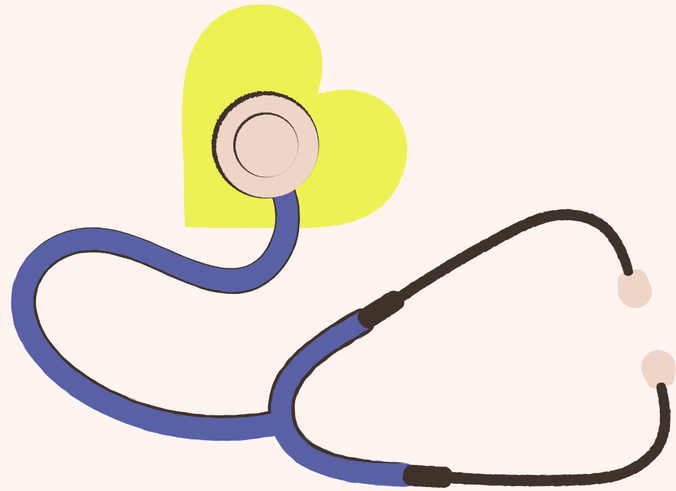
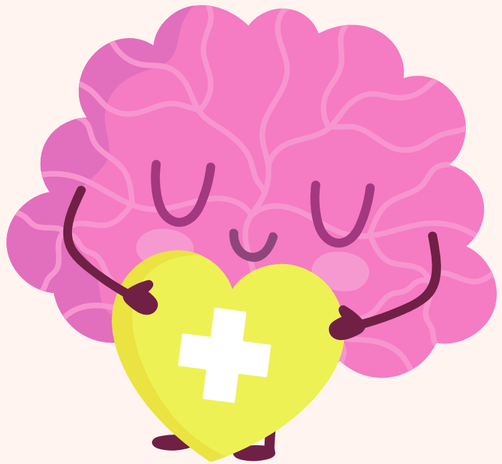


PSHE AT AYLWARD
SKILL AND PROGRESSION MAP



CLICK ON EACH TAB TO FIND THE REVELENT INFORMATION

INTENT, IMPLEMENTATION AND IMPACT

CURRICULUM MAP

KNOWLEDGE AND SKILLS PROGRESSION BY YEAR GROUP

USEFUL WEBSITES AND LINKS

INTENT, IMPLEMENTATION AND IMPACT

INTENT

At Aylward Primary School, our intent for PSHE is to support the development of the whole child, equipping our pupils with the emotional, social and practical skills they need to thrive both now and in the future. In our richly diverse school community, we celebrate difference and actively foster an environment where every child feels valued, respected and empowered. Our PSHE curriculum, underpinned by the Jigsaw scheme, provides a structured and progressive approach that supports pupils to emotionally regulate, communicate confidently, understand and care for their bodies, explore the wider world with curiosity and be inspired by the possibilities ahead of them. Through weekly PSHE lessons and the embedding of key themes across the curriculum and school life, we ensure that all pupils, regardless of background or starting point, leave Aylward with the knowledge, values and skills to make safe, informed and positive choices. We aim to nurture thoughtful, healthy, and ambitious young citizens who are ready to contribute meaningfully to their communities and the wider world.

IMPLEMENTATION

At Aylward Primary School, PSHE is taught weekly through the Jigsaw scheme, which provides a clear and consistent structure across all year groups. Each half term focuses on a new theme—such as Being Me in My World, Celebrating Difference, and Healthy Me—allowing children to revisit and deepen their understanding as they progress through the school. Lessons are interactive and discussion-based, encouraging children to reflect, share opinions, and develop empathy. Mindfulness is embedded into every lesson to support emotional regulation and promote self-awareness. PSHE is further enriched through assemblies, themed weeks (e.g. Healthy Living Week, Anti-Bullying Week), and cross-curricular links with Science, PE, and Computing. Our diverse curriculum reflects the backgrounds and experiences of our pupils, ensuring representation and relevance. Teachers use assessment for learning strategies to monitor pupil progress, while also creating a safe, inclusive space where every voice is heard. We support staff through training, regular review, and opportunities to adapt lessons to meet the needs of our school community.

IMPACT

The impact of our PSHE curriculum at Aylward is evident in the confidence, empathy and resilience shown by our pupils in their daily interactions. Children are increasingly able to recognise and manage their emotions, express themselves clearly, and build respectful, supportive relationships with others. They demonstrate a growing awareness of how to stay healthy, both physically and mentally, and make informed choices about their wellbeing. Through a deepening understanding of the world around them, pupils show tolerance, respect and curiosity about different cultures, communities and lifestyles. They are inspired to think about their futures, articulate their aspirations, and understand the steps they can take to achieve them. Pupil voice, class books and classroom observations show that children engage positively with PSHE and are able to apply their learning across the curriculum and in real-life situations. As a result, our children leave Aylward as thoughtful, responsible and emotionally literate individuals, well-prepared for the next stage of their education and for life in a modern society.

CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Being Me in My World** Similarities and differences Emotions	**Celebrating Difference** Differences Friendships	**Dreams and Goals** Jobs for the future and how to achieve	**Healthy Me** Sleep Handwashing Safe adults	**Relationships** Family roles Friendships	**Changing Me** Changes from a baby Emotions Body names
Reception	**Being Me in My World** Teamwork Rights	**Celebrating Difference** Different experiences Friendships	**Dreams and Goals** Jobs for the future and how to achieve	**Healthy Me** Sleep Handwashing Safe adults	**Relationships** Family roles Friendships	**Changing Me** Changes from a baby Emotions Body names
Year 1	**Being Me in My World** Belonging Community Emotions	**Celebrating Difference** Bullying and being unique	**Dreams and Goals** Success Achievements Obstacles	**Healthy Me** Food, exercise, hygiene Safety: road/medicine	**Relationships** Families and friendships Community Support	**Changing Me** Life cycles Names for body parts Emotions
Year 2	**Being Me in My World** Hopes/fears Community Boundaries	**Celebrating Difference** Assumptions and stereotypes Diversity Being unique	**Dreams and Goals** Problem solving Healthy choices Cooperation	**Healthy Me** Balanced diet Risks/hazards Caring for body Well-being	**Relationships** Safe/unsafe contact Conflict Appreciation	**Changing Me** Life cycles Body changes privacy
Year 3	**Being Me in My World** Rights and responsibilities Actions/consequence	**Celebrating Difference** Managing disagreement Stereotypes	**Dreams and Goals** Collaboration Ambitions Resilience	**Healthy Me** Fitness Safety Drugs Risk (water)	**Relationships** Positive relationships Online platforms Well-being	**Changing Me** Physical changes Puberty (outside changes) Hygiene
Year 4	**Being Me in My World** Inclusion Community Rights and responsibilities Democracy	**Celebrating Difference** Judgements Bystanders Being unique	**Dreams and Goals** Goals and emotions Setbacks Perseverance	**Healthy Me** Emotional well-being Smoking/vaping/drugs Peer pressure	**Relationships** Jealousy Love and loss Compromise	**Changing Me** Puberty (male and female) Trusted adults
Year 5	**Being Me in My World** Personal goals Citizens Influence Democracy	**Celebrating Difference** Stereotypes Racism and discrimination Bullying	**Dreams and Goals** Lifestyles Aspirations	**Healthy Me** Emergency aid Body/self-image	**Relationships** Online relationships Assertiveness	**Changing Me** Puberty (emotional change) Well-being
Year 6	**Being Me in My World** Global citizen Democracy Values	**Celebrating Difference** Empathy Equality and respect Inspirational individuals	**Dreams and Goals** Motivation Leadership Planning	**Healthy Me** Physical, mental and emotional well-being Healthy habits Change	**Relationships** Anxiety/stress Managing emotions Online relationships	**Changing Me** Identity Respectful relationships **RSE: Conception reproduction**

KNOWLEDGE AND SKILLS PROGRESSION BY YEAR GROUP

NURSERY

RECEPTION

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6



NURSERY

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



NURSERY AUTUMN 1 BEING ME IN MY WORLD

INTENT

In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.

KNOWLEDGE

- I understand that people are similar and different
- Recognise and talk about different feelings
- Understand that my classroom is a place where we learn and play together
- I know that working together helps make school a good place to be
- I understand why kindness matters and how it affects others
- I know what using gentle hands looks like
- I know that everyone has the right to learn and play
- I understand what being responsible means
- I can describe how they help everyone feel safe and able to learn

VOCAB

Kind, learn, angry, choice, different, excited, turns, unique , gentle, rights, sad, share, similar.

Skills

- I can name my feelings
- I know how work and play with others
- I know why it is important to be kind and gentle
- I understand why it is important to care about others' feelings
- I can make good choices • I can follow our class rules

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities

Enrichment opportunities

Feelings circle time.
Friendship walks.

Suggested questions to measure impact

Who do you like to play with at school?
What is the same about you and your friends?
What does kind hands look like in your classroom?
Why is it important that everyone can learn and play?

NURSERY AUTUMN 2 CELEBRATING DIFFERENCES

INTENT

In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

KNOWLEDGE

I know what being unique means
- I can name and recognise some emotions
- I understand why having friends is important
- I can name qualities of a positive friendship
- I know what being proud means, and that people can be proud of different things
- I understand that people can be good at different things
- I know all families are different
- I know that everyone has different homes

VOCAB

Differences, friendships, frightened, family, happy, kind, proud, sad, special, unique.

