I can explain how some of the actions and work of people around the World help and influence my life * I understand how my needs and rights are shared by people around the World and can identify how our lives may be different * I know how to express my appreciation to my friends and family 	<ul style="list-style-type: none"> * I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby * I understand how babies grow and develop in the mother's uterus * I understand what a baby needs to live and grow * I understand that girls' and boys' bodies need to change so that when they grow up their bodies can make babies * I can identify how boys' and girls' bodies change on the outside during this growing up process * I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up * I can start to recognise stereotypical ideas I might have about parenting and family roles * I identify what I am looking forward to in my next class
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I can set myself a fitness challenge * I know what it feels like to make a healthy choice * I can identify what I feel about drugs * I can express how feeling anxious or scared feels * I can take responsibility for keeping myself and others safe * I respect my body and appreciate what it does for me 	<ul style="list-style-type: none"> * I can describe how taking some responsibility in my family makes me feel * I know how to negotiate in conflict situations to try to find a win-win solution * I know who to ask for help if I am worried or concerned about anything online * I can show an awareness of how the actions and work of people around the World can affect my choices * I can empathise with children whose lives are different to mine and I appreciate what I might learn from them * I enjoy being part of a family and friendship groups 	<ul style="list-style-type: none"> * I can express how I feel when I see babies or baby animals * I can express how I might feel if I had a new baby in my family * I recognise how I feel about my body changing and know how to cope with these feelings * I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes * I start to think about changes I will make next year and know how to go about this
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I have made a healthy choice * I have eaten a healthy balanced diet * I have been physically active * I have tried to keep myself and others safe * I know how to be a good friend and enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how it feels to belong to a family and care about the people who are important to me * I know how to make a new friend * I can recognise which forms of physical contact are acceptable and unacceptable to me * I know when I need help and how to ask for it * I know ways to praise myself * I can express how I feel about them 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes that I see in myself * I understand and respect the changes that I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * Range of food and drink with clear labelling (healthy/unhealthy) * Piece of foreboding music * Info graphic examples (source online) * Computers/tablets 	<ul style="list-style-type: none"> * World map or globe * Bag of items including fairtrade chocolate, rice, sugar and a T shirt made in another country * Sweetcorn * Mobile phone * Wooden batons 	<ul style="list-style-type: none"> * outline of a figure on a large piece of paper * wooden batons
Vocabulary	<p>oxygen, energy, calories/kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, body, choice, risk</p>	<p>Men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotypes, conflict, solution, problem solving, friendship, win-win, safe, unsafe, risky, internet, social media, private messaging (PM), gaming, global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, relationships, friendship, family, appreciation, thank you</p>	<p>Changes, birth, animals, babies, mother, growing up, grow, uterus, womb, nutrients, survive, love affection care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina</p>

