

Our PSHE/RSE Curriculum



Personal, Social & Health Education



Our Assessment Overview linked to detailed adapted Schemes of Work Assessed using triangulated assessment three times a year and against end of year						
Assessment strands	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
DT 1-2blocked	milepost skills	User and purpose	Design and make	Tools and skills	Safety	Big Ideas
History 1-2blocked	milepost skills	Chronological understanding	Historical depth and knowledge	Historical Enquiry Interpretations of history		Big Ideas
Geography 1-2 blocked	milepost skills	Locational Knowledge	Place Knowledge	Human and physical Geography	Fieldwork and geography skills	Big Ideas Linking concepts across multiple subjects
Art 1-2blocks	milepost skills	Colour Pattern Tone	Technique	Texture and form	Artists and Art from around the world	Big Ideas
Music Ongoing Skills focus	Singing /Play	Listen and appreciation History of music *Key composer knowledge linked to historical periods	Interrelated dimensions Rhythm Pulse Pitch Texture Timbre Dynamics *Chords	Composition and notation	Improvisation	Performance
Science 2-3 Per year	milepost skills	Working scientifically	Biology Anatomy Adaptation Botany	Physics and Chemistry	Materials, states rock and soil formation	Big Ideas
PSHE Ongoing	Changes	Relationships	Differences	Healthy me	Aspirations (dreams and goals)	RSE SEP: 2020
GAMES Ongoing Skills focus	Running /Jumping /Throwing /Catching				Participation and applying skills Competitive games Attack and defence	Health and fitness including mental health and lifestyle choices
GYM/ Dance Ongoing	Movement, pattern Balance		Agility Coordination and flexibility		Personal performance /Group performance Health, Fitness and Lifestyle	
Swim Blocked	Swimming to NC; stand-alone block					
MFL KS2 Ongoing	Oracy		Literacy		Intercultural understanding	
RE Ongoing	Making sense of beliefs			Understanding the impact		Making connections
Computing Ongoing	Computer science online safety			Information technology online safety		Digital Literacy –including online safety
Our curriculum must: - Have International/SMSC/British values dimensions - Be cyclical - Build in first hand experiences - Reinforces the schools values : AFTER - Have a heavy focus on subject specific vocabulary, learning vocabulary (Blooms WoW) and expected vocabulary (related to spelling) Pupil Discussion in groups and 1:1 Because this is how we know our children learn best				Assessment methodology: - Ongoing assessment via short summative low stakes tests/tasks - Focussed practical activities and sequenced activities observed (FPTs) - Cumulative work individual or group piece, including project based on task centric - Collaborative work/Performance/Demonstration 1:1 or group discussion -questioning - Ongoing assessment formative-including home study or targeted observation		

Curriculum Guidance

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

At the Valley Primary School we aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Throughout the Jigsaw units of work and cross curricula links, our learners cover the core themes of **Health and Wellbeing, Relationships** and **Living in the Wider World** (including **economic wellbeing, careers** and **enterprise** education).

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from September 2020.

In February 2019 the Department for Education launched statutory guidance to accompany the introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020

OUR PSHE and RSHE INTENT:

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

At the Valley Primary School we aim to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Throughout the Jigsaw units of work and cross curricula links, our learners cover the core themes of **Health and Wellbeing**, **Relationships** and **Living in the Wider World** (including **economic wellbeing**, **careers** and **enterprise** education).

Statutory RSE Outcomes - By the end of primary

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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

- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning

These are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

EYFS PSED Educational Programme (Statutory)

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

EYFS PSED Skills

Self-Regulation	Managing Self	Building Relationships
• Have high expectations for children following instructions, with high levels of support when necessary. • Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. • Encourage children to express their feelings if they feel hurt or upset using descriptive vocabulary. Help and reassure them when they are distressed, upset or confused. • Undertake specific activities that encourage talk about feelings and their opinions. • Help children to set own goals and to achieve them. • Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on. • Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in	• Offer constructive support and recognition of child’s personal achievements. • Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work. • Help them to develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure. • Support all children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others. • Use dialogic story time (talking about the ideas arising from the story whilst reading aloud) to discuss books that deal with challenges, explaining how the different characters feel about these challenges and overcome them. • Model practices that support good hygiene, such as insisting on washing hands before snack time. • Narrate your own decisions about healthy foods, highlighting the importance of eating plenty of fruits and vegetables. • Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. • Work with parents and health visitors or the school nurse to help children who are not usually clean and dry through the day.	• Make time to get to know the child and their family. Ask parents about the child’s history, likes, dislikes, family members and culture. • Take opportunities in class to highlight a child’s interests, showing you know them and about them. • Make sure children are encouraged to listen to each other as well as the staff. • Ensure children’s play regularly involves sharing and cooperating with friends and other peers. • Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

particular scenarios. Give children space to calm down and return to an activity. • Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	• Talk with children about exercise, healthy eating and the importance of sleep. • Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. • Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.	• Allow children time in friendship groups as well as other groupings.
Children are learning to:- See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs: Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian		
Assessment • Can children follow instructions? • Can children co-operate with each other and take turns? • Can children manage their own basic needs and hygiene?		
Vocabulary- also see Long term EYFS vocabulary map Exercise, wash, brush teeth, toothbrush, tooth paste, brush hair, wash, bath, sleep, happy, sad, like/dislike, feelings, family, mum, dad, brother, sister, grandad, grandma, nan, cousins, home, park, home, visit, school, holiday, tablet, safe, rules		

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- 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.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Little Learners / Nursery / Reception

Autumn 1	Autumn 2
Being me in my world	Celebrating difference
• Developing relationships • Understanding feelings • Managing behaviour – using gentle words and hands	• Uniqueness – what makes me special • Families and homes • Making friends • Anti-bullying week
Spring 1	Spring 2
Dreams and goals	Relationships
• Never giving up • Goal setting • Overcoming obstacles • Internet safety day	• Making friends • Dealing with falling out • Being a good friend
Summer 1	Summer 2
Changing Me	Healthy Me
• My body and being healthy • Growing up • Changes and getting used to these	• My body and exercise • Food and teeth cleaning • Sleep • Stranger Danger • Health Week

Being Me in My World		
Year Group	Puzzle Outcome	Visitors/Educational Visits
1	Learning Charter Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Investors in Pupils
Week	Themes/Puzzles	Learning Intention
1	Special and safe	I know how to use my Jigsaw Journal
2	My class	I understand the rights and responsibilities as a member of my class
3	Rights and responsibilities	I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn
4	Rewards and feeling proud	I know my views are valued and can contribute to the Learning Charter
5	Consequences	I can recognise the choices I make and understand the consequences
6	Our own learning charter	I understand my rights and responsibilities within our Learning Charter

Being Me in My World		
Year Group	Puzzle Outcome	Visitors/Educational Visits
2	Learning Charter Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Investors in Pupils
Week	Themes/Puzzles	Learning Intention
1	Hopes and fears for the year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal
2	Rights and responsibilities	I understand the rights and responsibilities for being a member of my class and school
3	Rewards and consequences	I understand the rights and responsibilities for being a member of my class
4	Rewards and consequences	I can listen to other people and contribute my own ideas about rewards and consequences
5	Our learning charter	I understand how following the Learning Charter will help me and others learn
6	Owning our learning charter	I can recognise the choices I make and understand the consequences

Being Me in My World		
Year Group	Puzzle Outcome	Visitors/Educational Visits
3	Learning Charter Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Investors in Pupils
Week	Themes/Puzzles	Learning Intention
1	Getting to know each other	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
2	Our nightmare school	I can face new challenges positively, make responsible choices and ask for help when I need it
3	Our dream school	I understand why rules are needed and how they relate to rights and responsibilities
4	Rewards and consequences	I understand that my actions affect myself and others and I care about other people's feelings
5	Our learning charter	I can make responsible choices and take action
6	Owning our learning charter	I understand my actions affect others and try to see things from their points of view

Being Me in My World		
Year Group	Puzzle Outcome	Visitors/Educational Visits
4	Learning Charter Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Investors in Pupils
Week	Themes/Puzzles	Learning Intention
1	Becoming a Class Team	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal
2	Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in
3	Rights, Responsibilities and Democracy	I understand how democracy works through the School Council
4	Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5	Our Learning Charter	I understand how groups come together to make decisions
6	Owning our Learning Charter	I understand how democracy and having a voice benefits the school community

Being Me in My World		
Year Group	Puzzle Outcome	Visitors/Educational Visits
5	Learning Charter Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Investors in Pupils
Week	Themes/Puzzles	Learning Intention
1	My Year Ahead	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal
2	Being a Citizen of My Country	I understand my rights and responsibilities as a citizen of my country
3	Year 5 Responsibilities	I understand my rights and responsibilities as a citizen of my country and as a member of my school
4	Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel
5	Our Learning Charter	I understand how an individual's behaviour can impact on a group
6	Owning our Learning Charter	I understand how democracy and having a voice benefits the school community and know how to participate in this

Being Me in My World		
Year Group	Puzzle Outcome	Visitors/Educational Visits
6	Learning Charter Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Investors in Pupils
Week	Themes/Puzzles	Learning Intention
1	My Year Ahead	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
2	Being a Global Citizen	I know that there are universal rights for all children but for many children these rights are not met
3	Being a Global Citizen	I understand that my actions affect other people locally and globally
4	The Learning Charter	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
5	Our Learning Charter	I understand how an individual's behaviour can impact on a group
6	Owning our Learning Charter	I understand how democracy and having a voice benefits the school community

Celebrating Difference		
Year Group	Puzzle Outcome	Visitors/Educational Visits
1	Gingerbread People Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Odd Sock Day Anti-Bullying Week Refugee Week Peace Day
Week	Themes/Puzzles	Learning Intention
1	The same as ...	I can identify similarities between people in my class
2	Different from...	I can identify differences between people in my class
3	What is bullying?	I can tell you what bullying is
4	What do I do about bullying?	I know some people who I could talk to if I was feeling unhappy or being bullied
5	Making new friends	I know how to make new friends
6	Celebrating difference: celebrating me Assessment Opportunity	I can tell you some ways I am different from my friends

Celebrating Difference		
Year Group	Puzzle Outcome	Visitors/Educational Visits
2	Trophy of Celebration Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Odd Sock Day Anti-Bullying Week Refugee Week Peace Day
Week	Themes/Puzzles	Learning Intention
1	Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
2	Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
3	Why does bullying happen?	I understand that bullying is sometimes about difference
4	Standing up for myself and others	I can recognise what is right and wrong and know how to look after myself
5	Gender diversity	I understand that it is OK to be different from other people and to be friends with them
6	Celebrating difference and still being friends Assessment Opportunity	I can tell you some ways I am different from my friends