Skills

I can recognise emotions in myself and others
- I know some skills to help make a friend
- I recognise some ways that I am different yet similar to others
- I know how to use skills to stand up for themselves
- I can recognise things I am good at
- I can identify similarities and differences between my own family and other families

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Identifying talents
Being special
Families
Where we live
Making friends
Standing up for yourself

Enrichment opportunities

Anti-Bullying week.
Red Nose Day.
Children in Need.

Suggested questions to measure impact

How do you feel when someone says something unkind to you?
Would a good friend say those things?
How can you help someone if they are left out?
What are you proud of?

NURSERY SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

KNOWLEDGE

- Know what a challenge is
- Know that it is important to keep trying
- Know what a goal is
- Know how to set goals and work towards them
- Know which words are kind
- Know some jobs that they might like to do when they are older
- Know that they must work hard now in order to be able to achieve the job they want when they are older
- Know when they have achieved a goal.

VOCAB

Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Challenges
Perseverance
Achieving and setting goals
Overcoming obstacles
Seeking help
Jobs

Enrichment opportunities

Careers fate.

Suggested questions to measure impact

- What is a challenge?
- How does it feel when you think you can't do something?
- What job would you like when you are older?
- Why is it important to keep trying? Can you think of an example?
- How do you like to celebrate when you achieve something?

Skills

- Understand that challenges can be difficult
- Recognise some of the feelings linked to perseverance
- Talk about a time that they kept on trying and achieved a goal
- Be ambitious and show resilience
- Recognise how kind words can encourage people
- Feel proud
- Celebrate success

NURSERY SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.

KNOWLEDGE

- I can name some parts of my body and understand that being active helps keep me healthy
- I understand that moving my body and resting are both important for my health
- I can talk about things I need to do to stay healthy
- I know what "healthy" means and can begin to make healthy food choices
- I know how to help myself go to sleep and understand why sleep is important
- I can wash my hands and understand why this is important, especially before eating and after using the toilet
- I know who my safe adults are and how to stay safe if they are not close

VOCAB

Asleep, challenge, clean, exercise, germs, healthy, hygiene, movement, rest, safe, stranger, unexpected, unplanned, worried.

Skills

- I can recognise when my body needs movement or rest
- I can talk about some ways I can look after myself and keep my body healthy
- I can make simple healthy choices and notice how these help my body and feelings
- I can use strategies that help me feel calm and ready for sleep
- I can take responsibility for caring for my body by keeping myself clean and healthy
- I can identify trusted adults and ask for help when I feel unsafe or unsure

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Exercising bodies
Physical activity
Healthy food
Sleep
Keeping clean
Safety

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

How does your body feel when you run, jump, or stretch?
When does your body feel tired and need a rest?
Healthy choices and self-care
When should we wash our hands and brush our teeth?
Why is sleep important for our bodies?
What should you do if a stranger talks to you
What helps you feel calm again?

NURSERY SUMMER 1 RELATIONSHIPS

INTENT

Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

KNOWLEDGE

- I understand what a family is
- I know that different people in a family have different responsibilities (jobs)
- I understand some of the characteristics of healthy and safe friendships
- I understand that friends sometimes fall out
- I know some ways to mend a friendship
- I understand that unkind words can never be taken back and they can hurt
- I know how to use Jigsaw's Calm Me to help when feeling angry
- I understand some reasons why others get angry

VOCAB

angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset

Skills

- I can identify what jobs they do in their family and those carried out by parents/carers and siblings
- I can suggest ways to make a friend or help someone who is lonely
- I understand there are different ways to mend a friendship
- I can recognise what being angry feels like
- I know how to use Calm Me when angry or upset

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Family life
Friendships
Breaking friendships
Falling out
Dealing with bullying
Being a good friend

Enrichment opportunities

Circle time

Suggested questions to measure impact

Who is in your family?
What makes someone a good friend?
What can you do if you fall out with a friend?
How do kind words make people feel?
What might make someone feel angry, upset or angry?
Can you show me how you use Calm Me?

NURSERY SUMMER 2 CHANGING ME RHE

INTENT

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of di!erent ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

KNOWLEDGE

- I know the names and functions of some parts of the body
- I understand that we grow from baby to adult
- I know who to talk to if I am feeling worried
- I understand that sharing how I feel can help solve a problem or worry
- I understand that remembering happy times can help us move on

VOCAB

angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset

Skills

Can identify how they have changed from a baby.
Can say what might change for them as they get older.
Recognise that changing class can elicit happy and/or sad emotions.
Can say how they feel about changing class/ growing up.
Can identify positive memories from the past year in school/ home.

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Bodies
Respecting my body
Growing up
Growth and change
Fun and fears
Celebrations

Enrichment opportunities

Visit from the School Nurse.

Suggested questions to measure impact

How were you different when you were a baby?
What can you do now that you couldn't do before?
What are you looking forward to as you get older?
How do you feel about growing up?
What can you do when you feel worried or upset?

RECEPTION

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



RECEPTION AUTUMN 1 BEING ME IN MY WORLD

INTENT

In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.

KNOWLEDGE

- I understand that people are similar and different
- I am beginning to recognise and talk about different feelings
- I understand that my classroom is a place where we learn and play together
- I know that working together helps make school a good place to be
- I understand why kindness matters and how it affects others
- I know what using gentle hands looks like
- I know that everyone has the right to learn and play
- I understand what being responsible means
- I know how we look after our classroom and resources
- I can describe how they help everyone feel safe and able to learn

VOCAB

Angry, choice, different, excited, feelings, friend, gentle, happy, kind, responsibilities, sad, taking turns.

PRIOR KNOWLEDGE

In Nursery, children have identified feelings associated with belonging, happiness and sadness.

Skills

- I can name my feelings
- I know how work and play with others
- I know why it is important to be kind and gentle
- I understand why it is important to care about others' feelings
- I can make good choices
- I can follow our class rules

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Feeling special and safe
Being part of a class
Rights and responsibilities
Rewards and feeling proud
Consequences
Owning the learning charter

Enrichment opportunities

Anti-Bullying week.
Red Nose Day.
Children in Need.

Suggested questions to measure impact

When do you feel happy in your class
How can we tell how someone else is feeling
What does being kind look like in your
How do you take turns when you play
What do you think your classroom rules are?
Why is it important that everyone can learn?

RECEPTION AUTUMN 2 CELEBRATING DIFFERENCES

INTENT

In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

KNOWLEDGE

- I know what being unique means
- I can name and recognise some emotions
- I understand why having friends is important
- I can name qualities of a positive friendship
- I know what being proud means, and that people can be proud of different things
- I understand that people can be good at different things
- I know all families are different
- I know that everyone has different homes

VOCAB

Differences, friendships, frightened, family, friends, happy, home, kind , proud, similarities.

PRIOR LEARNING

In Nursery, children could vocalise success for themselves and about others successes.

Skills

- I can recognise emotions in myself and others
- I know some skills to help make a friend
- I recognise some ways that I am different yet similar to others
- I know how to use skills to stand up for themselves
- I can recognise things I am good at
- I can identify similarities and differences between my own family and other families

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Similarities and differences
Understanding bullying and knowing how to deal with it
Making new friends
Celebrating the differences in everyone

Enrichment opportunities

Inviting different people in – eg people from different religions, from different countries.

Create art work to show their own differences.

Suggested questions to measure impact

Does it matter if your friend likes something you don't?
Is it ok to like similar or different things to our friends?
What about wearing different clothes?
How do you make friends?
How can we be kind friends?
What can we do if we see someone by themselves?
What can we say that would make us a kind friend?

RECEPTION SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.

KNOWLEDGE

- Know what a challenge is
- Know that it is important to keep trying
- Know what a goal is
- Know how to set goals and work towards them
- Know which words are kind
- Know some jobs that they might like to do when they are older
- Know that they must work hard now in order to be able to achieve the job they want when they are older
- Know when they have achieved a goal.

VOCAB

Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.

PRIOR LEARNING

In Nursery, understand what a challenge is and are able to identify something that is challenging. Children look at the emotions surrounding challenges and build on this throughout the year.

Skills

- Understand that challenges can be difficult
- Recognise some of the feelings linked to perseverance
- Talk about a time that they kept on trying and achieved a goal
- Be ambitious and show resilience
- Recognise how kind words can encourage people
- Feel proud
- Celebrate success

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Challenges
Perseverance
Achieving and setting goals
Overcoming obstacles
Seeking help
Jobs

Enrichment opportunities

Careers fate.

Suggested questions to measure impact

What is a challenge?
How does it feel when you think you can't do something?
What job would you like when you are older?
Why is it important to keep trying? Can you think of an example?
How do you like to celebrate when you achieve something?

RECEPTION SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.

KNOWLEDGE

- I can name some parts of my body and understand that being active helps keep me healthy
- I understand that moving my body and resting are both important for my health
- I can talk about things I need to do to stay healthy
- I know what "healthy" means and can begin to make healthy food choices
- I know how to help myself go to sleep and understand why sleep is important
- I can wash my hands and understand why this is important, especially before eating and after using the toilet
- I know who my safe adults are and how to stay safe if they are not close by

VOCAB

asleep, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried

PRIOR LEARNING

In Nursery, children looked at naming the key parts of their body and discussed strategies for staying healthy.