Year 4

	Autumn 1 Being Me In my World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I know my attitudes and actions make a difference to the class team * I know how to use my Jigsaw Journal * I understand who is in my school community, the roles they play and how I fit in * I understand how democracy works through the School Council * I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them * I understand how groups come together to make decisions * I understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> * I understand that sometimes we make assumptions based on what people look like * I understand what influences me to make assumptions based on how people look * O know that bullying is sometimes hard to spot and I know what to do if I think it is going on but I'm not sure * I can tell you why witnesses sometimes join in with bullying and sometimes don't tell * I can tell you what is special about me and can value the ways in which I am unique * I can explain a time when my first impression of someone changed when I got to know them 	<ul style="list-style-type: none"> * I can tell you about some of my hopes and dreams * I understand that hopes and dreams sometimes do not come true and this can hurt * I know that reflecting on happy and positive experiences can help me to counteract disappointment * I know how to set new goals and make a new plan even if I have been disappointed * I know how to work out the steps to achieve a goal, and can do this successfully as part of a group * I can identify the contributions made by myself and others to the group's achievement
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I know how good it feels to be included in a group and understand how it feels to be excluded * I try to make people feel welcome and valued * I can take on a role in a group and contribute to the overall outcome I can recognise my contribution to the Learning Charter for the whole school * I understand how rewards and consequences motivate people's behaviour * I understand why our school community benefits from a Learning Charter and can help others to follow it 	<ul style="list-style-type: none"> * I try to accept people for who they are * I can question the thoughts I have about other people * I know how it might feel to be a witness to or a target of bullying * I can problem solve a bullying situation with others * I like and respect the unique features of my physical appearance * I can explain why it is good to accept people for who they are 	<ul style="list-style-type: none"> * I know how it feels to have hopes and dreams * I know how disappointment feels and can identify when I have felt that way * I know how to cope with disappointment and can help others cope with theirs * I know what it means to be resilient and to have a positive attitude * I can enjoy being part of a group challenge * I know how to share in the success of a group and how to store this successful experience in my internal treasure chest
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I try to make our school community a better place * I think about everyone's right to learn * I care about other People's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when playing and working * I know how to help if someone is being bullied * I try to solve problems * I use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve my own dreams and goals
Additional Resources	<ul style="list-style-type: none"> * Sponge football 	<ul style="list-style-type: none"> * Cardboard glasses with coloured lenses * glasses with clear lenses * Optical illusion image (www.eyetricks.com) * Soft ball * Information about bullying, on and offline * Photos of class members * Mirrors 	<ul style="list-style-type: none"> * Salt In His Shoes, by Dolores and Roslyn M Jordan * collage materials * Potato for each group * cocktail sticks * craft materials
Vocabulary	<p>Included, excluded, welcome, value, team, charter, role, job description, school community, responsibility, rights, democracy, reward, consequence, democratic, decisions, rights, responsibilities, voting, authority, Learning Charter, role, contribution, observer, choices, UN Convention, rights of a child</p>	<p>Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, judgement, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyberbullying, text message, website troll, special, unique, different, characteristics, features, impressions, changed, judgement, special, different, accept</p>	<p>Dream, hopes, goal, determination, perseverance, resilience, positive attitude, disappointment, fears, hurt, positive experiences, plans, cope, help, self-belief, motivation, commitment, team work, enterprise, design, co-operation, review, learning, strengths, success, celebrate, evaluate</p>

Year 4 continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I recognise how different friendship groups are formed, how I fit into them and the friends I value the most * I understand there are people who take on the roles of leaders or followers in groups and I know the role I take on in different situations * I understand the facts about smoking and its effects on health and also some of the reasons some people start to smoke * I understand the facts about alcohol and its effects on health and also some of the reasons people choose to drink alcohol * I can recognise when people are putting me under pressure and can explain ways to resist this when I want * I know myself well enough to have a clear picture of what I believe is right and wrong 	<ul style="list-style-type: none"> * I can recognise situations which can cause jealousy in relationships * I can identify someone I love and can express why they are special to me * I can tell you about someone I know that I no longer see * I can recognise how friendships change, know how to make new friends and know how to manage when I fall out with my friends * I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older * I know how to show love and appreciation to the people and animals who are special to me 	<ul style="list-style-type: none"> * I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm * I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby * I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation (periods) is a natural part of this * I know how the circle of change works and can apply it to changes I want to make in my life * I can identify changes that have been and may continue to be outside my control that I learnt to accept * I can identify what I am looking forward to when I move to a new class
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I can identify the feelings I have about my friends and my different friendship groups * I am aware how different people and friendship groups impact on me and can recognise the people I most want to be friends with * I can recognise negative feelings in peer pressure situations and know how to act assertively to resist pressure from myself and others * I can recognise feelings of anxiety and fear associated to peer pressure * I can tap into my inner strength and know how to be assertive 	<ul style="list-style-type: none"> * I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens * I know how most people feel when they lose something or someone that they love * I understand that we can remember people even if we can no longer see them * I know how to stand up for myself and how to negotiate and compromise * I understand that boyfriend/girlfriend relationships are personal and special and there is no need to feel pressurised into having a boyfriend/girlfriend * I can love and be loved 	<ul style="list-style-type: none"> * I appreciate that I am a truly unique human being * I understand that having a baby is a personal choice * and can express how I feel about having children when I am an adult * I have strategies to help me cope with the physical and emotional changes I will experience during puberty * I am confident enough to try to make changes when I think they will benefit me * I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively * I can reflect on the changes I would like to make next year and can describe how to go about this
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I have made a healthy choice * I have eaten a healthy balanced diet * I have been physically active * I have tried to keep myself and others safe * I know how to be a good friend and enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how it feels to belong to a family and care about the people who are important to me * I know how to make a new friend * I can recognise which forms of physical contact are acceptable and unacceptable to me * I know when I need help and how to ask for it * I know ways to praise myself * I can express how I feel about them 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes that I see in myself * I understand and respect the changes that I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * No additional resources required 	<ul style="list-style-type: none"> * Can You Hear The Sea? (available from the Jigsaw online shop) * Jigsaw Jaz's memory box * collage materials 	<ul style="list-style-type: none"> * photo of teacher with parents * post box * Puberty bag and items
Vocabulary	<p>Friendships, emotions, healthy, 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</p>	<p>Relationship, close, jealousy, problem solve, emotions, positive, negative, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, love, appreciation, symbol, care</p>	<p>Personal, unique, characteristics, parents, sperm, egg/ovum, penis, testicles, vagina, vulva, womb, uterus, ovaries, making love, having sex, sexual intercourse, fertile, conception, puberty, menstruation, periods, circle, seasons, change, control, change, acceptance, looking forward, excited, nervous, anxious, happy</p>