Celebrating Difference		
Year Group	Puzzle Outcome	Visitors/Educational Visits
3	Kite Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Odd Sock Day Anti-Bullying Week Refugee Week Peace Day
Week	Themes/Puzzles	Learning Intention
1	Families	I understand that everybody's family is different and important to them
2	Family conflict	I understand that differences and conflicts sometimes happen among family members
3	Witness and feelings	I know what it means to be a witness to bullying
4	Witness and solutions	I know that witnesses can make the situation better or worse by what they do
5	Words that harm	I recognise that some words are used in hurtful ways
6	Celebrating difference: compliments Assessment Opportunity	I can tell you about a time when my words affected someone's feelings and what the consequences were

Celebrating Difference		
Year Group	Puzzle Outcome	Visitors/Educational Visits
4	Picture Frames Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Odd Sock Day Anti-Bullying Week Refugee Week Peace Day
Week	Themes/Puzzles	Learning Intention
1	Judging by appearances	I understand that, sometimes, we make assumptions based on what people look like
2	Understanding influences	I understand what influences me to make assumptions based on how people look
3	Understanding bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
4	Problem-solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell
5	Special me - Puzzle Outcome: Frames	I can identify what is special about me and value the ways in which I am unique
6	Celebrating difference – how we look Assessment Opportunity	I can tell you a time when my first impression of someone changed when I got to know them

Celebrating Difference		
Year Group	Puzzle Outcome	Visitors/Educational Visits
5	Culture Display Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Odd Sock Day Anti-Bullying Week Refugee Week Peace Day
Week	Themes/Puzzles	Learning Intention
1	Difference cultures	I understand that cultural differences sometimes cause conflict. I am aware of my own culture
2	Racism	I understand what racism is. I am aware of my attitude towards people from different races
3	Rumours and name-calling	I understand how rumour-spreading and name-calling can be bullying behaviours. 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
4	Types of bullying	I can explain the difference between direct and indirect types of bullying
5	Does money matter? Puzzle Outcome: Culture displays	I can compare my life with people in the developing world
6	Celebrating difference across the world Assessment Opportunity	I can understand a different culture from my own. I respect my own and other people's cultures

Celebrating Difference		
Year Group	Puzzle Outcome	Visitors/Educational Visits
6	Admiration Accolades Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Odd Sock Day Anti-Bullying Week Refugee Week Peace Day
Week	Themes/Puzzles	Learning Intention
1	Am I normal?	I understand there are different perceptions about what normal means
2	Understanding difference	I understand how being different could affect someone's life
3	Power struggles	I can explain some of the ways in which one person or a group can have power over another
4	Why bully?	I know some of the reasons why people use bullying behaviours
5	Celebrating difference Puzzle outcome: Admiration accolades	I can give examples of people with disabilities who lead amazing lives
6	Celebrating difference Assessment Opportunity	I can explain ways in which difference can be a source of conflict and a cause for celebration

Dreams and Goals		
Year Group	Puzzle Outcome	Visitors/Educational Visits
1	Stretchy Flowers and Dream Wellies Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Big Me Day
Week	Themes/Puzzles	Learning Intention
1	My treasure Chest of Success	I can set simple goals I can tell you about a thing I do well
2	Steps to Goals	I can set a goal and work out how to achieve it
3	Achieving Together Dream Wellies	I understand how to work well with a partner I can celebrate achievement with my partner
4	Stretchy Learning: Stretchy Flowers	I can tackle a new challenge and understand this might stretch my learning
5	Overcoming Obstacles	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them
6	Celebrating My Success Assessment Opportunity	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it I know how to store the feelings of success in my internal treasure chest

Dreams and Goals		
Year Group	Puzzle Outcome	Visitors/Educational Visits
2	Dream Birds Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Big Me Day
Week	Themes/Puzzles	Learning Intention
1	Goals to Success	I can choose a realistic goal and think about how to achieve it
2	My Learning Strengths	I carry on trying (persevering) even when I find things difficult
3	Learning with Others	I can recognise who I work well with and who it is more difficult for me to work with
4	A Group Challenge – Dream Birds	I can work well in a group and work with others to solve problems
5	Continuing Our Group Challenge	I can tell you some ways I worked well with my group
6	Celebrating Our Achievement Assessment Opportunity	I know how to share success with other people. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

Dreams and Goals		
Year Group	Puzzle Outcome	Visitors/Educational Visits
3	Garden Design/Decoration Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Big Me Day
Week	Themes/Puzzles	Learning Intention
1	Dreams and Goals	I can tell you about a person who has faced difficult challenges and achieved success
2	My Dreams and Ambitions	I can identify a dream/ambition that is important to me. I can imagine how I will feel when I achieve my dream/ambition
3	A New Challenge – Garden Design/Decoration	I enjoy facing new learning challenges and working out the best ways for me to achieve them
4	Our New Challenge – Garden Design/Decoration	I am motivated and enthusiastic about achieving our new challenge
5	Our New Challenge - Overcoming Obstacles	I can recognise obstacles which might hinder my achievement and can take steps to overcome them
6	Celebrating My Learning Assessment Opportunity	I can evaluate my own learning process and identify how it can be better next time

Dreams and Goals		
Year Group	Puzzle Outcome	Visitors/Educational Visits
4	Garden Decorations – Potato People Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Big Me Day
Week	Themes/Puzzles	Learning Intention
1	Hopes and Dreams	I can tell you about some of my hopes and dreams
2	Broken Dreams	I understand that sometimes hopes and dreams do not come true and that this can hurt
3	Overcoming Disappointment	I know that reflecting on positive and happy experiences can help me to counteract disappointment
4	Creating New Dreams	I know how to make a new plan and set new goals even if I have been disappointed
5	Achieving Goals - Puzzle Outcome: Potato People	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
6	We Did It! Assessment Opportunity	I can identify the contributions made by myself and others to the group's achievement

Dreams and Goals		
Year Group	Puzzle Outcome	Visitors/Educational Visits
5	Charity Fundraising Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Big Me Day
Week	Themes/Puzzles	Learning Intention
1	When I Grow Up (My Dream Lifestyle)	I understand that I will need money to help me achieve some of my dreams
2	Investigate Jobs and Careers	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs
3	My Dream Job. Why I want it and the steps to get there	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
4	Dreams and Goals of Young People in Other Cultures	I can describe the dreams and goals of young people in a culture different to mine
5	How Can We Support Each Other? Puzzle Outcome: Charity fundraising	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other
6	Rallying Support Assessment Opportunity	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

Dreams and Goals		
Year Group	Puzzle Outcome	Visitors/Educational Visits
6	Flags/Fundraising Event Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Big Me Day
Week	Themes/Puzzles	Learning Intention
1	Personal Learning Goals	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of school goal)
2	Steps to Success	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
3	My Dream For the World Puzzle outcome: Flags/ bunting	I can identify problems in the world that concern me and talk to other people about them
4	Helping to Make a Difference Puzzle outcome: Fundraising event	I can work with other people to help make the world a better place
5	Helping to Make a Difference	I can describe some ways in which I can work with other people to help make the world a better place
6	Recognising Our Achievements Assessment Opportunity	I know what some people in my class like or admire about me and can accept their praise

Healthy Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
1	The Healthy, Happy Me Recipe Book Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Fairtrade Fortnight Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	Being Healthy	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy
2	Healthy Choices	I know how to make healthy lifestyle choices
3	Clean and Healthy	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly
4	Medicine Safety	I understand that medicines can help me if I feel poorly and I know how to use them safely
5	Road Safety	I know how to keep safe when crossing the road, and about people who can help me to stay safe
6	Happy, Healthy Me Recipe Book Assessment	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

Healthy Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
2	The Healthy, Happy Me Recipe Book Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Fairtrade Fortnight Safer Internet Day School Nurse visitor teaching the importance of hygiene and hand washing Making a healthy sandwich (DT)
Week	Themes/Puzzles	Learning Intention
1	Being Healthy	I know what I need to keep my body healthy
2	Being Relaxed	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
3	Medicine Safety	I understand how medicines work in my body and how important it is to use them safely
4	Healthy Eating	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy
5	Healthy Eating	I can make some healthy snacks and explain why they are good for my body
6	Healthy Recipes	I can decide which foods to eat to give my body energy

Healthy Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
3	The Healthy, Happy Me Recipe Book Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Fairtrade Fortnight Safer Internet Day Dental Nurse visitors teaching oral hygiene
Week	Themes/Puzzles	Learning Intention
1	Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs
2	Being Fit and Healthy	I know that the amount of calories, fat and sugar I put into my body will affect my health
3	What do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs
4	Being Safe	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help
5	Safe or Unsafe	I can identify when something feels safe or unsafe
6	My Amazing Body	I understand how complex my body is and how important it is to take care of it

Healthy Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
4	The Healthy, Happy Me Recipe Book Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Fairtrade Fortnight Safer Internet Day Adventure Service Challenge
Week	Themes/Puzzles	Learning Intention
1	My Friends and Me	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most
2	Group Dynamics	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
3	Smoking and Shisha	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
4	Alcohol	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
5	Healthy Friendships	I can recognise when people are putting me under pressure and can explain ways to resist this when I want
6	Celebrating My Inner Strength and Assertiveness	I know myself well enough to have a clear picture of what I believe is right and wrong

Healthy Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
5	The Healthy, Happy Me Recipe Book Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Fairtrade Fortnight Safer Internet Day Adventure Service Challenge
Week	Themes/Puzzles	Learning Intention
1	Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
2	Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
3	Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
4	Body Image	I understand how the media, social media and celebrity culture promotes certain body types
5	My Relationship with Food	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures
6	Healthy Me	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

Healthy Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
6	The Healthy, Happy Me Recipe Book Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Fairtrade Fortnight Safer Internet Day School Nurse Visitor Shisha Awareness Talk Fire Safety Visit to Bury Station CPR Training Adventure Service Challenge
Week	Themes/Puzzles	Learning Intention
1	Taking Responsibility for My Health and Well-being	I can take responsibility for my health and make choices that benefit my health and well-being
2	Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
3	Exploitation	I understand that some people can be exploited and made to do things that are against the law
4	Gangs	I know why some people join gangs and the risks this involves
5	Emotional and Mental Health	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
6	Managing Stress and Pressure	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.