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Keeping myself healthy
Healthier lifestyle choices
Keeping clean
Being safe
Medicine safety/ safety with household items
Road safety
Linking health and happiness

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

How does your body feel when you run, jump, or stretch?
What food do we eat that is healthy?
What can you do to help yourself get to sleep?
How does Jigsaw Jenie help you at school?
What can help you feel calm again?

Skills

I can notice how my body feels when I am active and understand that moving helps keep me well
- I can recognise when my body needs movement or rest
- I can talk about some ways I can look after myself and keep my body healthy
- I can make simple healthy choices and notice how these help my body and feelings
- I can use strategies that help me feel calm and ready for sleep
- I can take responsibility for caring for my body by keeping myself clean and healthy

RECEPTION SUMMER 1 RELATIONSHIPS

INTENT

Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.

KNOWLEDGE

- I understand what a family is
- I know that different people in a family have different responsibilities (jobs)
- I understand some of the characteristics of healthy and safe friendships
- I understand that friends sometimes fall out
- I know some ways to mend a friendship
- I understand that unkind words can never be taken back and they can hurt
- I know how to use Jigsaw's Calm Me to help when feeling angry
- I understand some reasons why others get angry

VOCAB

angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset

PRIOR LEARNING

In Nursery, children were introduced to the term relationships and looked at different families. They discussed the roles that people can have in a family.

Skills

- I can identify what jobs they do in their family and those carried out by parents/carers and siblings
- I can suggest ways to make a friend or help someone who is lonely
- I understand there are different ways to mend a friendship
- I can recognise what being angry feels like
- I know how to use Calm Me when angry or upset

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Belonging to a family
Making friends/being a good friend
Physical contact preferences
People who help us
Qualities as a friend and person
Self-acknowledgement
Celebrating special relationships

Enrichment opportunities

Playing taking turns games – eg snap or matching picture games.
Scrumpled paper activity

Suggested questions to measure impact

Who is in your family?
Who are your friends? How do they make you feel?
What do you do if your friend makes you upset?
Can you tell me about a time when you felt angry – what happened to stop you from feeling angry

RECEPTION SUMMER 2 CHANGING ME RHE

INTENT

Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.

KNOWLEDGE

- I know the names and functions of some parts of the body
- I understand that we grow from baby to adult
- I know who to talk to if I am feeling worried
- I understand that sharing how I feel can help solve a problem or worry
- I understand that remembering happy times can help us move on

VOCAB

angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset

PRIOR LEARNING

In Nursery, children looked at how they have changed since being a baby and named the basic body parts.

Skills

- I recognise that changing class can elicit happy and/or sad emotions
- I know I can say how I feel about changing class or growing up
- I can identify how I have changed from a baby
- I understand what might change as I get older and explore how this makes me feel
- I can identify positive memories from the past year in school/home

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Life cycles – animal and human
Changes in me
Changes since being a baby
Differences between female and male bodies (correct terminology)
Linking growing and learning
Coping with change
Transition

Enrichment opportunities

Visit from the School Nurse.

Family picnic

Suggested questions to measure impact

Which parts of your body do you know the name of?
Who can you talk to if you ever feel worried or frightened? (at school / at home)
Can you tell me about a time when you felt really happy?

YEAR 1

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



YEAR 1 AUTUMN 1 BEING ME IN MY WORLD

INTENT

In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.

KNOWLEDGE

- I know how to use my Jigsaw Journal
- I understand the rights and responsibilities as a member of my class
- I understand the rights and responsibilities for being a member of my class
- I know my views are valued and can contribute to the Learning Charter
- I can recognise the choices I make and understand the consequences
- I understand my rights and responsibilities within our Learning Charter

VOCAB

Safe, Special, Calm, belonging, special, rights, responsibilities, rewards, proud, upset, disappointed, consequences.

PRIOR KNOWLEDGE

In Nursery, children have identified feelings associated with belonging, happiness and sadness.

In Reception, children learn how to play with others and consider their feelings.

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Hopes and fears for the year
Rights and responsibilities
Rewards and consequences
Safe and fair learning environment
Valuing contributions
Choices
Recognising feelings

Enrichment opportunities

Setting class rules at the beginning of the year (Class Charter).
Role play.
Stories of different behaviours.
Anti-Bullying week.
Red Nose Day.
Children in Need.

Suggested questions to measure impact

- What makes your class a good place to learn?
- What helps you feel calm if something feels tricky?
- What do you do that helps your class be a good place to be?
- What are your rights in your classroom
- How does it feel when you get a reward or praise?

Skills

- I feel special and safe in my class and I know that I belong to my class
- I know how to make my class a safe place for everybody to learn
- I recognise how it feels to be proud of an achievement
- I recognise the range of feelings when I face certain consequences
- I understand my choices in following the Learning Charter

YEAR 1 AUTUMN 2 CELEBRATING DIFFERENCES

INTENT

In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated.

KNOWLEDGE

- I can identify similarities between people in my class
- I can identify differences between people in my class
- I can tell you what bullying is
- I know some people who I could talk to if I was feeling unhappy or being bullied
- I know how to make new friends
- I can tell you some ways I am different from my friends

VOCAB

Similarity, bully/bullying, behaviour, courage, deliberate, inclusive, lonely, manners, unique, unfair

PRIOR LEARNING

In Nursery, children could vocalise success for themselves and about others successes.
In reception, children can identify some ways they can be different and the same as others

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Assumptions and stereotypes about gender
Understanding bullying
Standing up for self and others
Making new friends
Celebrating difference and remaining friends

Enrichment opportunities

Personal profile to celebrate differences.
Crumpled paper activity
Social skills activities – sharing games

Suggested questions to measure impact

- How are you different from your friends
- What does it mean to include others?
- How can you use kind words to make someone feel happy?
- How can you help someone feel welcome
- What is bullying?
- How might someone feel if they are being bullied
- Who can you talk to if something worries you

Skills

- I can tell you some ways in which I am the same as my friends
- I can tell you some ways I am different from my friends
- I understand how being bullied might feel
- I can be kind to children who are bullied
- I know how it feels to make a new friend
- I understand these differences make us all special and unique

YEAR 1 SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.

KNOWLEDGE

- Know how to set simple goals
- Know how to achieve a goal
- Know how to work well with a partner
- Know that tackling a challenge can stretch their learning
- Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
- Know when a goal has been achieved

VOCAB

Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal

PRIOR KNOWLEDGE

In Reception, children could identify challenges and understand the importance of 'keep trying'.

Children thought of jobs that they could do when they are older.

Skills

- Recognise things that they do well
- Explain how they learn best
- Celebrate an achievement with a friend
- Recognise their own feelings when faced with a challenge
- Recognise their own feelings when they are faced with an obstacle
- Recognise how they feel when they overcome an obstacle
- Can store feelings of success so that they can be used in the future

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Setting goals
Identifying successes and achievements
Learning styles
Working well and celebrating achievement with others
Tackling new challenges Identifying and overcoming obstacles

Enrichment opportunities

Careers fate.

Suggested questions to measure impact

• What goals have you set at school? • What goal would you like to set for home? • What do you need to do achieve your goal? • How do you feel when something is difficult? • How do you feel when you have achieved a goal? • How can we celebrate your achievements together?

YEAR 1 SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves.

KNOWLEDGE

- I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy
- I know how to make healthy lifestyle choices and how to keep myself clean and healthy.
- I know that all household products including medicines can be harmful if not used properly
- I understand how medicines can help me if I feel poorly and I know how to use them safely
- I know how to keep safe when crossing the road, and about people who can help me to stay safe
- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy

VOCAB

balanced, bacteria, body parts, choices, clean, crossing, ears, exercise, eyes, germs, healthy, hygienic, keeping clean, kerb, less healthy, listen, look, medicines, nervous, pavement, safe, scared, sleep, soap, traffic, traffic lights, trust, unhealthy, virus, wait

PRIOR KNOWLEDGE

In Reception, children look at being healthy and how to make healthy food choices.

They discuss how some foods are healthier than others.

Skills

I feel good about myself when I make healthy choices
- I am special so keep myself safe
- I know some ways to help myself when I feel poorly
- I can recognise when I feel frightened and know who to ask for help
- I can recognise how being healthy helps me to feel happy

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Motivation
Healthier choices
Healthy eating and nutrition
Safety in the home
Safety out and about
Medicines

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

Can you give me an example of a healthy / unhealthy choice?
How do you feel when you make a healthy choice?
Can you tell me something that is special about you?
What can you do when you feel poorly?
Can you talk about a time when you felt frightened?
Who can you ask for help when you feel frightened?

YEAR 1 SUMMER 1 RELATIONSHIPS

INTENT

In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six lessons, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.

KNOWLEDGE

- I can identify the members of my family and understand that there are lots of different types of families
- I can identify what being a good friend means to me
- I know appropriate ways of physical contact to greet my friends and know which ways I prefer
- I know who can help me in my school community
- I can recognise my qualities as a person and a friend
- I can tell you why I appreciate someone who is special to me

VOCAB

appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch

PRIOR KNOWLEDGE

In Reception, children learn about different roles within families and how families can look different to their own.

They also look at friendships and the qualities that make a good friend.