Year 5

	Autumn 1 Being Me In my World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I can face new challenges positively and know how to set personal goals * I know how to use my Jigsaw Journal * I understand my rights and responsibilities as a citizen of this country and as a member of my school * I can make choices about my own behaviour because I understand how rewards and consequences feel * I understand how an individual's behaviour can impact on a group * I understand how democracy and having a voice benefits the school community and know how to participate in this 	<ul style="list-style-type: none"> * I understand that cultural differences sometimes cause conflict * I understand what racism is * I understand how rumour-spreading and name calling can be bullying * I can describe the differences between direct and indirect types of bullying * I can compare my life with people from the developing World * I can understand a different culture from my own 	<ul style="list-style-type: none"> * I understand that I will need money to help me achieve some of my dreams * I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs * I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it * I can describe the dreams and goals of young people in a different culture to mine * I understand that communicating with people from a different culture means we can learn from each other and I can identify a range of ways that we could support each other * I can encourage my peers to support young people here and abroad to meet their aspirations and suggest ways we might do this eg. through sponsorship
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I know what I value most about my school and can identify my hopes for this school year * I can empathise with people from this country whose lives are different to my own * I understand that my actions affect me and others * I can contribute to the group and understand how we can best function as a whole * I understand why our school community benefits from a Learning Charter and I can help others to follow it 	<ul style="list-style-type: none"> * I am aware of my own culture * I am aware of my attitude towards people from different races * I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I'm part of one * I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied * I can appreciate the value of happiness regardless of material wealth * I respect my own and other people's cultures 	<ul style="list-style-type: none"> * I can identify what I want my life to be like when I am grown up * I appreciate the contributions made by people in different jobs * I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future * I can reflect how the dreams and goals of people from other cultures reflect my own * I appreciate the similarities and differences in aspirations between myself and young people from a different culture * I understand why I am motivated to make a positive contribution to supporting others
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I try to make our school community a better place * I think about everyone's right to learn * I care about other People's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when playing and working * I know how to help if someone is being bullied * I try to solve problems * I use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve my own dreams and goals
Additional Resources	<ul style="list-style-type: none"> * small tennis/sponge balls * clip of London riots 2011 * newspaper 	<ul style="list-style-type: none"> * Timer * Snakes and Ladders game * Dice and counters 	No additional resources
Vocabulary	Education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, rights, responsibilities, citizen, denied, empathise, refugee, persecution, conflict, asylum, migrant, wealth, poverty, prejudice, privilege, deprive, rewards, consequences, choices, Learning Chapter, co-operation, collaboration, participation,	Culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, rumour, name calling, racist, homophobic, cyberbullying, texting, problem solving, indirect, direct, happiness, difference, continuum, developing world, direct/indirect bullying	Dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, goal, determination, perseverance, motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, co-operation, difference