Relationships		
Year Group	Puzzle Outcome	Visitors/Educational Visits
1	Our relationship Balloons Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	Families	I can identify the members of my family and understand that there are lots of different types of families
2	Making Friends	I can identify what being a good friend means to me
3	Greetings	I know appropriate ways of physical contact to greet my friends and know which ways I prefer
4	People Who Help Us	I know who can help me in my school community
5	Being My Own Best Friend	I can recognise my qualities as person and a friend
6	Celebrating My Special Relationships Assessment	I can tell you why I appreciate someone who is special to me

Relationships		
Year Group	Puzzle Outcome	Visitors/Educational Visits
2	Relationship Flag/Bunting Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
2	Keeping Safe – Exploring Physical Contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
3	Friends and Conflicts	I can identify some of the things that cause conflict with my friends
4	Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
5	Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community
6	My Special Relationships	I can express my appreciation for the people in my special relationships

Relationships		
Year Group	Puzzle Outcome	Visitors/Educational Visits
3	Appreciation Streamers Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
2	Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
3	Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online
4	Being A Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life
5	Being A Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
6	Celebrating My Web of Relationships Assessment	I know how to express my appreciation to my friends and family

Relationships		
Year Group	Puzzle Outcome	Visitors/Educational Visits
4	Memory Box Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	Jealousy	I can recognise situations which can cause jealousy in relationships
2	Love and Loss	I can identify someone I love and can express why they are special to me
3	Memories	I can tell you about someone I know that I no longer see
4	Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
5	Marriage	I understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
6	Celebrating My Relationship with People and Animals	I know how to show love and appreciation to the people and animals who are special to me

Relationships		
Year Group	Puzzle Outcome	Visitors/Educational Visits
5	Internet Safety Poster Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
2	Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences
3	Being in an Online Community	I understand there are rights and responsibilities in an online community or social network
4	Online Gaming	I know there are rights and responsibilities when playing a game online
5	My Relationship with Technology: Screen time	I can recognise when I am spending too much time using devices (screen time)
6	Relationships and Technology	I can explain how to stay safe when using technology to communicate with my friends

Relationships		
Year Group	Puzzle Outcome	Visitors/Educational Visits
6	Internet Safety Presentation Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	What Is Mental Health?	I know that it is important to take care of my mental health I understand that people can get problems with their mental health and that it is nothing to be ashamed of
2	My Mental Health	I know how to take care of my mental health I can help myself and others when worried about a mental health problem
3	Love and Loss	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
4	Power and Control	I can recognise when people are trying to gain power or control I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
5	Being Online: Real or Fake? Safe or Unsafe?	I can judge whether something online is safe and helpful for me I can resist pressure to do something online that might hurt myself or others
6	Using Technology Responsibly	I can use technology positively and safely to communicate with my friends and family

Changing Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
1	Tree of Change Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	
Week	Themes/Puzzles	Learning Intention
1	Life Cycles	I am starting to understand the life cycles of animals and humans
2	Changing Me	I can tell you some things about me that have changed and some that have stayed the same
3	My Changing Body	I can tell you how my body has changed since I was a baby
4	Learning and Growing	I understand that every time I learn something new I change a little bit
5	Coping with Changes	I can tell you about changes that have happened in my life

Changing Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
2	Tree of Change Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	
Week	Themes/Puzzles	Learning Intention
1	Life Cycles in Nature	I can recognise cycles of life in nature
2	Growing from Young to Old	I can tell you about the natural process of growing from young to old and understand that this is not in my control
3	Changing Me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
4	Looking Ahead	I can identify what I am looking forward to when I move to my next class

Changing Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
3	Tree of Change Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Safer Internet Day
Week	Themes/Puzzles	Learning Intention
1	Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family role
2	Looking Ahead to the Year Ahead	I can identify what I am looking forward to when I move into my next class

Changing Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
4	Tree of Change Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	
Week	Themes/Puzzles	Learning Intention
1	Unique Me	I understand that some of my personal characteristics have come from my birth parents
2	Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life
3	Accepting Change	I can identify changes that have been and may continue to be out of my control that I learn to accept
4	Looking Ahead	I can identify what I am looking forward to when I move into my next class

Changing Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
5	Tree of Change Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	
Week	Themes/Puzzles	Learning Intention
1	Self-Body Image	I am aware of my own self-image and how my body image fits into that
2	Girl Talk	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
3	Looking Ahead 1	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities
4	Looking Ahead 2	I can identify what I am looking forward to when I move into my next class

Changing Me		
Year Group	Puzzle Outcome	Visitors/Educational Visits
6	Tree of Change Individual Class Display Celebration/sharing assembly Celebration/sharing Tweet	Girl/Boy Talk
Week	Themes/Puzzles	Learning Intention
1	My Self Image	I am aware of my own self-image and how my body image fits into that
2	Puberty (Girl Talk and Boy Talk)	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
3	Real Self and Ideal Self	I am aware of the importance of a positive self-esteem and what I can do to develop it
4	The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class



Jigsaw 3-11 and Statutory Relationships and Health Education

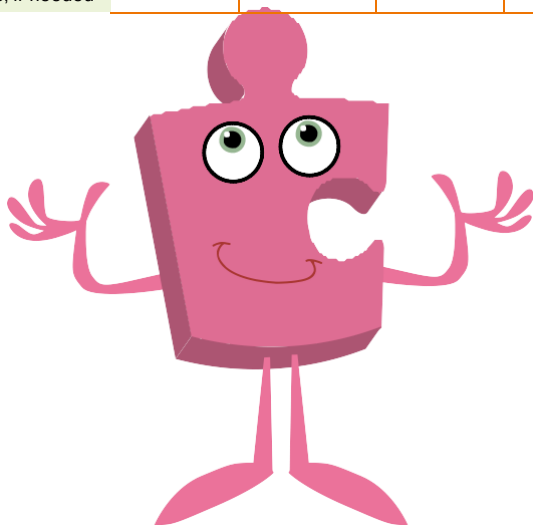
Jigsaw PSHE is fully compliant with the DfE Statutory Relationships & Health Education Guidance. This document maps the guidance to Jigsaw PSHE 3-11 by Year Group and Puzzle (unit of work) showing the depth and breadth of the curriculum coverage.

The numbers in the boxes refer to the lesson plan in that Puzzle (unit) that contributes most to the specific statutory outcome.



Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability					1	1					1	
	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives					1						1	
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care					1						1	
	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up					1						1	
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong											1	
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed						6					1,4	

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	2	5			2			6			3	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties		5			2			6			6	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	3	5			2,5			5			3	
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		5			2,5			6			3	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		5			2,4,5			4			5	



Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	3,6	1,2,6	3		2,6		2-6	5,6	3		3,5	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships		5			6		5,6	4,5	3,4		5	
	(R14) the conventions of courtesy and manners	2,3				3		2-6	4,5	3-6			
	(R15) the importance of self-respect and how this links to their own happiness				6	5	5	3,4		2			5
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	3,6	1,2	3		4,6		2-4	4-6	3-6		2-5	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		3,4						3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive								1,2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults		5			3,4	4	2	4,5	4-6		2,4	5

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					Additional lesson on website			4			4	
	(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				Additional lesson on website				3				
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				Additional lesson on website				3			4	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met				Additional lesson on website								
	(R24) how information and data is shared and used online												

Relationships Education		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)		5			3,5	4	2	4,5			2	5
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe					3	4					4	4,5
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact					3	4					2	4
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know					3,4						2	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3,4				4					2	4,5
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard			5		5			4	2		2	5
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		4						4			4,5	5
	(R32) where to get advice e.g. family, school and/or other sources		4			4	6	2	4			2,4	5

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				1,2						2		
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	4	6	1	1	6	6	1	1,5,6	1,5	2	4-6	6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	4	6	6	2	5	6	1	1,5,6	1,5	2	4-6	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	5		5			2		4	6			
	(H5) the benefit of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2,6						1,2,4-6		
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefit of hobbies and interests				1-6	5,6					1-6		
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	1	3,4						5				
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3,4						3				
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		4			4			4				
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits												
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing										2		
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private								3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted												
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health								3			3	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted												
	(H17) where and how to report concerns and get support with issues online								4				

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1-6						1-3, 5,6		
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				1,2						1,2		
	(H20) the risks associated with an inactive lifestyle (including obesity)										1,6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				5						3		

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6					Year 2 - Ages 6-7						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				2						4,5		
	(H23) the principles of planning and preparing a range of healthy meals				2						4,5		
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				6						4,5		

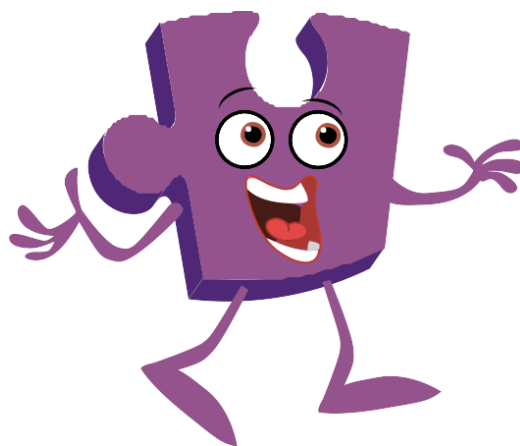
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships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

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (suitable for KS1)						Additional lesson on website (suitable for KS1)		
	(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				1,2						2		
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist												
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing				3,6								
	(H31) the facts and science relating to allergies, immunisation and vaccination												



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Basic first aid	(H32) how to make a clear and efficient call to emergency services if necessary												
	(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries												

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 1 - Ages 5-6						Year 2 - Ages 6-7					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						4						3,4
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle												



Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability		1			1	5						1,2
	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		1			1	5					6	1,2
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care		1			1	5						1,2
	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up		1			1	5					6	1,2
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		1										
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		2									1,2	

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends	1	6			2		1			1	4	
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	1				2		1			1,2,5	4,5	
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1	5			2		1			5	4-6	
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		5			2					2,5	4	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed		3,4			3		2	2,3		1,2,5,6	4	

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	2	5,6	1		2		2,3	2	3	5,6	4-6	
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	3	5	6		6		5	1,2		1,2,5	4,5	
	(R14) the conventions of courtesy and manners	5,6	5	5				2,4		5	6	4,5	
	(R15) the importance of self-respect and how this links to their own happiness		6	5	6				5,6		6		
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	3	5,6			6		3	5,6	6	5,6	4-6	
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		3-5			3			3				
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		5			1	5						
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults	5,6				2		4			2,6	4,6	

Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not		5		5	3			2		2,5		
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	4	5		5	3			2		2		
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them				4,5	3			2,3		2,6		
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met		5		4,5	3							
	(R24) how information and data is shared and used online				4,5	3							



Relationships Education		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	6	5		4,5	3		5	2		2,5,6	4,5	
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe				4,5	3							2,3
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact						4						1
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know				4,5								
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult				4,5						5		
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		4		4,5				4		3,4		
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		3,4		4,5				3		3,4		
	(R32) where to get advice e.g. family, school and/or other sources	2	4		4,5	3			3		3-5	4	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental Wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6						6		
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings	2,3	6	5,6	4	2	1-6	1	6	6	1	2	5
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2	2					5		5	3	4
	(H5) the benefit of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				1,2								
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefit of hobbies and interests				1,2,6								
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support		5						2,3			2,4	
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		3-5						3				
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)		2-4		4,5	3			4			2	
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough											3	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefits				4,5	3							
	(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing					3							
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private		5			3			3				
	(H14) why social media, some computer games and online gaming, for example, are age restricted					3							
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health		5			3							
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					3							
	(H17) where and how to report concerns and get support with issues online					3,4	3						



Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8						Year 4 - Ages 8-9					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				1,2,6								
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				1,2,6								
	(H20) the risks associated with an inactive lifestyle (including obesity				1,2								
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				3-5						3,4		

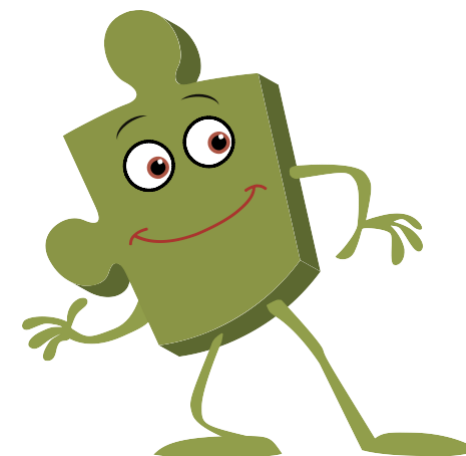
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)				1,2								
	(H23) the principles of planning and preparing a range of healthy meals				1,2								
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1,2						4		

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

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body										3,4		
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
	(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn				2								
	(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist												
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination												

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

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 3 - Ages 7-8					Year 4 - Ages 8-9						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						3,4						2,3
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						3,4						3

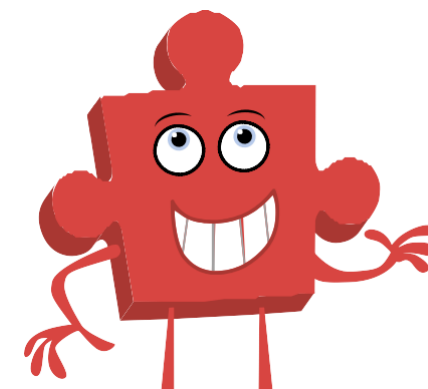


Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Families and the people who care for me	(R1) that families are important for children growing up because they can give love, security and stability												3
	(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives												
	(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care								2				
	(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up												3,4
	(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong												
	(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed							5			3,4		4

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Caring friendships	(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends							5			3,4		4
	(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties											4	4
	(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded		3,4									4	4
	(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right		3,4									4	
	(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed					2,6			3,4		3,4	5	

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Respectful relationships	(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	3,4	1,2	5,6	4	2-6		2-6	2,5	4			
	(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships	4	6			1-6		4-6	5,6	4		4-6	4,5
	(R14) the conventions of courtesy and manners	3-6				2-6		4					
	(R15) the importance of self-respect and how this links to their own happiness	3	6	3	4,5	1	1		1	1	1,6	2	1,5
	(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	2	1	4	4	2,3			5,6	6	5,6		5
	(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help		4			2			4			4	
	(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive		1		4				2				
	(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults					2,3			3		6	4	4,5

Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Online relationships	(R20) that people sometimes behave differently online, including by pretending to be someone they are not					2-6						5	
	(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous					2-6			3			5,6	
	(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them					2-6						5,6	
	(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met					2-6						5,6	
	(R24) how information and data is shared and used online					2-6						5,6	



Relationships Education		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
By the end of Primary pupils should know:		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Being safe	(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)				4	2,3	1	4	3		3,4	4-6	
	(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe					2,3	1				6	4-6	
	(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact				4		1				1,6	1,2	1,5
	(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know											4-6	
	(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult		3			2,3						5	
	(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard		3		3	2			4		5,6	4	2
	(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so		2		3	2			3,4		1-6	4	
	(R32) where to get advice e.g. family, school and/or other sources		3,4		3	2			3		1-6	1-6	2,3

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Mental wellbeing	(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health				6	6	6				1,5,6	1,2	1,5
	(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings	2	3	1	6	1	3	2,3	6	3	2	3	6
	(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate		2		5,6	1	5,6	4	1	5	5,6	1-3	1,5,6
	(H5) the benefit of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness				6	5	1				1,5,6	1,2	
	(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefit of hobbies and interests				6		1				1,5,6	1,2	1,5,6
	(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	5	3,4			1			1-3	4	1,5,6	1-3	1
	(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing		4			2,3			4		2-4	4	
	(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)		3,4		3	2,3					1-6	1-4	1-6
	(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough				4-6	2,3	1		1,2		1-6	1-3	1,5,6

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Internet safety and harms	(H11) that for most people the internet is an integral part of life and has many benefi					2-6						5,6	
	(H12) about the benefi of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.					2-6					5,6	5,6	
	(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private					2-6			3,4			5,6	
	(H14) why social media, some computer games and online gaming, for example, are age restricted					2-6						5,6	
	(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health					2-6						5,6	
	(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted					2-6						5,6	
	(H17) where and how to report concerns and get support with issues online					2-6			3,4		1-6	1-6	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical health and fitness	(H18) the characteristics and mental and physical benefits of an active lifestyle				6		1				1,5,6	1,2	
	(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise				6						1,5,6		
	(H20) the risks associated with an inactive lifestyle (including obesity)				6						6		
	(H21) how and when to seek support including which adults to speak to in school if they are worried about their health				1-6						1,6	1,2	

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Healthy eating	(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)												
	(H23) the principles of planning and preparing a range of healthy meals												
	(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)				1,2						1,2		

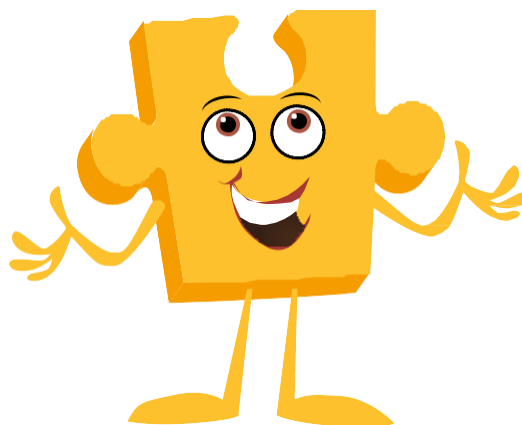
Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me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

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10						Year 6 - Ages 10-11					
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Health and prevention	(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body												
	(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer				Additional lesson on website (KS2)						Additional lesson on website (KS2)		
	(H28) the importance of suffi good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn					5					5,6		
	(H29) about dental health and the benefi of good oral hygiene and dental fl , including regular check-ups at the dentist				Additional lesson on website (KS2)								
	(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing												
	(H31) the facts and science relating to allergies, immunisation and vaccination										1		



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

Physical Health and Mental Wellbeing By the end of Primary pupils should know:		Year 5 - Ages 9-10					Year 6 - Ages 10-11						
		Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Changing adolescent body	(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes						2-4						2
	(H35) about menstrual wellbeing including the key facts about the menstrual cycle						2						2,3



The match between Jigsaw PSHE (3-11) for Key Stages 1 and 2 and the International Primary Curriculum

It should be noted that communication, empathy, respect and metacognition, in particular, are embedded within every Jigsaw lesson e.g. the social games (Connect Us) and the multiple opportunities where children consider each other's feelings when they are speaking and listening. Mindfulness philosophy and practice underpin and permeate Jigsaw, with Pause Points and Calm Me in every lesson, significantly developing children's metacognition. Therefore, the pieces (lessons) cited are where explicit learning could be more specifically tailored to the milepost.

Unit coverage for Milepost 1: Key Stage 1, Years 1 (ages 5-6) and 2 (ages 6-7)

Personal Learning Goal	Strand	Milepost 1	Jigsaw Puzzle	Year Group	Piece
Adaptable		To be adaptable I aim to:			
	Flexibility	1.1 approach tasks with an open mind	Being Me in My World	Year 2 (6-7)	Piece 4
		1.2 try different ways of doing things	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 5 Piece 2
	Metacognition – supporting learning through managing emotions	1.3 follow strategies to manage my own feelings	Being Me in My World	Year 2 (6-7)	Piece 1
			Healthy Me	Year 2 (6-7)	Piece 2
		1.4 realise that my opinions may change over time	Changing Me	Year 1 (5-6)	Piece 2

Collaborator		To be a collaborator I aim to:			
	Group/team-work and learning	1.5 contribute to group work and learning with various groups/teams	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 3 Pieces 4, 5 and 6
		1.6 appreciate how everyone's activities combine to achieve a goal	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 3 Piece 6
	Leadership	1.7 fulfil the role of leader or group member as and when directed	Dreams and Goals	Year 2 (6-7)	Pieces 4,5 and 6 (if this child has taken the role of group leader)
Communicator		To be a communicator I aim to:			
		1.9 use verbal & non-verbal communication that is appropriate to the situation, purpose and audience	Dreams and Goals	Year 2 (6-7)	Pieces 4, 5 and 6
	Digital /social media				
	Multilingualism	1.11 appreciate that people are able to use languages at different levels	Changing Me	Year 2 (6-7)	Pieces 2 and 3
	Integrity	1.12 be honest and truthful	Relationships	Year 1 (5-6) Year 2 (6-7)	Piece 2 Pieces 4 and 5
			Celebrating Difference	Year 2 (6-7)	Piece 4
	Clarity	1.13 be clear and relevant	Being Me in My World	Year 2 (6-7)	Piece 4
		1.14 attentively focus on what is being communicated	Being Me in My World	Year 2 (6-7)	Piece 4
	Environmental communication (anything in the world around us that communicates a message)	1.15 interpret information from a range of sources	Dreams and Goals	Year 2 (6-7)	Pieces 4, 5 and 6