Skills

- I know how it feels to belong to a family and care about the people who are important to me
- I know how to make a new friend
- I can recognise which forms of physical contact are acceptable and unacceptable to me
- I know when I need help and know how to ask for it
- I know ways to praise myself
- I can express how I feel about them

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Different types of family
Physical contact boundaries
Friendship and conflict
Secrets, trust and appreciation
Expressing appreciation for special relationships

Enrichment opportunities

E-Safety day.
Computing lessons.

Suggested questions to measure impact

Can you give me an example of a healthy / unhealthy choice?
How do you feel when you make a healthy choice?
Can you tell me something that is special about you?
Can I tell you something I think is special about you?
What can you do when you feel poorly?
Can you talk about a time when you felt frightened?
Who can you ask for help when you feel frightened?

YEAR 1 SUMMER 2 CHANGING ME RHE

INTENT

In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.

KNOWLEDGE

- I am starting to understand the life cycles of animals and humans
- I can tell you some things about me that have changed and some things about me that have stayed the same
- I can tell you how my body has changed since I was a baby
- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus
- I understand that every time I learn something new, I change a little bit
- I can tell you about changes that have happened in my life

VOCAB

adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, penis, proud, testicles, vulva, worried

PRIOR KNOWLEDGE

In Reception, children are encouraged to think about how they have changed from being a baby.

Skills

- I understand that changes happen as we grow and that this is OK
- I know that changes are OK and that sometimes they will happen whether I want them to or not
- I understand that growing up is natural and that everybody grows at different rates
- I respect my body and understand which parts are private
- I enjoy learning new things
- I know some ways to cope with changes

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Life cycles in nature
Growing from young to old
Increasing independence
Differences in female and male bodies (correct terminology)
Assertiveness
Preparing for transition

Enrichment opportunities

Visit from the School Nurse.

Suggested questions to measure impact

What is a life cycle?
How will you change as you grow up?
Which parts of your body are private?
Who can you talk to if you ever feel worried or frightened? (at school / at home)
What is the best part about being your age?

YEAR 2

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



YEAR 2 AUTUMN 1 BEING ME IN MY WORLD

INTENT

In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices a!ect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.

KNOWLEDGE

- I can identify some of my hopes and fears for this year
- I know how to use my Jigsaw Journal
- I understand the rights and responsibilities for being a member of my class and the importance of making contributions
- I can listen to other people and contribute my own ideas about rewards and consequences
- I understand how following the Learning Charter will help me and others learn
- I can recognise the choices I make and understand the consequences

VOCAB

assertive, belonging, boundaries, choices, consequences, fears, hopes, learning charter, praise, problem solving, responsibility.

PRIOR KNOWLEDGE

In Reception, children learn how to play with others and consider their feelings.

In Year 1, children learn about a healthy self-concept and how to make decisions for themselves.

Skills

- I can recognise when I feel worried and know who to ask for help
- I can help myself and others feel like we belong
- I can help make my class a safe and fair place
- I can listen to others and share my ideas
- I can work co-operatively with others
- I can follow our Learning Charter

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Seeing personal goals
Self-identity and worth
Positivity in challenges
Rules, rights and responsibilities
Rewards and consequences
Responsible choices
Seeing things from others' perspectives

Enrichment opportunities

Circle time discussions
Visit from other older classes.
Visit from police (not following rules and how that impacts others).

Suggested questions to measure impact

What are the negative/unhelpful choices the children are making?
What might happen/ what might be the consequence of their choices?
What might the alternative positive/helpful choice might be?
Do you feel connected to the members of our class? How can we help each other with our work?
How does it feel to give and receive praise?
If the children make positive/helpful choices what might the consequences be?

YEAR 2 AUTUMN 2 CELEBRATING DIFFERENCES

INTENT

In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend.

KNOWLEDGE

- I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
- I understand that bullying is sometimes about difference
- I can recognise what is right and wrong and know how to look after myself
- I understand that it is OK to be different from other people and to be friends with them
- I can tell you some ways I am different from my friends

VOCAB

assumptions, belonging, boundary, bully, bystander, difference, disability, help, identity, included, kindness, lonely, stereotypes

PRIOR LEARNING

In Nursery, children could vocalise success for themselves and about others successes.
In reception, children can identify some ways they can be different and the same as others.
In year 1, children learn to value and respect diversity.

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Families and their differences
Family conflict and how to manage it (child centred)
Witnessing bullying and how to solve it
Recognising how words can be hurtful
Giving and receiving compliments

Enrichment opportunities

Anti-Bullying week
Children in Need

Suggested questions to measure impact

How might you solve situations?
How do you feel?
How do you think witness/bystander might feel if they saw someone being bullied?

Skills

- I understand some ways in which boys and girls are different and accept that this is OK
- I can tell you how someone who is bullied feels
- I know how to get help if I am being bullied
- I understand we shouldn't judge people if they are different
- I know how it feels to be a friend and have a friend
- I understand these differences make us all special and unique

YEAR 2 SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.

KNOWLEDGE

- Know how to choose a realistic goal and think about how to achieve it
- Know that it is important to persevere
- Know how to recognise what working together well looks like
- Know what good group working looks like
- Know how to share success with other people

VOCAB

Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.

PRIOR LEARNING

In Year 1, children looked at setting and achieving goals. They considered how to work with others to achieve their goal while recapping on challenge from Reception.

Skills

- Be able to describe their own achievements and the feelings linked to this
- Recognise their own strengths as a learner
- Recognise how working with others can be helpful
- Be able to work effectively with a partner
- Be able to choose a partner with whom they work well
- Be able to work as part of a group that succeeds and store this feeling

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Achieving realistic goals
Staying healthy to achieve goals
Perseverance and strengths
Learning with others
Group co-operation
Contributing to and sharing success

Enrichment opportunities

Careers fate.

Suggested questions to measure impact

- What goals have you set at school?
- What goal would you like to set for home?
- What do you need to do achieve your goal?
- How do you feel when something is difficult?
- How do you feel when you have achieved a goal?
- How do you like to celebrate when you achieve something you are proud of?

YEAR 2 SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.

KNOWLEDGE

- I can sort foods into the correct food groups and know which foods my body needs to keep me healthy
- I can make some healthy snacks and explain why they are good for my body and give me energy
- I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe
- I can recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me
- I understand how medicines work in my body and how important it is to use them safely
- I can explain how to keep my body healthy and safe at home and out

VOCAB

assess, balanced diet, barriers, body, choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks, safe, scared, stop, drop, roll, unhealthy, unsafe, worry

PRIOR LEARNING

In Year 1, children look at being healthy and exploring food, exercise, sleep while discussing everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home.

Skills

- I can express how it feels to share healthy food with my friends
- I can recognise when I feel worried or unsafe and know to tell an adult straight away
- I can recognise some of the feelings I get when something feels unsafe and know ways to manage these
- I feel positive about caring for my body and keeping it healthy
- I can make good choices that help me stay healthy and safe

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:

Exercise
Food labelling and healthy swaps
Attitudes towards drugs
Keeping safe online and online
Respect for myself and others
Healthy and safe choices outdoors
Water safety
Asking for help

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

What does your body need to stay healthy?
What does relaxed mean?
What makes you feel relaxed / stressed?
What types of medicine have I given you? What healthy snack shall we make and eat together? What snacks could you eat before exercise?
How can Calm Me time help you stay healthy?

YEAR 2 SUMMER 1 RELATIONSHIPS

INTENT

In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six lessons, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.

KNOWLEDGE

- I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate
- 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
- I can identify some of the things that cause conflict with my friends
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret
- I recognise and appreciate people who can help me in my family, my school and my community
- I can express my appreciation for the people in my special relationships

VOCAB

acceptable, adult, communication, compliments, conflict, diverse, family, frightened, friends, honesty, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, stereotype, surprise.

PRIOR LEARNING

In Year 1, children learn how to make friends, solve problems and when to seek help or support. Children practise appropriate ways to greet others, learn who can help them in their school community.

Skills

- I accept that everyone's family is different and understand that most people value their family
- I know which types of physical contact I like and don't like and can talk about this
- I can demonstrate how to use the positive problem-solving technique to resolve conflicts
- I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
- I understand how it feels to trust someone
- I am comfortable accepting appreciation from others

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Family roles and responsibilities
Friendship and negotiation
Keeping safe online and who to go to for help
Media influence
Being a global citizen
How my choices affect others
Awareness of other children's different lives
Expressing appreciation for family and friends

Enrichment opportunities

Circle time opportunities
School Buddies at lunch time role.

Suggested questions to measure impact

What would you do if someone was hurting you at school?
Who would you go to for help at school?
Why do people fall out with each other?
What can you do if you don't agree with your friend?
What can you do if you and your friend have had an argument?

YEAR 2 SUMMER 2 CHANGING ME RHE

INTENT

In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.

KNOWLEDGE

- I can recognise cycles of life in nature
- I can tell you about the natural process of growing from young to old and understand that this is not in my control
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private
- I understand there are different types of touch and can tell you which ones I like and don't like
- I can identify what I am looking forward to when I move to my next class

VOCAB

adult, anxious, assertive, baby, change, child, cope, comfortable, control, dislike, elderly, excited, freedom, fully grown, growing up, independent, life cycle, looking forward, nervous, old, older physical, private, vagina, vulva, penis, anus, testicles

PRIOR LEARNING

In Year 1, Children look at how their own bodies have changed and know that everyone grows at different rates. Children learn the correct names for private body parts and explore how boys' and girls' bodies can be different.