Year 5 continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I know the health risks of smoking and can tell you how tobacco affects the heart, lungs and liver * I know some of the risks of misusing alcohol including antisocial behaviour and how it affects the liver and heart * I know and can put into practice basic emergency aid procedures (including the recovery position) and know how to get help in emergency situations * I understand how the media, social, media and celebrity culture promotes certain body types * I can describe the different roles food can play in people's lives and can explain why people can develop eating problems (disorders) relating to body image pressures * I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy 	<ul style="list-style-type: none"> * I have an accurate picture of who I am as a person in terms of my characteristics and personality * I understand that belonging to an online community can have positive and negative consequences * I understand that there are rights and responsibilities in an online community or social network * I know there are rights and responsibilities when playing a game online * I can recognise when I am spending too much time on my devices (screen time) * I can explain how to stay safe online when using technology to communicate with my friends 	<ul style="list-style-type: none"> * I am aware of my own self-image and how my body image fits into that * I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally * I can describe how boy's and girl's body changes during puberty * I understand that sexual intercourse can lead to conception and that is how babies are usually made * I also understand that some people need IVF to help them have a baby * I can tell you what I am looking forward to about becoming a teenager and understand that this brings growing responsibilities (age of consent) * I can identify what I am looking forward to when I move to my new class
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I can make an informed decision about whether or not I choose to smoke and how to resist the pressure * I can make an informed decision about whether or not I choose to drink alcohol and how to resist the pressure * I know how to keep myself calm in emergencies * I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am * I respect and value my body * I am motivated to keep myself healthy and happy 	<ul style="list-style-type: none"> * I know how to keep building my own self esteem * I can recognise when an online community feels safe or uncomfortable * I can recognise when an online community is helpful or unhelpful to me * I can recognise when an online game is becoming unhelpful or unsafe * I can identify things I can do to reduce screen time so my health isn't affected * I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others 	<ul style="list-style-type: none"> * I know how to develop my own self esteem * I understand that puberty is a natural process that happens to everybody and it will be OK for me * I can express how I feel about the changes that will happen to me during puberty * I can appreciate how amazing it is that human bodies can reproduce * I am confident that I can cope with the changes that growing up will bring * I can start to think about changes I will make next year and know how to go about this
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I have made a healthy choice * I have eaten a healthy balanced diet * I have been physically active * I have tried to keep myself and others safe * I know how to be a good friend and enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how it feels to belong to a family and care about the people who are important to me * I know how to make a new friend * I can recognise which forms of physical contact are acceptable and unacceptable to me * I know when I need help and how to ask for it * I know ways to praise myself * I can express how I feel about them 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes that I see in myself * I understand and respect the changes that I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * Image of the Tobacco Industry's Poster Child * Video clip of person being placed in recovery position * photo-shopped images of celebrities (before and after) male and female * Food adverts, online or in magazines 	<ul style="list-style-type: none"> * countdown timer 	<ul style="list-style-type: none"> * airbrushed images * a range of sanitary products * tennis ball * published information leaflets about puberty * selection of pages from teen magazines
Vocabulary	<p>Choices, healthy/unhealthy behaviour, informed decision, media, pressure, influence, emergency, procedure, recovery position, calm, level headed, body image, social media, celebrity, altered, self-respect, comparison, eating problem/disorder, respect, debate, opinion, fact, healthy lifestyle, motivation</p>	<p>Characteristics, personal qualities, attributes, self-esteem, responsibility, being responsible, age limit, social network, community, online/offline, rights, risky, violence appropriate, grooming, trolled, gambling, betting, trustworthy, devices, screen time, mental health, physical health, personal information, choices, vulnerable, risks, responsibilities</p>	<p>Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels/pads, tampons, ovaries, vagina, oestrogen, vulva, womb/uterus, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, teenager, milestone, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious</p>