Empathetic		To be empathetic I aim to:			
	Learning	1.16 recognise that others may have different learning needs to myself	Being Me in My World	Year 2 (6-7)	Piece 4
			Celebrating Difference	Year 2 (6-7)	Pieces 5 and 6
			Dreams and Goals	Year 2 (6-7)	Pieces 3 and 4
	Emotions	1.17 recognise feelings and emotions in others	Being Me in My World	Year 2 (6-7)	Piece 4
			Celebrating Difference	Year 2 (6-7)	Piece 3
		1.18 recognise that my words and actions have consequences	Being Me in My World	Year 1 (5-6)	Piece 5
			Relationships	Year 2 (6-7)	Pieces 3 and 4
		1.19 recognise some of the differences and similarities between my own life and that of others	Celebrating Difference	Year 1 (5-6) Year 2 (6-7)	Pieces 1 and 2 Pieces 1,2, 5 and 6
	Compassion	1.20 demonstrate kindness to others	Celebrating Difference	Year 1 (5-6) Year 2 (6-7)	Piece 5 Pieces 3 and 5
			Relationships	Year 1 (5-6) Year 2 (6-7)	Piece 2 Piece 5 and 6
Ethical		To be ethical I aim to:			
	Ethics in school and my local environment	1.21 recognise that rules are there to help us	Being Me in My World	Year 1 (5-6) Year 2 (6-7)	Pieces 2 and 3 Pieces 2,3 and 5
			Healthy Me	Year 1 (5-6)	Piece 5
	Ethics in the world (and subject learning)	1.22			
		1.23 learn about rules related to different cultures	Celebrating Difference	Year 2 (6-7)	Pieces 6
	Decision making - ethical choices	1.24 make positive choices when given the opportunity	Being Me in My World	Year 1 (5-6) Year 2 (6-7)	Piece 5 Piece 6
			Healthy Me	Year 1 (5-6) Year 2 (6-7)	Piece 2 Pieces 4, 5 and 6

Resilient		To be resilient I aim to:	The Jigsaw REST (Resilience and Engagement Scale and Toolkit) provides a way to measure resilience and offers interventions for each of the 10 resilience descriptors.		
	Tenacity	1.25 have more than one go at something	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 5 Piece 2
		1.26 appreciate that not everything can go my way	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 5 Piece 2
	Metacognition	1.27 seek help only when I really need it	Relationships	Year 1 (5-6)	Piece 4
			Being Me in My World	Year 2 (6-7)	Piece 2
		1.28 realise that learning takes effort	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 6 Piece 6
Respectful		To be respectful I aim to:			
	Others	1.29 treat others as I would like to be treated	Dreams and Goals	Year 1 (5-6)	Piece 3
			Relationships	Year 1 (5-6) Year 2 (6-7)	Piece 2 Pieces 5 and 6
		1.30 accept that others have different opinions to me	Celebrating Difference	Year 1 (5-6) Year 2 (6-7)	Piece 2 Pieces 3, 5 and 6
			Being Me in My World	Year 2 (6-7)	Piece 4
		1.31 be considerate of others' personal space and their things	Relationships	Year 1 (5-6) Year 2 (6-7)	Piece 3 Piece 2
		1.32 recognise and accept that we are all different	Celebrating Difference	Year 1 (5-6) Year 2 (6-7)	Piece 2 Pieces 3, 5 and 6
	Environmental	1.33 use less, share resources and help maintain shared environments	Dreams and Goals	Year 2 (6-7)	Pieces 4, 5 and 6

Thinker		To be a thinker I aim to:			
	Critical Thinkers	1.34 identify and consider issues in local and global contexts	Celebrating Difference	Year 2 (6-7)	1,2 and 5
		1.35 give a reason for why I think something	Being Me in My World	Year 2 (6-7)	Piece 4
	Metacognitive thinking	1.36 reflect on my own strengths and weaknesses to inform next steps in learning	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 5 Pieces 1 and 2
		1.37 reflect on where I have been successful in my learning	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 6 Piece 6
	Creative thinkers	1.38 imagine solutions to problems	Dreams and Goals	Year 1 (5-6) Year 2 (6-7)	Piece 5 Piece 2
		1.39 use others' ideas as inspiration	Dreams and Goals	Year 1 (5-6)	Piece 3
			Being Me in My World	Year 2 (6-7)	Piece 4
	Curious thinkers	1.40 seek to connect learning to personal experiences	Changing Me	Year 1 (5-6)	Piece 5
			Dreams and Goals	Year 2 (6-7)	Piece 6

The match between Jigsaw PSHE (3-11) for Key Stages 1 and 2 and the International Primary Curriculum

It should be noted that communication, empathy, respect and metacognition, in particular, are embedded within every Jigsaw lesson e.g. the social games (Connect Us) and the multiple opportunities where children consider each other's feelings when they are speaking and listening. Mindfulness philosophy and practice underpin and permeate Jigsaw, with Pause Points and Calm Me in every lesson, significantly developing children's metacognition. Therefore, the pieces (lessons) cited are where explicit learning could be more specifically tailored to the milepost.

Unit coverage for Milepost 2: Lower Key Stage 2, Years 3 (ages 7-8) and 4 (ages 8-9)

Personal Learning Goal	Strand	Milepost 2	Jigsaw Puzzle	Year Group	Piece
Adaptable		To be adaptable I aim to:			
	Flexibility	2.1 approach a range of tasks across all subjects with an open mind	Dreams and Goals	Year 3 (7-8)	Pieces 3 and 4
		2.2 explore various roles, ideas and strategies	Healthy Me	Year 3 (7-8)	Piece 1
			Celebrating Difference	Year 3 (7-8)	Piece 2
			Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Pieces 3, 4, and 5 Pieces 5 and 6
			Being Me in My World	Year 4 (8-9)	Pieces 2 and 4
			Healthy Me	Year 4 (8-9)	Pieces 3, 4, 5 and 6
			Changing Me	Year 4 (8-9)	Pieces 3 and 6
	Metacognition – supporting learning through managing emotions	2.3 apply strategies to manage my own feelings and respond appropriately	Celebrating Difference	Year 3 (7-8)	Piece 2
			Healthy Me	Year 3 (7-8) Year 4 (8-9)	Pieces 4 and 5 Pieces 3, 4, 5 and 6
			Relationships	Year 3 (7-8) Year 4 (8-9)	Piece 2 Pieces 1 and 4
			Changing Me	Year 3 (7-8) Year 4 (8-9)	Pieces 3,4 and 5 Pieces 3 and 6
			Dreams and Goals	Year 4 (8-9)	Pieces 2,3 and 5
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Piece 5 Pieces 2 and 6
		2.4 reflect on where values and opinions may have come from	Changing Me	Year 3 (7-8) Year 4 (8-9)	Piece 5 Piece 1
			Dreams and Goals	Year 4 (8-9)	Piece 3
			Healthy Me	Year 4 (8-9)	Pieces 1, 2, 3, 4, 5 and 6
			Relationships	Year 4 (8-9)	Pieces 1 and 4

Collaborator		To be a collaborator I aim to:			
	Group/team-work and learning	2.5 contribute to various groups/teams to achieve goals	Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Pieces 3, 4, and 5 Pieces 5 and 6
		2.6 consider how both my own and others' activities combine to achieve a shared goal	Being Me in My World Dreams and Goals	Year 4 (8-9) Year 3 (7-8) Year 4 (8-9)	Pieces 1, 2 and 5 Pieces 3, 4, and 5 Pieces 5 and 6
	Leadership	2.7 volunteer for leadership roles (Jigsaw lessons cited are applicable if child has chosen to take on leadership role)	Being Me in My World	Year 4 (8-9)	Pieces 2 and 5
			Dreams and Goals	Year 4 (8-9)	Pieces 5 and 6
			Healthy Me	Year 4 (8-9)	Piece 2
Communicator		To be a communicator I aim to:			
		2.9 use verbal & non-verbal communication that is appropriate to the situation, purpose and audience	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Piece 4 Pieces 1 and 6
			Celebrating Difference	Year 3 (7-8)	Piece 5
			Healthy Me	Year 4 (8-9)	Pieces 5 and 6
	Digital /social media	2.10 state they have aimed to consider age restrictions for the use of social media accounts and therefore start this strand at MP3. We are aware that some schools have internal systems such as Google Classroom and Seesaw and may need to begin this learning earlier. Jigsaw does address this.	Relationships	Year 3 (7-8)	Piece 3
	Multilingualism	2.11 use different languages in different situations	Not a Jigsaw objective		
	Integrity	2.12 think before I speak to avoid hurting others' feelings	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Pieces 2 and 3 Pieces 1 and 4
			Celebrating Difference	Year 3 (7-8)	Piece 5
	Clarity	2.13 be clear, relevant and confident.	Dreams and Goals	Year 3 (7-8)	Pieces 3, 4, and 5
			Healthy Me	Year 3 (7-8) Year 4 (8-9)	Pieces 3, 4 and 5 Pieces 3, 4, 5 and 6
			Being Me in My World	Year 4 (8-9)	Pieces 5 and 6
			Celebrating Difference	Year 4 (8-9)	Pieces 5 and 6
			Relationships	Year 4 (8-9)	Piece 4
			Changing Me	Year 4 (8-9)	Pieces 4, 5 and 6
			Dreams and Goals	Year 3 (7-8)	Pieces 3, 4, and 5

		2.14 attentively focus on what is being communicated considering tone and facial/body language	Celebrating Difference	Year 4 (8-9)	Pieces 2 and 6
	Environmental communication (anything in the world around us that communicates a message)	2.15 seek information from a range of sources to gain a deeper insight	Healthy Me	Year 3 (7-8) Year 4 (8-9)	Pieces 3, 4, 5 and 6 Pieces 3 and 4
			Relationships	Year 3 (7-8)	Pieces 4 and 5
			Being Me in My World	Year 4 (8-9)	Pieces 3 and 5
			Changing Me	Year 4 (8-9)	Pieces 2, 5 and 6
Empathetic		To be empathetic I aim to:			
	Learning	2.16 act in a way that does not hinder others' learning	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Pieces 4, 5 and 6 Pieces 1 and 4
	Emotions	2.17 be considerate of the feelings and emotions of others	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Pieces 2 and 3 Piece 4
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Pieces 3, 5 and 6 Pieces 1,2 3 and 6
			Relationships	Year 3 (7-8) Year 4 (8-9)	Pieces 2 and 5 Piece 6
		2.18 anticipate the impact of my words and actions on others	Being Me in My World	Year 3 (7-8) Year 4 (7-8)	Piece 4 Piece 4
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Piece 5 Piece 6
		2.19 appreciate the differences and commonalities between my own life and that of others	Celebrating Difference	Year 3 (7-8)	Piece 1
			Relationships	Year 3 (7-8)	Pieces 4 and 5
			Changing Me	Year 3 (7-8)	Piece 5
	Compassion	2.20 demonstrate fairness and kindness in words and deeds	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Pieces 1, 2 and 3 Pieces 1, 4 and 6
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Pieces 4, 5 and 6 Pieces 1,2 and 4