Skills

- I understand there are some changes that are outside my control and can recognise how I feel about this
- I can identify people I respect who are older than me
- I feel proud about becoming more independent
- I can describe what I enjoy about being a boy or girl whilst understanding we are all different
- I am confident to say what I like and don't like and can ask for help
- I can start to think about changes I will make when I am in Year 3 and know how to go about this

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
How babies grow
Outside body changes
Inside body changes
Personal hygiene
Family stereotypes
Challenging my ideas
Preparing for transition

Enrichment opportunities

Visit from the School Nurse.

Suggested questions to measure impact

What is a life cycle?
How have you changed since you were a baby?
How will you change over the next year / 5 years / 20 years?
What changes can you / can't you control?
Who can you talk to if you ever feel worried or frightened? (at school / at home)

YEAR 3

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



YEAR 3 AUTUMN 1 BEING ME IN MY WORLD

INTENT

In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.

KNOWLEDGE

- I recognise my worth and can identify positive things about myself and my achievements
- I can set personal goals
- I can face new challenges positively, make responsible choices and ask for help when I need it
- I understand why rules are needed and how they relate to rights and responsibilities
- I understand that my actions affect myself and others and I care about other people's feelings
- I can make responsible choices and take action
- I understand my actions affect others and try to see things from their points of view

VOCAB

achievements, actions, assertive, behaviour, belong, choices, controlling, courtesy, consequences, exclude, fairness, feelings, learning charter,

PRIOR KNOWLEDGE

In Year 1, children learn about a healthy self-concept and how to make decisions for themselves.

In Year 2, children learn how to value and respect diversity within different communities.

Skills

- I value myself and know how to make someone else feel welcome and valued
- I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
- I know how to make others feel valued
- I understand that my behaviour brings rewards/consequences
- I can work cooperatively in a group • I am choosing to follow the Learning Charter

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Being part of a class team
Being a school citizen
Rights, responsibilities and democracy (school council)
Rewards and consequences
Group decision-making
Having a voice
What motivates behaviour

Enrichment opportunities

Assigning jobs for the children within the classroom.
Circle times to discuss responsibilities towards people doing those jobs.
Setting class rules at the beginning of the year (Class Charter).

Suggested questions to measure impact

Why is it important to understand facial expressions and how it will help you? (empathy)
How easy is it for you to gauge other people's feelings by their facial expressions?
Which decision systems worked the best?

YEAR 3 AUTUMN 2 CELEBRATING DIFFERENCES

INTENT

In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.

KNOWLEDGE

- I understand that everybody's family is different and important to them
- I understand that differences and conflicts sometimes happen among family members
- I know what it means to be a witness to bullying
- I know that witnesses can make the situation better or worse by what they do
- I recognise that some words are used in hurtful ways
- I can tell you about a time when my words affected someone's feelings and what the consequences were

VOCAB

banter, bystander, compliment, conflict, consequences, difference, discrimination, family, feelings, hurtful, include, incident, lonely, protection, security, self-regulation, similarity, stereotype, unique, unkind, witness

PRIOR LEARNING

In reception, children can identify some ways they can be different and the same as others.
In year 1, children learn to value and respect diversity.

Skills

- I appreciate my family/the people who care for me
- I know how to calm myself down and can use the 'Solve it together' technique
- I know some ways of helping to make someone who is bullied feel better
- I can problem-solve a bullying situation with others
- I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Challenging assumptions
Judging by appearance
Accepting self and others
Understanding influences
Understanding bullying
Problem-solving Identifying how special and unique everyone is
First impressions

Enrichment opportunities

Anti-bullying week
Red Nose Day

Suggested questions to measure impact

What are the people feeling?
What has just happened?
How might this situation be solved?
How do you think a witness/bystander might feel if they saw someone being bullied?

YEAR 3 SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle, the class look at people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and explore how developing their skills and interests can build their self-esteem and sense of identity. The children discuss facing learning challenges and identify their own strategies for overcoming these, including the benefits of physical activity, being outdoors, helping others, rest, friendships, and hobbies for wellbeing and happiness. They also explore how safe choices, such as keeping safe at home, outdoors, and around water can support their dreams and goals.

KNOWLEDGE

- Know about specific people who have overcome difficult challenges to achieve success
- Know what dreams and ambitions are important to them
- Know how they can best overcome learning challenges
- Know that they are responsible for their own learning
- Know what their own strengths are as a learner
- Know what an obstacle is and how they can hinder achievement
- Know how to take steps to overcome obstacles
- Know how to evaluate their own learning progress and identify how it can be better next time

VOCAB

Co-operation, motivated, enthusiastic, excited, efficient, responsible, frustration, solutions, review, evaluate respect, ambition.

PRIOR LEARNING

In Year 2, children looked at setting realistic goals. Building on their knowledge from Reception, children look at perseverance and how this can help them in the future.

Skills

- Recognise other people's achievements in overcoming difficulties
- Imagine how it will feel when they achieve their dream / ambition
- Can break down a goal into small steps
- Recognise how other people can help them to achieve their goals
- Can manage feelings of frustration linked to facing obstacles

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Difficult challenges and achieving success
Recognising and trying to overcome obstacles Evaluating learning
Contributing to the community
Managing feelings
Simple budgeting

Enrichment opportunities

Careers morning.
Enterprising within Maths (Alternating years).
Guest opportunities from local businesses.

Suggested questions to measure impact

- Can you tell me about someone who overcame an obstacle to achieve their goal.
- What ambition is important to you?
- What can you do if something is difficult?
- How does it feel to be stuck?
- How can I help you to achieve your goal

YEAR 3 SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe - especially around water - recognising risk and who to contact in emergencies and how to do this, including the water safety code . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.

KNOWLEDGE

- I understand how exercise affects my body and know why my heart and lungs are such important organs
- I know that the amount of calories, fat and sugar I put into my body will affect my health
- I can tell you my knowledge and attitude towards drugs
- I can identify things, people and places that I need to keep safe from
- I know some strategies for keeping myself safe, who to go to for help and how to call emergency services
- I can identify when something feels safe or unsafe
- I understand how complex my body is and how important it is to take care of it

VOCAB

Ambulance, body, calories/kilojoules, coastguard, dangerous, drugs, emergency services, fire engine, fitness, harmful, heartbeat, healthy, heart, lungs, oxygen, police car, responsibility, risk, safe

PRIOR LEARNING

In Year 1, children look at healthy food, exercise, sleep while discussing everyday choices that help their bodies and minds.

In Year 2, children learn about nutritious meals and medical safety

Skills

- I can set myself a fitness challenge
- I know what it feels like to make a healthy choice
- I can identify how I feel towards drugs
- I can express how being anxious or scared feels
- I can take responsibility for keeping myself and others safe
- I respect my body and appreciate what it does for me

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Healthier friendships
Peer influences
Railway safety
Staying safe with friends
Smoking
Alcohol and vaping
Assertiveness
Peer pressure
Celebrating inner strength

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

How does exercise affect your body?
What do your heart and lungs do?
What drugs do you know about? How do you feel about drugs?
Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these?
Can you tell me about a time when you felt unsafe?

YEAR 3 SUMMER 1 RELATIONSHIPS

INTENT

In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.

KNOWLEDGE

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener
- I know and can use some strategies for keeping myself safe online
- I understand how people around the world can help and influence my life and that media doesn't always show complete information
- I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes
- I know how to express my appreciation to my friends and family

VOCAB

age restriction, culture, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe.

PRIOR LEARNING

In Year 1, children learn how to make friends and solve problems.

In Year 2, they develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them

Skills

- I can describe how taking some responsibility in my family makes me feel
- I know how to negotiate in conflict situations to try to find a win-win solution
- I know who to ask for help if I am worried or concerned about anything online
- I can appreciate different cultures, and question stereotypes I might see in photos or information
- I can empathise with children whose lives are different to mine and know who I can talk to when I need help
- I enjoy being part of a family and friendship groups

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Jealousy
Love and loss
Memories of loved ones
Ageing and falling out
Girlfriends and Boyfriends
Showing appreciation to people and animals

Enrichment opportunities

E-Safety day.
Computing lessons.
Design a safety poster.

Suggested questions to measure impact

What makes a good friend?
Can you tell me about a time when you were really good at sharing / taking turns / listening?
How can you stay safe online? What would you do if you saw or heard something online that made you feel worried?
What rights do children have?

YEAR 3 SUMMER 2 CHANGING ME RHE

INTENT

In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.

KNOWLEDGE

- I understand that lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby
- Can identify how boys' and girls' bodies change on the inside during the growing up process
- I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy
- I know some simple ways of keeping clean which can keep me healthy and protect me from some infections
- I can start to recognise stereotypical ideas I might have about parenting and family roles
- I can identify what I am looking forward to when I move to my next class

VOCAB

female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries

PRIOR LEARNING

In Year 1, Children look at how their own bodies have changed and know that everyone grows at different rates.

In Year 2, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries.