Year 6

	Autumn 1 Being Me In my World 	Autumn 2 Celebrating Difference 	Spring 1 Dreams and Goals 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I can identify my goals for this year, understand my fears and worries about the future and know how to express them * I know how to use my Jigsaw Journal * I know that there are universal rights for all children but for many children these rights are not met * I understand that my actions affect other people, locally and globally * I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities * I understand how an individual's behaviour can impact on a group * I understand how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> * I understand there are different perceptions about what normal means * I understand how being different could affect someone's life * I can explain some of the ways in which one person or a group can have power over another * I know some of the reasons people use bullying behaviours * I can give examples of people with disabilities who lead amazing lives * I can explain ways in which difference can be a source of conflict and a cause of celebration 	<ul style="list-style-type: none"> * I know my learning strengths and set myself challenging but realistic goals * I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these * I can identify problems in the World that concern me and talk to other people about them * I can work with other people to help make the World a better place * I can describe some ways that I can work with other people to help make the World a better place * I know what some people in my class like or admire about me and can accept their praise
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I feel welcomed and valued and know how to make others feel the same * I understand my own wants and needs and can compare these with children in different communities * I understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them * I can contribute to the group and understand how we can best function as a group * I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself 	<ul style="list-style-type: none"> * I can empathise with people who are different * I am aware of my attitude towards people who are different * I know how it can feel to be excluded or treated badly by being different in some way * I can tell you a range of strategies for managing my feelings in bullying situations and for problem solving when I'm part of one * I appreciate people for who they are * I can show empathy with people 	<ul style="list-style-type: none"> * I understand why it is important to stretch the boundaries of my current learning * I can set success criteria so that I know whether I have reached my goal * I recognise the emotions I experience when I consider people in the World who are suffering or living in difficult situations * I can empathise with people who are suffering or who are living in difficult situations * I can identify why I want to make the World a better place * I can give praise and compliments to other people when I recognise their contributions and achievements
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I help others to feel welcome * I try to make our school community a better place * I think about everyone's right to learn * I care about other People's feelings * I work well with others * I choose to follow the Learning Charter 	<ul style="list-style-type: none"> * I accept that everyone is different * I include others when playing and working * I know how to help if someone is being bullied * I try to solve problems * I use kind words * I know how to give and receive compliments 	<ul style="list-style-type: none"> * I stay motivated when doing something challenging * I keep trying even when it is difficult * I work well with a partner or in a group * I have a positive attitude * I help others to achieve their goals * I work hard to achieve my own dreams and goals
Additional Resources	<ul style="list-style-type: none"> * photo of JK Rowling * Treasure box with rattly treasure 	<ul style="list-style-type: none"> * bullying support information * ball * video clip of Paralympians 	<ul style="list-style-type: none"> * coloured triangular pieces of materials and string * sponge ball * timer * Video clips of TV charity events
Vocabulary	<p>goals, worries, fears, value, welcome, choice, Ghana, West Africa, Cocoa plantation, cocoa pods, machete, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, behaviour, rights, responsibilities, rewards, consequences, Learning Charter, obstacles, co-operation, collaboration, legal, illegal, lawful, participation, motivation, democracy, decision, proud</p>	<p>Normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, make, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, control, harassment, bullying, bullying behaviour, direct, indirect, argument, recipient, Para Olympian, achievement, accolade, disability, sport, perseverance, admiration, stamina, celebration, difference, conflict</p>	<p>Dream, hope, goal, learning, strength, stretch, achievement, personal realistic, unrealistic, feeling, success, criteria, learning steps, money, global, issue, suffering, concern, hardship, sponsorship, hardship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition</p>