Ethical		To be ethical I aim to:			
	Ethics in school and my local environment	2.21 recognise the dilemmas of what someone wants to do and what the right thing is	Being Me in My World	Year 3 (7-8)	Pieces 2 and 5
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Pieces 3 and 4 Pieces 3 and 4
			Healthy Me	Year 3 (7-8) Year 4 (8-9)	Pieces 2, 3, 4 and 5 Pieces 3, 4 and 5
	Ethics in the world (and subject learning)	2.22 learn about when I can contribute to improving and developing rules	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Pieces 2 and 3 Pieces 3, 4, 5 and 6
			Being Me in My World	Year 3 (7-8)	Pieces 2 and 3
		2.23 learn about rules related to different cultures, religions and families	Relationships	Year 3 (7-8)	Pieces 4 and 5
			Changing Me	Year 3 (7-8)	Piece 5
	Decision making - ethical choices	2.24 be informed to help me make my own ethical decisions	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Piece 6 Piece 5
			Celebrating Difference	Year 3 (7-8)	Pieces 3, 4 and 5
			Healthy Me	Year 3 (7-8) Year 4 (8-9)	Pieces 3, 5 and 6 Pieces 3, 4 and 5
			Relationships	Year 3 (7-8) Year 4 (8-9)	Piece 4 Pieces 4 and 5
			Changing Me	Year 4 (8-9)	Piece 2
		To be resilient I aim to:	The Jigsaw REST (Resilience and Engagement Scale and Toolkit) provides a way to measure resilience and offers interventions for each of the 10 resilience descriptors.		
Resilient	Tenacity	2.25 practise to learn and improve	Dreams and Goals	Year 3 (7-8) Year 4 (7-8)	Pieces 5 and 6 Pieces 3 and 4
		2.26 try again with a positive attitude, when I am not successful in activities	Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Pieces 5 and 6 Pieces 2, 3 and 4
	Metacognition	2.27 seek help from sources other than adults	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Piece 2 Piece 2
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Piece 4 Piece 4
			Healthy Me	Year 3 (7-8)	Pieces 4 and 5
		2.28 realise that some learning takes more effort	Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Piece 5 Pieces 2, 3 and 4

Respectful	To be respectful I aim to:				
	Others	2.29 treat others as I would like to be treated	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Pieces 1,2 and 3 Pieces 1 and 4
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Pieces 5 and 6 Pieces 1 and 6
		2.30 consider the opinions, views, cultures and traditions of other people	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Piece 5 Piece 6
			Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Piece 4 Piece 4
			Relationships	Year 3 (7-8)	Pieces 4 and 5
			Changing Me	Year 3 (7-8)	Piece 5
		2.31 be considerate of others' personal space, their things and feelings	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Pieces 2 and 3 Piece 4
			Celebrating Difference	Year 4 (8-9)	Pieces 1 and 6
		2.32 recognise and appreciate differences	Celebrating Difference	Year 3 (7-8)	Piece 1
			Relationships	Year 3 (7-8)	Piece 5
			Changing Me	Year 4 (8-9)	Piece 1
	Environmental	2.33 reuse and/or repurpose resources taking responsibility for waste			

Thinker	To be a thinker I aim to:				
	Critical Thinkers	2.34 analyse and predict effectiveness of solutions to issues	Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Piece 4 Piece 4
			Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Pieces 3 and 5 Piece 5
			Relationships	Year 4 (8-9)	Piece 4
		2.35 give reasons for why I think something	Celebrating Difference	Year 3 (7-8) Year 4 (8-9)	Piece 5 Pieces 2 and 6
			Healthy Me	Year 3 (7-8) Year 4 (8-9)	Piece 3 Pieces 1 and 2
			Relationships	Year 3 (7-8)	Pieces 1 and 4
			Changing Me	Year 3 (7-8) Year 4 (8-9)	Piece 5 Pieces 2, 5 and 6
	Metacognitive thinking	2.36 reflect on my own strengths and weaknesses to help goal setting	Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Pieces 5 and 6 Pieces 2, 3, 4 and 5
		2.37 reflect on where and how I have been successful in my learning	Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Piece 6 Pieces 3 and 6
			Changing Me	Year 4 (8-9)	Piece 6
	Creative thinkers	2.38 use strategies to generate multiple solutions to a problem	Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Pieces 3 and 5 Pieces 4 and 5
		2.39 use others' ideas to further develop my own	Being Me in My World	Year 3 (7-8) Year 4 (8-9)	Piece 5 Pieces 2 and 5
			Dreams and Goals	Year 3 (7-8) Year 4 (8-9)	Piece 3 Pieces 5 and 6
	Curious thinkers	2.40 ask questions to extend learning	Dreams and Goals	Year 3 (7-8)	Piece 3
			Changing Me	Year 3 (7-8)	Pieces 5 and 6
			Celebrating Difference	Year 4 (8-9)	Piece 2

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It should be noted that communication, empathy, respect and metacognition, in particular, are embedded within every Jigsaw lesson e.g. the social games (Connect Us) and the multiple opportunities where children consider each other's feelings when they are speaking and listening. Mindfulness philosophy and practice underpin and permeate Jigsaw, with Pause Points and Calm Me in every lesson, significantly developing children's metacognition. Therefore, the pieces (lessons) cited are where explicit learning could be more specifically tailored to the milepost.

Unit coverage for Milepost 3: Upper Key Stage 2, Years 5 (ages 9-10) and 6 (ages 10-11)

Personal Learning Goal	Strand	Milepost 3	Jigsaw Puzzle	Year Group	Piece
Adaptable		To be adaptable I aim to:			
	Flexibility	3.1 approach all tasks across all subjects with an open mind	Being Me in My World	Year 5 (9-10)	Piece 1
			Dreams and Goals	Year 6	Piece 1
		3.2 select roles, ideas and strategies appropriate to the situation	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 5
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Piece 6 Pieces 1 and 2
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 3, 5 and 6 Pieces 2, 3, 4 and 5
			Celebrating Difference	Year 6 (10-11)	Piece 4
			Healthy Me	Year 6 (10-11)	Pieces 3,4,5 and 6
			Changing Me	Year 6 (10-11)	Pieces 1, 5 and 6
		3.3 apply strategies to self-regulate my	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 4 Pieces 1 and 4



	Metacognition – supporting learning through managing emotions	own feelings	Healthy Me	Year 5 (9-10) Year 6 (10-11)	Pieces 3 and 4 Pieces 1, 2, 5 and 6
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 4, 5 and 6 Pieces 2, 3 and 4
			Celebrating Difference	Year 6 (10-11)	Pieces 2, 3 and 4
			Dreams and Goals	Year 6 (10-11)	Piece 3
			Changing Me	Year 6 (10-11)	Pieces 1, 5 and 6



		3.4 explore what influences my changing views and opinions	Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Piece 2 Pieces 2 and 3
			Dreams and Goals	Year 5 (9-10)	Pieces 3, 4 and 5
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Piece 4 Piece 6
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4 and 6 Piece 5
			Changing Me	Year 6 (10-11)	Pieces 4 and 5
Collaborator		To be a collaborator I aim to:			
	Group/team-work and learning	3.5 take responsibility for my own contributions to groups/teams to achieve goals	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 5
			Dreams and Goals	Year 6 (10-11)	Piece 5
		3.6 offer support to others to help the group achieve shared goals	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 5
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Piece 6 Pieces 4, 5 and 6
	Leadership	3.7 develop leadership skills and strategies to capitalise on group/individual strengths	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 5
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Piece 6 Pieces 4 and 5
Communicator		To be a communicator I aim to:			
		3.9 use verbal & non-verbal communication that is appropriate to the situation, purpose and audience	Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Piece 5 Pieces 3, 5 and 6
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4 and 6 Piece 4
			Being Me in My World	Year 6 (10-11)	Piece 1
			Changing Me	Year 6 (10-11)	Pieces 2, 4, 5 and 6
	Digital /social media	3.10 use social media and/or online platforms positively	Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Piece 3
			Healthy Me	Year 5 (9-10)	Piece 4
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6 Pieces 5 and 6
	Multilingualism	3.11 select the appropriate language for the situation	Not a Jigsaw objective		



	Integrity	3.12 think carefully before speaking in order to be considerate of others.	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 4
			Celebrating Difference	Year 5 (9-10)	Piece 3
	Clarity	3.13 reflect on the clarity of my messaging and aim for improvement.	Being Me in My World	Year 6 (10-11)	Piece 1
			Celebrating Difference	Year 6 (10-11)	Pieces 3,4 and 6
			Dreams and Goals	Year 6 (10-11)	Pieces 3, 4, 5 and 6
		3.14 seek clarification when I am unsure of what is being communicated	Being Me in My World	Year 6 (10-11)	Piece 1
			Dreams and Goals	Year 6 (10-11)	Piece 3
			Relationships	Year 6 (10-11)	Piece 5
	Environmental communication (anything in the world around us that communicates a message)	3.15 interpret information considering authority of the source	Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 3
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Piece 4 Piece 3
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4 and 6 Pieces 4 and 5
			Changing Me	Year 6 (10-11)	Piece 5
Empathetic		To be empathetic I aim to:			
	Learning	3.16 support others' learning when I am able	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 5
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 5 and 6 Pieces 5 and 6
			Celebrating Difference	Year 6 (10-11)	Piece 6
	Emotions	3.17 take action to gain insight into the feelings and emotions of others	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2 and 3 Pieces 2 and 3
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Piece 4 Pieces 1, 3, 5 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Piece 5 Pieces 4 and 6
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Pieces 4 and 5 Pieces 3, 4, 5 and 6
			Changing Me	Year 6 (10-11)	Piece 4
		3.18 make decisions giving consideration to the impact on myself and others	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 4 Piece 4