Skills

- I can express how I feel when I see babies or baby animals
- Recognise how I feel about these changes happening to me and know how to cope with those feelings
- I have started to think about the ways to keep my body clean as I grow up and how I feel about this
- I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
- I can start to think about changes I will make next year and know how to go about this

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Being unique
Girls and puberty
Being part of a family
Confidence in change
Accepting change
Preparing for transition
Environmental change

Enrichment opportunities

Visit from the School Nurse.

Suggested questions to measure impact

Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?
What changes do we experience as we grow up?
How do you feel about these changes?

YEAR 4

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



YEAR 4 AUTUMN 1 BEING ME IN MY WORLD

INTENT

In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.

KNOWLEDGE

- I know my attitudes and actions make a difference to the class team
- I know how to use my Jigsaw Journal
- I understand who is in my school community, the roles they play, how I fit in and how I can contribute
- I understand how democracy works through the School Council
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
- I understand how groups come together to make decisions
- I understand how democracy and having a voice benefits the school community

VOCAB

authority, charter, choices, community, conflict, consequences, contribution, decisions, democracy, democratic, help, included, job description, learning charter, proud, responsibilities, respect, rights, UNCRC.

PRIOR KNOWLEDGE

In Year 2, children learn how to value and respect diversity within different communities.

In Year 3, children discuss empathy and compassion for others. Additionally, children discuss how to access support.

Skills

- I know how good it feels to be included in a group and understand how it feels to be excluded
- I try to make people feel welcome and valued
- I can take on a role in a group and contribute to the overall outcome
- I can recognise my contribution to making a Learning Charter for the whole school
- I understand how rewards and consequences motivate people's behaviour
- I understand why our school community benefits from a Learning Charter and can help others to follow it

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Planning the year ahead
Being a citizen
Rights and responsibilities
Rewards and consequences
How behaviour affects groups
Democracy, having a voice, participating

Enrichment opportunities

School pupil parliament.
Class debates.
Class jobs.
Trip to parliament.

Suggested questions to measure impact

How many different jobs there are in the school community?
Who makes up the school community?
Who is important in our school community? How do people in our school community help us to learn?
Is one member of the school community more important than anyone else?
How can you be responsible for your own and other's learning?

YEAR 4 AUTUMN 2 CELEBRATING DIFFERENCES

INTENT

In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.

KNOWLEDGE

- I understand that, sometimes, we make assumptions based on what people look like
- I understand what influences me to make assumptions based on how people look
- 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
- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell
- I can identify what is special about me and value the ways in which I am unique
- I can tell you a time when my first impression of someone changed when I got to know them

VOCAB

bully, bullying, courtesy, deliberate, different, empathy, impression, influence, judgement, problem solve, protected characteristics.

PRIOR LEARNING

In Year 1, children learn to value and respect diversity.

In Year 2, children look at the concept of bullying and how it happens.

In Year 3, children develop understanding of being a bystander.

Skills

- I try to accept people for who they are
- I can question why I think what I do about other people
- I know how it might feel to be a witness to and a target of bullying
- I can problem-solve a bullying situation with others
- I like and respect the unique features of my physical appearance
- I can explain why it is good to accept people for who they are

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Cultural differences and how they can cause conflict
Racism
Rumours and name calling
Types of bullying
Materials wealth and happiness
Enjoying and respecting other cultures

Enrichment opportunities

Equality Week.
Anti-Bullying week.
Red Nose Day.
Children in Need.

Suggested questions to measure impact

What influences you the most?
What assumptions do you make?
Do you make assumptions that are mostly right or not?
What characteristics do you like about yourself and your friends?

YEAR 4 SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.

KNOWLEDGE

- Know what their own hopes and dreams are
- Know that hopes and dreams don't always come true
- Know that reflecting on positive and happy experiences can help them to counteract disappointment
- Know how to make a new plan and set new goals even if they have been disappointed
- Know how to work out the steps they need to take to achieve a goal
- Know how to work as part of a successful group
- Know how to share in the success of a group

VOCAB

Hope, determination, resilience, positive attitude, disappointment, fears, positive experiences, plans, cope, help, self-belief, commitment.

PRIOR LEARNING

In Year 1 and 2, children look at collaboration and how this can help them in their future. In Year 3, children focussed on overcoming challenges and look at role models for perseverance.

Skills

- Can talk about their hopes and dreams and the feelings associated with these
- Can identify the feeling of disappointment
- Can identify a time when they have felt disappointed
- Be able to cope with disappointment
- Can store feelings of success (in their internal treasure chest) to be used at another time
- Can identify what resilience is
- Can share their success with others

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Hopes and dreams
Overcoming disappointment
Creating new realistic dreams
Achieving goals
Working in a group
Celebrating contributions

Enrichment opportunities

Careers morning.
Enterprising within Maths (Alternating years).

Suggested questions to measure impact

• What are your hopes and dreams? • Can you tell me about a time that one of your dreams didn't come true? • What can we do when we feel disappointed? • What is resilience? • Describe how it felt when you achieved your goal? • Can I tell you what my dreams and goals were when I was your age? • How can you use this feeling the next time you are stuck?

YEAR 4 SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.

KNOWLEDGE

- I recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- I understand how peer influence can lead to unsafe choices and know how to reduce risks and ask for help
- I know some facts about the effects of smoking and vaping on health, and why some people might start
- I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I know myself well enough to have a clear picture of what I believe is right and wrong

VOCAB

alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship groups, friendships, guilt, healthy, leader, liver, lonely, opinion, peers, pressure, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong

PRIOR LEARNING

In Year 1 and 2, children look at healthy food, exercise, sleep while discussing everyday choices that help their bodies and minds.

In Year 3, children look at safety, especially around water.

Skills

- I can identify the feelings I have about my friends and my different friendship groups
- I can recognise feelings that might stop me making safe choices, and know how to manage this to keep myself safe
- I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
- I can identify feelings of anxiety and fear associated with peer pressure and tap into my inner strength and know how to be assertive

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Smoking including vaping
Alcohol and vaping
Alcohol and anti-social behaviour
Emergency aid
Body image
Relationships with food
Healthy choices
Motivation and behaviour

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

Who are your friends? How do they make you feel?
Which groups do you spend time with?
Can you tell me about a time when you were the leader / follower in the group?
How can smoking affect people's health?
How can drinking affect people's health?
What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?

YEAR 4 SUMMER 1 RELATIONSHIPS

INTENT

In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.

KNOWLEDGE

- I can recognise situations which can cause jealousy in relationships
- I can identify someone I love and can express why they are special to me
- I can tell you about someone I know that I no longer see
- I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
- I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older
- I know how to show love and appreciation to the people and animals who are special to me .

VOCAB

betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, negotiate, pressure.

PRIOR LEARNING

In Year 1, children learn how to make friends and solve problems.

In Year 2, they develop understanding about safe and unsafe physical contact and expressing thoughts.

In Year 3, children learn about online safety and critical thinking.

Skills

- I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
- I know how most people feel when they lose someone or something they love
- I understand that we can remember people even if we no longer see them
- I know how to stand up for myself and how to negotiate and compromise
- I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Self-recognition/ self worth
Building self-esteem Safer online communities
Rights and responsibilities online
Online gaming and risks
Reducing screen time
Dangers of online grooming Internet safety rules

Enrichment opportunities

Create a memory box for Jaz or someone they choose.

Suggested questions to measure impact

Can you tell me about a time when you felt jealous?
Can we tell each other about the people we love?
Do you miss seeing anyone?
Who could we make a memory box for?
Do you have any friends that you fall out with a lot?

YEAR 4 SUMMER 2 CHANGING ME RHE

INTENT

In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries

KNOWLEDGE

- I understand that lots of things make up a person's identity and this is what makes them unique
- I can describe how a girls' body changes to be able to have babies when she is an adult, and that menstruation is a natural.
- I know there are many types of family and that often our family members form part of our inner circle
- I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty
- I can identify changes that have been and may continue to be outside of my control that I learnt to accept
- I can identify what I am looking forward to when I move to a new class

VOCAB

anxious, belonging, change, control, family, fallopian tube, hormone, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, period products, periods, puberty, trusted adult, unique, values, vagina, vulva, womb

PRIOR LEARNING

In Year 2, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries

In Year 3, children look at changes to their body and personal hygiene while naming the correct body parts.

Skills

- I can describe how I will have choices about developing my own identity and interests
- I have strategies to help me cope with the physical and emotional changes I will experience during puberty
- I know that I may feel anxious about growing up and this is normal. There are people who can support me
- I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
- I can reflect on the changes I would like to make next year and describe how to go about this

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Self- and body image
Influence of online and media on body image
Puberty for girls and boys
Conception (including IVF)
Growing responsibility C
oping with change
Preparing for transition

Enrichment opportunities

Visit from the School Nurse.

Suggested questions to measure impact

Which of your characteristics did you get from your birth parents?
How do someone know they have started puberty?
How do you feel about the changes that will happen to you as you grow?

YEAR 5

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



YEAR 5 AUTUMN 1 BEING ME IN MY WORLD

INTENT

In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice.

KNOWLEDGE

• I can face new challenges positively and know how to set personal goals
• I know how to use my Jigsaw Journal
• I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school
• I can make choices about my own behaviour because I understand how rewards and consequences feel
• I understand how an individual's behaviour can impact on a group
• I understand how democracy and having a voice benefits the school community and know how to participate in this .