Year 6 continued

	Spring 2 Healthy Me 	Summer 1 Relationships 	Summer 2 Changing Me 
PSHE Learning Intentions	<ul style="list-style-type: none"> * I can take responsibility for my health and make choices that benefit my health and well-being * I know about different types of drugs and their uses and their effects on the body, particularly the heart and liver * I understand that some people can be exploited and made to do things that are against the law * I know why some people join gangs and the risks this involves * I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness * I can recognise stress and the triggers that cause this and I understand how stress can cause alcohol and drug abuse 	<ul style="list-style-type: none"> * I know that it is important to look after my mental health * I know how to take care of my mental health * I understand that there are different stages of grief and there are different types of loss that cause people to grieve * I can recognise when people are trying to gain power or control * I can judge when something online is safe and helpful for me * I can use technology positively and safely to communicate with my friends and family 	<ul style="list-style-type: none"> * I am aware of my own self-image and how my body image fits into that * I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself both physically and emotionally * I can describe how a baby develops from conception, through the nine months of pregnancy and how it is born * I understand how being physically attracted to someone changes the nature of that relationship and what that might mean about having a boyfriend/girlfriend * I am aware of the importance of positive self-esteem and what I can do to develop it * I can identify about what I am looking forward to and what worries me about the transition to secondary school
Social and Emotional Development Learning Intentions	<ul style="list-style-type: none"> * I am motivated to care for my physical and emotional health * I am motivated to find ways to be happy and cope with life's situations without using drugs * I can suggest ways which someone who is being exploited can help themselves * I can suggest strategies that someone could use to avoid feeling pressurised * I know how to help myself feel emotionally healthy and can recognise when I need help with this * I can use different strategies to manage stress and pressure 	<ul style="list-style-type: none"> * I understand that people can get problems with their mental health and that it is nothing to be ashamed of * I can help myself and others when worried about a mental health problem * I can recognise when I am feeling grief and have strategies to manage this * I can demonstrate ways I can stand up for myself and my friends in situations where others are trying to gain power or control * I can resist pressure to do something online that might hurt myself or others * I can take responsibility for my own safety and well being 	<ul style="list-style-type: none"> * I know how to develop my own self esteem * I can express how I feel about the changes that will happen to me during puberty * I can recognise how I feel when I reflect on the development and birth of a baby * I understand that respect for one another is essential in a boyfriend/girlfriend relationship and that I should not feel pressured into doing something that I don't want to * I can express how I feel about my self-image and know how to challenge negative body talk * I know how to prepare myself emotionally for the changes next year
Weekly Celebrations Focus	<ul style="list-style-type: none"> * I have made a healthy choice * I have eaten a healthy balanced diet * I have been physically active * I have tried to keep myself and others safe * I know how to be a good friend and enjoy healthy friendships * I know how to keep calm and deal with difficult situations 	<ul style="list-style-type: none"> * I know how it feels to belong to a family and care about the people who are important to me * I know how to make a new friend * I can recognise which forms of physical contact are acceptable and unacceptable to me * I know when I need help and how to ask for it * I know ways to praise myself * I can express how I feel about them 	<ul style="list-style-type: none"> * I understand that everyone is unique and special * I can express how I feel when change happens * I understand and respect the changes that I see in myself * I understand and respect the changes that I see in others * I know who to ask for help if I am worried about change * I am looking forward to change
Additional Resources	<ul style="list-style-type: none"> * No additional resources required 	<ul style="list-style-type: none"> * Set of balance scales * Ball of string or wool * 20 random objects on a tray * Book: Can You Hear The Sea, available from Jigsaw online shop 	<ul style="list-style-type: none"> * Advice on personal hygiene – sourced by teacher * cosmetic items: toothpaste, male hair product, make-up
Vocabulary	Responsibility, choice, immunisation, prevention, drugs, effects, motivation, prescribed, unrestricted, over the counter, restricted, illegal, volatile substances, legal highs, exploited, vulnerable, drugs, criminal, illegal, gangs, pressure, strategies, reputation, anti-social behaviour, crime, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure	Mental health, ashamed, stigma, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, strategies, risks, pressures, influences, self-control, real, fake, true, untrue, assertiveness, judgement, communication, technology, cyber bullying, abuse, safety	Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibility, puberty vocabulary represented on the puberty cards, pregnancy, embryo, foetus, placenta, umbilical cord, labour contractions, cervix, midwife, attraction, relationship, pressure, love, sexting, negative body talk, feelings/emotions, challenge, mental health, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement

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