	3.18 cont.		Celebrating Difference	Year 5 (9-10)	Piece 3
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 3, 5 and 6 Pieces 3, 4 and 5
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2, 4 and 5 Pieces 1, 2, 5 and 6
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6 Pieces 2, 4, 5 and 6
			Changing Me	Year 6 (10-11)	Piece 4
	3.19 develop insight into the experiences of others		Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2 and 3 Pieces 2 and 3
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Piece 4 Pieces 1, 3, 5 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 4 and 5 Pieces 3, 4 and 5
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Pieces 4 and 5 Pieces 3, 4, 5 and 6
			Relationships	Year 6 (10-11)	Piece 1
			Changing Me	Year 6 (10-11)	Piece 4
	Compassion	3.20 contribute to the welfare of others	Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Piece 4 Pieces 3, 4, 5 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 5 and 6 Pieces 4 and 5
			Being Me in My World	Year 6 (10-11)	Pieces 3 and 4
			Relationships	Year 6 (10-11)	Piece 4

Ethical	To be ethical I aim to:				
	Ethics in school and my local environment	3.21 do the right thing even when no one is watching	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 4 Piece 4
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 3 and 4 Piece 6
			Dreams and Goals	Year 5 (9-10)	Piece 6
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6 Pieces 2, 4, 5 and 6
			Changing Me	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 4
			Healthy Me	Year 6 (10-11)	Pieces 1 and 2
	Ethics in the world (and subject learning)	3.22 learn about the moral/ethical issues associated with particular subjects	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 5 and 6 Pieces 2, 3 and 4
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 1 and 2 Pieces 1, 2, 3, 5 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 4 and 5 Pieces 4 and 5
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2, 4 and 6 Pieces 2, 3 and 4
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6 Pieces 1, 4 and 5
			Changing Me	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 4
		3.23 learn about which ethical/moral codes form the rules in my life	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 5 and 6 Pieces 3, 4 and 6
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 1 and 2 Pieces 2 and 6
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2, 4 and 6 Pieces 1, 2, 5 and 6
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6 Pieces 2, 4, 5 and 6
			Dreams and Goals	Year 6 (10-11)	Piece 5
			Changing Me	Year 6 (10-11)	Piece 4
	Decision making - ethical choices	3.24 be selfless rather than selfish when making ethical decisions	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2 and 3 Pieces 3 and 4
			Celebrating Difference	Year 5 (9-10)	Pieces 5 and 6 Piece 6
			Dreams and Goals	Year 5 (9-10)	Piece 6

				Year 6 (10-11)	Pieces 3,4 and 5
Resilient		To be resilient I aim to:	 The Jigsaw REST (Resilience and Engagement Scale and Toolkit) provides a way to measure resilience and offers interventions for each of the 10 resilience descriptors.		
	Tenacity	3.25 apply myself to practising things I need to get better at	Dreams and Goals	Year 6 (10-11)	Pieces 1 and 2
			Dreams and Goals	Year 6 (10-11)	Pieces 1 and 2
		3.26 develop and apply strategies to deal with disappointment	Healthy Me	Year 6 (10-11)	Pieces 2,5 and 6
			Changing Me	Year 6 (10-11)	Pieces 1 and 5
	Metacognition	3.27 identify when I am stuck and when my learning is progressing	Being me in My World	Year 6 (10-11)	Piece 1
			Dreams and Goals	Year 6 (10-11)	Pieces 1 and 2
		3.28 realise that learning takes effort and may not always be successful	Dreams and Goals	Year 6 (10-11)	Pieces 1 and 2
Respectful		To be respectful I aim to:			
	Others	3.29 treat others as I would like to be treated	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, and 4 Piece 4
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3 and 4 Pieces 1, 2, 4, 5 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 5 and 6 Piece 6
			Changing Me	Year 6 (10-11)	Piece 4
		3.30 critically engage with opinions different to my own	Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2 and 6 Pieces 1, 2 and 6
			Being Me in My World	Year 6 (10-11)	Piece 5
			Dreams and Goals	Year 6 (10-11)	Piece 3
		3.31 be considerate of others' rights and cultural norms	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 5 and 6 Pieces 2, 3, 4 and 6
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2 and 6 Pieces 2 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 4, 5 and 6 Pieces 3, 4 and 5
		3.32 value diversity and question prejudice and bias	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 5 and 6 Pieces 2 and 3



		3.32 cont.	Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2 and 6 Pieces 1, 2, 5 and 6
	Environmental	3.33 apply strategies to manage the use of concrete and abstract resources	Dreams and Goals	Year 5 (9-10)	Pieces 4, 5 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 5 and 6 Pieces 3 and 4
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6 Pieces 5 and 6
			Being Me in My World	Year 6 (10-11)	Pieces 2 and 3
			Healthy Me	Year 6 (10-11)	Pieces 2, 5 and 6
Thinker		To be a thinker I aim to:			
	Critical Thinkers	3.34 analyse issues and evaluate solutions in local and global contexts.	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Pieces 2 and 3 Pieces 2 and 3
			Celebrating Difference	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2 and 6 Pieces 1, 2 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 4, 5 and 6 Pieces 3 and 4
			Healthy Me	Year 6 (10-11)	Pieces 3 and 4
			Relationships	Year 6 (10-11)	Pieces 1, 2, 4, 5 and 6
		3.35 use reasoning to support conclusions	Being Me in My World	Year 5 (9-10) Year 6 (10-11)	Piece 4 Pieces 2 and 3
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 3 and 6 Piece 2
			Healthy Me	Year 5 (9-10)	Pieces 1, 2, 4 and 6
			Celebrating Difference	Year 6 (10-11)	Pieces 3 and 6
			Changing Me	Year 6 (10-11)	Piece 6
	Metacognitive thinking	3.36 reflect and act on ways of developing my strengths and overcoming my weaknesses	Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Piece 3 Pieces 1 and 2
			Healthy Me	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 2, 4 and 6 Pieces 1, 5 and 6
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 1, 4, 5 and 6 Pieces 2 and 3
			Changing Me	Year 5 (9-10) Year 6 (10-11)	Pieces 1 and 6 Pieces 1 and 5
			Being Me in My World	Year 6 (10-11)	Piece 1



		3.37 reflect on the success of strategies for learning K, S and U	Relationships	Year 5 (9-10)	Pieces 1
			Being Me in My	Year 6 (10-11)	Piece 1
			Dreams and Goals	Year 6 (10-11)	Pieces 1 and 2
	Creative thinkers	3.38 innovate and evaluate solutions to real world problems or issues	Celebrating	Year 5 (9-10)	Pieces 1, 2 and 6
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 5 and 6 Pieces 3, 4 and 5
			Relationships	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6 Pieces 2, 3, 4, 5 and 6
			Being Me in My	Year 6 (10-11)	Pieces 2 and 3
			Celebrating	Year 6 (10-11)	Pieces 4 and 6
			Healthy Me	Year 6 (10-11)	Pieces 2, 3, 4, 5 and 6
		3.39 seek fresh perspectives through examining others' ideas	Being Me in My	Year 5 (9-10) Year 6 (10-11)	Piece 5 Piece 5
			Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 5 and 6 Pieces 4 and 5
	Curious thinkers	3.40 extend learning through making connections	Dreams and Goals	Year 5 (9-10) Year 6 (10-11)	Pieces 2, 4, 5 and 6 Pieces 1 and 2
			Being Me in My	Year 6 (10-11)	Piece 4
			Healthy Me	Year 6 (10-11)	Piece 6
			Relationships	Year 6 (10-11)	Piece 6

Progression of Jigsaw Attainment descriptors in each Puzzle

Puzzle 1: Being Me in My World

Being Me in My World	Working towards	Working at	Working beyond
Ages 5-6	I can tell you something positive that I like about being in my class. I can say how I help make my class a happy and safe place.	I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	I can explain why I have a right to learn in a happy and safe class. I can explain how everyone in my class has responsibilities to make our class happy and safe.
Ages 6-7	I can tell you some things that make my class a safe and fair place. I can say how I feel about my class and why I like it being safe and fair.	I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.	I can justify the choices I make to help keep my class and school a safe and fair place. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.
Ages 7-8	I can name some of the responsible choices I make in school. I can tell you who I can go to for help if I need it. I can give you some examples of how to work/play well with others.	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can evaluate different choices that I, or others might make in school and explain what the consequences might be. I can link these choices to the need for rules, rights and responsibilities. I can express and respond appropriately to others' feelings and explain why they may be feeling that way. I can offer help to myself and others to feel valued.
Ages 8-9	I can tell you why my school is a community and some of the different roles people have in it. I can say how it feels to be part of a positive school community and to be listened to.	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can problem-solve and offer different solutions to help my team/ class/ school be more democratic. I can justify why being in a democracy helps people feel valued and is fair.

Ages 9-10	I can give some examples of people in my country who have different lives to mine. I can tell you why being part of a community is positive and why it is important that the community is a fair one.	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I can explain why rights and responsibilities contribute to making groups effective. These groups could be in school and/or from a community context.
Ages 10-11	I can tell you how some of my choices affect others locally and globally. I can tell you how I try to make others feel valued by understanding their feelings and doing something positive.	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. From this I can infer some universal rights and responsibilities that we share. I can explain why empathising with others is important when considering the choices that I and others make. This will include my ideas around personal, local and global communities.
Ages 11-12	I can tell you about my self-identity. I can name some ways that make me a unique individual. I can also tell you why this makes me different from my friends and family.	I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity. I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can also express a level of independence while maintaining positive relationships with others.	I can explain how the self-identities of people are different and this may cause them to behave differently in similar situations. I can also link this to the different emotional states they may be experiencing. I can discuss my growing independence as a unique individual and how this has been shaped by my history and future aspirations. I can also discuss how others may view me differently and may have similar or different expectations of me. I can justify which of these expectations are fair.

Puzzle 2: Celebrating Difference

Celebrating Difference	Working towards	Working at	Working beyond
Ages 5-6	I can talk about one thing that makes me different from my friends and one thing that we have in common. I can tell you ways that I could be kind to other people in my class.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	I can explain why being unique and special is important. I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.
Ages 6-7	I can name some differences and similarities between me and other people in my class. I can give a reason why a friend is special to me.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. I can offer strategies that allow me to stand up for myself and my friends.
Ages 7-8	I can tell you about a conflict that I have witnessed or been involved with. I can tell you how a conflict that I have seen or been involved with made me feel.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse. I can explain the effect this had on relationships. I can explain how the role of a witness in a conflict situation can be helpful/ unhelpful depending on their actions. I can suggest ways that I might act in these situations.
Ages 8-9	I can tell you about my first impressions of someone. I can give a reason why sometimes people don't tell about a bullying situation. I can say why it is good to try to get to know someone before making judgements about them.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can explain how first impressions can be misleading. I can appraise different courses of action that a witness of bullying could take and what the outcomes might be in each situation. I can explain how I form opinions about myself and other people and what might influence me about that.