VOCAB

citizen, collaboration, conflict, consequences, empathise, goals, hopes, leadership, manners, migrant, motivation, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth

PRIOR KNOWLEDGE

In Year 3, children discuss empathy and compassion for others. Additionally, children discuss how to access support.

In Year 4, children discuss stereotypes and diversity. They also discuss positive and negative risks to self and others.

Skills

• I know what I value most about my school and can identify my hopes for this school year
• I can empathise with people in this country whose lives are different to my own
• I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole
• I understand why our school community benefits from a Learning Charter and can help others to follow it

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Identifying goals for the year
Global citizenship
Children's universal rights
Feeling welcome and valued
Choices, consequences and rewards
Group dynamics
Democracy, having a voice
Anti-social behaviour
Role-modelling

Enrichment opportunities

Role play opportunities.
Discussion opportunities .
Anti-bullying week.
Class voting for MP's.
Stories of different behaviours.

Suggested questions to measure impact

In what ways might they be privileged as citizens of this country?
Are there any things that they take for granted about school or life, that is a struggle for others?
What do ALL children need in order to be able to learn?
What are your responsibilities to yourself or others so that everybody has the chance to learn?
Can you identify what you need in order to learn effectively?

YEAR 5 AUTUMN 2 CELEBRATING DIFFERENCES

INTENT

In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.

KNOWLEDGE

- I understand that cultural differences sometimes cause conflict
- I understand what racism is
- I understand how rumour-spreading and name-calling can be bullying behaviours
- I can explain the difference between direct and indirect types of bullying
- I can compare my life with people in the developing world
- I can understand a different culture from my own

VOCAB

Culture, Conflict, Belong, Racism, Colour, Race, Discrimination, Bullying, Rumour, Name-calling, Racist, Banter, Homophobic, Cyber bullying, Texting, Indirect, Direct, Developing World

PRIOR LEARNING

In Year 3, children discuss empathy and compassion for others. Additionally, children discuss how to access support.

In Year 4, children look at rights and responsibility while considering democracy.

Skills

- I am aware of my own culture and my attitude towards people from different races, showing respect for others.
- I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving
- I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
- I can appreciate the value of happiness regardless of material wealth

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Perceptions of normality
Understanding disability
Power struggles
Understanding bullying Inclusion/exclusion
Differences as conflict, difference as celebration
Empathy

Enrichment opportunities

Game of secret whispers.
Anti-bullying week.
Equality week.
Children in need.

Suggested questions to measure impact

How are rumours spread?
How might it feel if you think people are whispering about you and/or spreading rumours?
What sort of bullying do you think is the most hurtful and cause the most harm to the person on the receiving end?

YEAR 5 SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.

KNOWLEDGE

- Know that they will need money to help them to achieve some of their dreams
- Know about a range of jobs that are carried out by people I know
- Know that different jobs pay more money than others
- Know the types of job they might like to do when they are older
- Know that young people from different cultures may have different dreams and goals
- Know that communicating with someone from a different culture means that they can learn from them and vice versa
- Know ways that they can support young people in their own culture and abroad

VOCAB

Lifestyle, career, profession, salary, contribution, society, culture, sponsorship, aspiration, support, rallying, difference.

PRIOR LEARNING

In Year 1 and 2, children look at collaboration and how this can help them in their future. In Year 4, children look at setting realistic goals and the steps that are needed to achieve them. They focus on how to deal with disappointment and set backs.

Skills

- Verbalise what they would like their life to be like when they are grown up
- Appreciate the contributions made by people in different jobs
- Appreciate the opportunities learning and education can give them
- Reflect on the differences between their own learning goals and those of someone from a different culture
- Appreciate the differences between themselves and someone from a different culture

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Future dreams
Spending, saving and value of money
Jobs and careers
Dream job and how to get there
Goals in different cultures
Supporting others (charity)

Enrichment opportunities

Careers morning.
Enterprising within Maths (Alternating years).

Suggested questions to measure impact

- What are your dreams and goals?
- Why might you need money to help you achieve your dreams and goals?
- What jobs are you interested in doing when you are a grown-up?
- Tell me about the hopes and dreams of someone from a different culture?

YEAR 5 SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.

KNOWLEDGE

- I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body
- I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart
- I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations
- I understand how the media, social media and celebrity culture promotes certain body types
- I can describe the different attitudes people have to food and how these can be affected by external influences
- I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy

VOCAB

addicted, alcohol, body image, celebrity, choices, comparison, debate, emergency, healthy behaviour, healthy lifestyle, informed decision, influence, level-headed, media, motivation, nicotine, obesity, pressure, recovery position, self respect, smoking, social media, tobacco, vaping

PRIOR LEARNING

In Year 1 and 2, children look at healthy food, exercise, sleep.
In Year 3, children look at safety, especially around water.
In Year 4, children look at safety around railways while also focussing on heathy choices.

Skills

- I can make informed decisions about whether or not I choose to smoke, vape or drink alcohol and know how to resist pressure
- I know how to keep myself calm in emergencies
- I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Taking personal responsibility
How substances affect the body
Exploitation including ‘county lines’ and gang culture
Emotional and mental health
Managing stress

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

What are the risks of smoking / misusing alcohol?
What emergency procedures have you learnt?
Why do people have different attitudes to what is and is not healthy food?
What can you do if a group of children are trying to convince you to do something you don’t want to do or know you shouldn’t do?

YEAR 5 SUMMER 1 RELATIONSHIPS

INTENT

In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six lessons, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn about how we can balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.

KNOWLEDGE

- I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- I understand that belonging to an online community can have positive and negative consequences
- I understand there are rights and responsibilities in an online community or social network
- I know there are rights and responsibilities when playing an online game
- I can recognise when I am spending too much time using devices (screen time)
- I can explain how to stay safe when using technology to communicate with my friends

VOCAB

age restriction, controlling, data protection, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, mental health, privacy, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing

PRIOR LEARNING

In Year 2, they develop understanding about safe and unsafe physical contact and expressing thoughts.

In Year 3 and 4, children learn about online safety and critical thinking.

Skills

- I know to keep building my own self-esteem
- I can recognise when an online community feels unsafe or uncomfortable
- I can recognise when an online community is helpful or unhelpful to me
- I can recognise when an online game is becoming unhelpful or unsafe
- I can identify things I can do to reduce screen time, so my health isn't affected
- I can use strategies to help me stay safer online including confident questioning information and saying 'no'

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Taking personal responsibility
How substances affect the body
Exploitation including ‘county lines’ and gang culture
Emotional and mental health
Managing stress

Enrichment opportunities

Internet Safety Day
International Day
Anti-Bullying Week

Suggested questions to measure impact

What online games do you like to play? Who do you play them with?
Do you ever talk to people you don’t know online?
How do you know if people you talk to online are really who they say they are?
What would you do if you saw or heard something online that made you feel uncomfortable?
How much screen time do you think you should have every day?

YEAR 5 SUMMER 2 CHANGING ME RHE

INTENT

In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. Pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.

KNOWLEDGE

I am aware of my own self-image and how my body image fits into that
- I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally
- I can describe how boys' and girls' bodies change during puberty
- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- I can identify what I am looking forward to when I move to my next class

VOCAB

Uterus/ Womb, Oestrogen, Vagina, Penis, Testicles, Sperm, Erection / Ejaculation, Wet dream, Pubic hair, Hormones, Ovaries, Egg (Ovum), Period / Menstruation, Sanitary products, Hygiene

PRIOR LEARNING

In Year 3, children look at changes to their body and personal hygiene while naming the correct body parts.

In Year 4, children look at puberty and how that changes their body from the inside. For example, menstruation.

Skills

- I know how to develop my own self esteem
- I understand that puberty is a natural process that happens to everybody and that it will be OK for me
- I can express how I feel about the changes that will happen to me during puberty
- I am confident that I can cope with the changes that growing up will bring
- I can start to think about changes I will make next year and know how to go about this

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Self-image and body-image
Puberty and feelings
Conception to birth
Reflections about change
Physical attraction
Respect and consent
Boyfriends/girlfriends
Sexting
Transition

Enrichment opportunities

Visit from the School Nurse.

Suggested questions to measure impact

Can you tell me how you feel about yourself?
What can people do if they don’t feel great about themselves?
Do you have any worries about puberty
What kinds of things do you think you will be allowed to do when you are a teenager that you’re not allowed to do now?

YEAR 6

AUTUMN 1

Being Me in My World

AUTUMN 2

Celebrating Difference

SPRING 1

Dreams and Goals

SPRING 2

Healthy Me

SUMMER 1

Relationships

SUMMER 2

Changing Me



YEAR 6 AUTUMN 2 BEING ME IN MY WORLD

INTENT

In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.

KNOWLEDGE

- I can identify my goals for this year, understand my fears and worries about the future and know how to express them
- I know that there are universal rights for all children but for many children these rights are not met
- I understand that my actions affect other people locally and globally
- I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
- I understand how an individual's behaviour can impact on a group
- I understand how democracy and having a voice benefits the school community

VOCAB

community, comparison, democracy, discernment, empathise, empathy, fears, illegal, lawful, laws, learning charter, legal, Maslow, motivation, opportunities, participation, trusted adult.

PRIOR LEARNING

In Year 3, children discuss empathy and compassion for others.
Additionally, children discuss how to access support.
In Year 5, children look at leadership qualities and their responsibilities.

Skills

- I feel welcome and valued and know how to make others feel the same
- I understand my own wants and needs and can compare these with children in different communities
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
- I can contribute to the group and understand how we can function best as a whole
- I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Personal identity
What influences personal identity Identify personal strengths
How do others see me?
Group identity
My growing sense of personal identity and independence
Online and global identity
Expectations

Enrichment opportunities

Anti-Bullying week
Red Nose Day
Children in Need

Suggested questions to measure impact

I wonder how it might feel to frequently move your home?
How could this effect someone's life?
What does home mean to you?
How easy would it be to overcome this disability in everyday life?

YEAR 6 AUTUMN 1 CELEBRATING DIFFERENCES

INTENT

In this Puzzle, children explore what “normal” can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.

KNOWLEDGE

- I understand there are different perceptions about what normal means
- I understand how being different could affect someone's life
- I can explain some of the ways in which one person or a group can have power over another
- I know some of the reasons why people use bullying behaviours
- I can give examples of people with disabilities who lead amazing lives
- I can explain ways in which difference can be a source of conflict and a cause for celebration

VOCAB

accolade, admiration, argument, assumption, banter, belonging, bullying, control, direct, disability, discrimination, empathy, equality,, imbalance, indirect, perception, perseverance.

PRIOR LEARNING

In Year 1, children learn to value and respect diversity.

In Year 4, children look at rights and responsibility while considering democracy.

Skills

- I can empathise with people who are different and I am aware of my attitude towards people who are different
- I know how it can feel to be excluded or treated badly by being different in some way
- I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
- I appreciate people for who they are and I can show empathy with people in either situation

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Assertiveness
Prejudice and discrimination
My values and those of others
Challenging stereotypes
Discrimination in school
How prejudice and discrimination fuels bullying
Being inclusive

Enrichment opportunities

Anti-Bullying week
Red Nose Day
Children in Need

Suggested questions to measure impact

I wonder how it might feel to frequently move your home?
How could this effect someone’s life?
What does home mean to you?
How easy would it be to overcome this disability in everyday life?

YEAR 6 SPRING 1 DREAMS AND GOALS

INTENT

In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.

KNOWLEDGE

- Know their own learning strengths
- Know how to set realistic and challenging goals
- Know what the learning steps are they need to take to achieve their goal
- Know a variety of problems that the world is facing
- Know how to work with other people to make the world a better place
- Know some ways in which they could work with others to make the world a better place
- Know what their classmates like and admire about them

VOCAB

Personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, compliment, recognition

PRIOR LEARNING

. In Year 3 and 4, children look at setting realistic goals and the steps that are needed to achieve them. They focus on how to deal with disappointment and set backs. In Year 5, children delve deeper in to their goal and consider how this can impact their future (salary, skills)

Skills

- Understand why it is important to stretch the boundaries of their current learning
- Set success criteria so that they know when they have achieved their goal
- Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
- Empathise with people who are suffering or living in difficult situations
- Be able to give praise and compliments to other people when they recognise that person's achievements

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Personal learning goals, in and out of school
Success criteria
Emotions in success
Making a difference in the world
Motivation
Recognising achievements
Compliments

Enrichment opportunities

Careers morning.
Enterprising within Maths (Alternating years).

Suggested questions to measure impact

• What are your learning strengths? • What goal have you set at school? • What goal have you set for home? • How can I help you achieve your goals? • What problems in the world are you worried about? Is there anything we can do to help? • What do you think your classmates admire and like about you? • What do you think your family admire and like about you?

YEAR 6 SPRING 2 HEALTHY ME

INTENT

In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure.

KNOWLEDGE

- I can take responsibility for my health and make choices that benefit my health and well-being
- I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
- I understand that some people can be exploited and made to do things that are against the law
- I know why some people join gangs and the risks this involves
- I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
- I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse

VOCAB

anti-social behaviour, crime, drugs, effects, exploited, gangs, gang, illegal, mental health, mental illness, over-the-counter, prescribed, reputation, responsibility, restricted.

PRIOR LEARNING

In Year 3, children look at safety, especially around water.
In Year 4, children look at safety around railways while also focussing on heathy choices.
In Year 5, children learn about relationships around health and pressure,

Skills

- I am motivated to care for my physical and emotional health and find ways to be happy and cope with life's situations without using drugs
- I can suggest ways that someone who is being exploited can help themselves
- I can suggest strategies someone could use to avoid being pressurised
- I know how to help myself feel emotionally healthy and can recognise when I need help with this
- I use different strategies to manage stress and pressure

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
Healthy choices about my emotional health
Managing stress
Manging my choices around substances
Managing my nutritional choices
Medicines and immunisation
Healthy choices about physical activity and rest/sleep

Enrichment opportunities

Walk to school week.
Change 4 life.
Daily mile.
Caterlink cooking workshop.

Suggested questions to measure impact

What are your learning strengths?
- What goal have you set at school?
- What goal have you set for home?
- How can I help you achieve your goals?
- What problems in the world are you worried about? Is there anything we can do to help?
- What do you think your classmates admire and like about you?

YEAR 6 SUMMER 1 RELATIONSHIPS

INTENT

In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six lessons, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.

KNOWLEDGE

- I know that it is important to take care of my mental health
- I know how to take care of my mental health
- I understand there are different stages of grief and that there are different types of loss that cause people to grieve
- I can recognise when people are trying to gain power or control
- I can judge whether something online is safe and helpful to me
- I can use technology positively and safely to communicate with my friends and family

VOCAB

age restrictions, AI (artificial intelligence), bullying, communication, consent, digital rights, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, self-control, technology.

PRIOR LEARNING

In Year 2, they develop understanding about safe and unsafe physical contact and expressing thoughts.

In Year 3 and 4, children learn about online safety and critical thinking.

In Year 5, learn about safety on digital technology.

Skills

- I can understand that people can get problems with their mental health and that it is nothing to be ashamed of
- I can help myself and others when worried about a mental health problem
- I can recognise when I am feeling those emotions and have strategies to manage them
- I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control
- I can resist pressure to do something online that might hurt myself or others and tke responsibility for my own safety

TIPS AND TRICKS

Suggestions for implementation

Activities will be based around:
My changing web of friendships
Support I need now and in the future
Developing positive relationships
What external factors affect relationships e.g. media influences?
Assertiveness in relationships
The changing role of families

Enrichment opportunities

Internet Safety Day
Wear Green for mental health.

Suggested questions to measure impact

- What is mindfulness?
- What tips can you give me for taking care of my own mental health?
- What is the grief cycle? Do you have any tips for dealing with grief?
- Who do you talk to online? What would you do if they said something that you didn't like?
- How do you know if a website is genuine

YEAR 6 SUMMER 2 CHANGING ME RHE

INTENT

In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.

This Puzzle includes non-statutory sex education (RSE)

KNOWLEDGE

- I am aware of my own self-image and how my body image fits into that
- I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally
- I know myself well enough to maintain positive relationships with others whilst still keeping my own identity
- I am aware of the importance of a positive self-esteem and what I can do to develop it
- I can identify what I am looking forward to when I move to my next class

VOCAB

Oestrogen, Fallopian Tube, Cervix, Breasts, Vagina / Vulva, Penis, Testicles, Sperm/ Semen, Erection / Ejaculation, Facial/pubic hair, Hormones, Testosterone, Ovaries, Egg (Ovum), Period, Fertilised / Unfertilised, Conception

PRIOR LEARNING

In Year 3, 4 and 5, children look at changes to their body (physical and emotional) during puberty while correctly naming the parts of the body.

RSE KNOWLEDGE

- I also understand that sometimes people need IVF to help them have a baby
- I understand that sexual intercourse can lead to conception and that is how babies are usually made
- I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born

TIPS AND TRICKS

Enrichment opportunities

Visit from the School Nurse.

Suggestions for implementation

Activities will be based around:
My changing body and feelings
What is self-image?
Coping during times of change
My changing ways of thinking
Manging my changes in mood

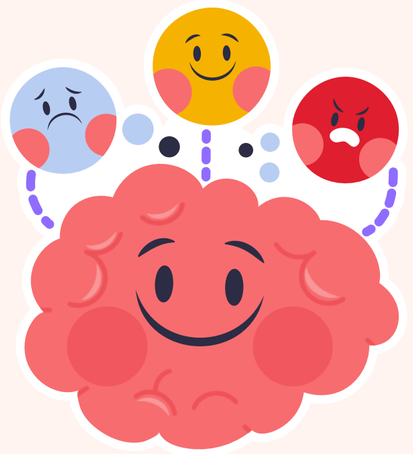
Suggested questions to measure impact

What changes will happen to your body over the next few years?
How do you feel about these changes?
What are you excited about in secondary school?
What are you worried about in secondary school?

Skills

- I know how to develop my own self esteem
- I can express how I feel about the changes that will happen to me during puberty
- I can recognise how I feel when I reflect on the development and birth of a baby
- I can be assertive when appropriate
- I can express how I feel about my self-image and know how to challenge negative 'body-talk'
- I know how to prepare myself emotionally for the changes next year

USEFUL WEBSITES AND LINKS



https://jigsawpshe.online/welcome/

https://pshe-association.org.uk/

https://www.ceopeducation.co.uk/8_10/