Ages 9-10	I can give some examples of bullying behaviours including direct and indirect types and explain how this might make people feel. I can tell you why it is important to respect my own and other people's cultures.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/ discrimination and why respect is an important value.
Ages 10-11	I can tell you some ways that difference can be a source of conflict in people's lives. I can say how I feel about people experiencing conflict in their lives because they are different.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain ways in which different cultures, beliefs or lifestyles can be a source of conflict or a cause for celebration. I can express my own attitudes towards people who are different and empathise with their circumstances.
Ages 11-12	I can give examples of different types of prejudice and discrimination. I can treat others as they wish to be treated and I can take others' thoughts, feelings and circumstances into account in how I manage my relationships.	I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others. I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.	I can explain how prejudice and discrimination may be influenced by a variety of factors, such as personal belief, stereotypes, the impact of the media and societal and cultural influences. I can argue my own viewpoint on these issues to challenge prejudice and discrimination assertively. I can evaluate the effectiveness of different strategies that may support those involved in prejudice and discrimination and suggest the possible outcomes.

Puzzle 3: Dreams & Goals

Dreams & Goals	Working towards	Working at	Working beyond
Ages 5-6	I can tell you about a challenge and what I did well. I can say why a challenge made me feel good about myself.	I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	I can explain what helped me to succeed in a learning challenge and explain how this made me feel. I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.
Ages 6-7	I can tell you what I did to help my group create an end product. I can say how I felt about working in a group.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't. I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time.
Ages 7-8	I can tell you something I did well in a learning challenge and something I want to get better at. I am happy to talk about what I did well and say why it makes me feel good.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can analyse my learning strengths and use this to design clear steps to help me improve. I am confident to discuss my successes and difficulties with others. I can analyse these feelings and explain how they can assist me in the future.
Ages 8-9	I know that sometimes things can go wrong and can tell you why it is good to try again. I know how it feels to be disappointed and can tell you ways to stay positive.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I can explain why being resilient /having a positive attitude contributes to having greater chance of success.

Ages 9-10	I can tell you about my dreams and goals and also some that young people from different cultures might have. I can tell you how I feel about my dreams and goals.	I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this. I can evidence how I may have different opportunities and life chances compared to some young people and can say how I feel about this.
Ages 10-11	I can tell you about something I can do with others that makes the world a better place. I can tell you how making the world a better place makes me feel.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	I can analyse and justify why my group chose an activity and how this contributes to making the world a better place. I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those people affected.
Ages 11-12	I can give examples of some of my dreams and goals and suggest how they might change as I get older. I can identify some of the steps I might need to take to achieve a dream or goal. I can also identify any potential obstacles that I might face and can suggest ways to overcome them and stay positive.	I can explain how internal and external factors might affect my own dreams and goals as I get older. I can explain why breaking a dream or goal into smaller steps is a helpful strategy. I can also offer a range of strategies that I could use to overcome obstacles and remain positive.	I can evaluate what factors might have more /less influence on my personal dreams and goals. I can anticipate and plan in advance strategies to help me achieve some of my dreams or goals. I can evaluate these plans and suggest ways they might change and how they could be adapted as necessary.

Puzzle 4: Healthy Me

Healthy Me	Working towards	Working at	Working beyond
Ages 5-6	I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy. I know that my body is special and I need to take care of it.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can help me feel happy.	I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy. I can suggest how my body might come to harm if I make unhealthy choices. I can explain how healthy choices affect the way I feel about myself and help to make me happy.
Ages 6-7	I can tell you some things I can put in or on my body to keep it healthy. I can say how I feel about being healthy.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can justify my choices about food and medicines and explain healthy and safe ways in which they can be good for my body. I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices.
Ages 7-8	I can name some things I need to keep myself safe from and ways to stay healthy. I can tell you who I can go to for help if I feel unsafe/ unwell. I know how to tell someone if I feel scared/unwell.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.	I can judge the levels of risk involved in different situations and I can select and describe suitable strategies for keeping myself safe and healthy, including knowing how to seek help and from whom and how to make a call to emergency services. I can express and respond appropriately to feelings of anxiety or fear or when I feel unwell.
Ages 8-9	I can tell you how I would say 'no' if someone tried to make me do something that I know is wrong or bad for me. I can say how it feels when someone else is pushing me to do something.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. I can identify feelings of anxiety and fear associated with peer pressure and I can manage these to help me make safe and healthy choices.

Ages 9-10	I can give some reasons why people may worry about how they look, and I can describe healthy and unhealthy ways that people use food and substances in their lives. I can tell you why my body is good the way it is.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can evaluate the different roles food and substances can play in people's lives. I can also justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. I respect and value my body and health, and can consider the part this plays in maintaining my self confidence.
Ages 10-11	I can tell you how substance misuse has an unhealthy impact on the body and mind I can tell you how I try to keep myself emotionally healthy.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can give an account of different ways in which people in our society use substances including alcohol as part of their lifestyle, and evaluate the health risks between responsible use, anti-social use and misuse. I can reflect on the links between mental/emotional health and alcohol and substances. I have considered what my attitude to these may be when I am older.
Ages 11-12	I can give examples of how a person's health choices might be influenced by the way they are feeling. I can tell you some things a person could do to help them feel good that are not damaging to themselves or others.	I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions. I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this.	I can justify different ways that emotions can affect responsible choices and evaluate strategies that people could use to help them stay happy and healthy and to reduce risk-taking behaviour. I can evidence my thinking about making responsible choices and managing the internal and external pressures that might influence me.

Puzzle 5: Relationships

Relationships	Working towards	Working at	Working beyond
Ages 5-6	I can name some people who are special to me. I can tell you ways they help me stay safe and feel special. I can tell you why I like some people and who I might go to for help if I need it.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me. I can also explain how this helps me feel safe and good about myself. I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.
Ages 6-7	When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable. I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships.
Ages 7-8	I can give examples of things that I appreciate in my friends and family and also things I appreciate in people I don't know, such as those from other countries. I can tell you how I depend on other people and how other people depend on me.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can explain some of the rights and responsibilities that I and others have in my family, friendships and as global citizens. I can express a sense of the responsibility we have for each other because of these connections.
Ages 8-9	I can tell you some different ways that I can show love for special people and animals. I can tell you how it might feel to miss a special person or animal.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can give reasons why people may experience a range of feelings associated with personal loss. I can offer and evaluate solutions to help manage personal loss.
Ages 9-10	I can tell you about different types of friendship and ways these might change. I can also tell you some basic rules about how to stay safe when using technology to communicate with my friends. I can tell you why some feelings might lead to someone using technology to harm me or others.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.

Relationships	Working towards	Working at	Working beyond
Ages 10-11	I can say how people might feel if they lose someone special to them. I can also give some examples of when people might try to control or gain power over others. I can tell you some ways that I can manage my feelings and ways of standing up for myself in real and online situations.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I can explain why people may experience a range of feelings associated with loss. I can also analyse some of the methods people can use to try to gain power and control over others, in both obvious and hidden ways, including online. I can consider ways of standing up for myself and my friends when others are using controlling behaviour, and judge between those likely to be effective and those that may aggravate the problem. I can also appraise the effectiveness of different strategies to help me manage my feelings.
Ages 11-12	I can give examples of the different types of social groups I may belong to, including friendship, romantic relationships, family and in wider society. I can suggest ways that I or others may behave emotionally within social groups in certain situations.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour. I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can analyse why people may experience different feelings when having a shared experience and how this could relate to their behaviour. I can evaluate strategies that might support myself or others in situations where there are conflicts or times of personal change and any role that I might play in that.

Puzzle 6: Changing Me

Changing Me	Working towards	Working at	Working beyond
Ages 5-6	I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private. I can tell you some things that will change for me and how I feel about this.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not. I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad.
Ages 6-7	I can tell you how I am different now to when I was a baby and say some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.	I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk about the physical differences with respect and understand how to protect my own and others' privacy. I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples.
Ages 7-8	I can tell you some of the ways that boys' and girls' bodies change on the inside/outside as they grow up, and I know these changes are connected to making babies. I can tell you something I like and something that worries me about the idea of growing up.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.	I can describe fully the changes that take place inside/ outside boys' and girls' bodies during the growing up process and can explain accurately how each of the changes helps to prepare their bodies for making babies when they grow up. I can express how I feel about these changes happening to me and can weigh up the positives and the negatives, and understand how to manage these feelings.

Ages 8-9	I can tell you that an egg and a sperm are needed to make a baby, and when the egg is not fertilised then it is lost in a period (menstruation). I can tell you about some of the changes that will happen to me physically and emotionally and I can express how I feel about some of these.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.	I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. I can consider and prioritise the changes I would like to make when I am older and can plan the approaches I will use to tackle these changes. I can also explain why some changes I face are out of my control and evaluate how positive feelings management can help me.
Ages 9-10	I can identify some changes that happen to girls' and boys' bodies during puberty and tell you about some of the emotional changes that happen too. I know that I will change during puberty and I can tell you how I feel about that.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.	I can give a detailed account of the changes that occur in girls' and boys' bodies during puberty and any associated emotional changes. I can relate these changes to the conception process. I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times.
Ages 10-11	I can identify the main stages by which a baby develops through conception, pregnancy and birth. I can tell you some words that describe my feelings about becoming a teenager and how I feel about conception, pregnancy and birth of a baby.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.	I can explain in more detail, the process by which a baby is conceived, how it develops through the nine months of pregnancy, and the stages of labour and birth. I can reflect on how this experience might feel from the point of view of a parent, and express my own thoughts and feelings about it.
Ages 11-12	I can tell you about some of the changes that might/will happen to me, my friends and family as I get older. I can tell you how I feel about some of the changes that might/ will happen to me in my personal life.	I can explain why some personal and family changes happen. I can explain ways that I can give emotional support to myself and others during times of personal change.	I can discuss a range of changes that I or others may/will experience in our personal lives and relate these to internal and/or external factors. I can evaluate different strategies that might help me and others manage in times of personal change.