

# PSHE/RSE



## Intent

PSHE education underpins our curriculum. It is an important part and necessary part of all pupils' education. Our PSHE programme follows the JIGSAW programme. Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building safe and healthy, build and maintain successful relationships, be able to set simple goals for themselves, be able to and manage their own behaviour as well as resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation. This equips them with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Through these lessons, children learn how to stay have a positive view of themselves.

We believe that effective RSE is essential to enable our children to make responsible and well-informed decisions about their lives. It is not delivered in isolation but firmly rooted in our PSHE curriculum through Jigsaw. The aim of RSE is to help and support young people through their physical, emotional and moral development. Our successful RSE curriculum helps our children to learn to respect themselves and others and move with confidence through their child hood as well as forming a base as they move through life.

## Implement

Our PSHE and RSE is taught through Jigsaw. Jigsaw offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

. The Jigsaw programme includes: Being Me in my world, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. RSE Health and wellbeing, Relationships, living in the wider world. These are taught in FI through their daily routines and curriculum, FS2, Yr1 and Yr2 in separate weekly lessons with some aspects being taught through cross-curricular activities. In addition to this, themed assemblies for each Jigsaw piece to introduce the half terms theme as well as themed assemblies, special visitors and themed days support our PSHE programme. Resources/activities are also provided for communicating with parents and carers to help extend learning about each theme at home.

Assessment is through questioning, work produced, observations of children including answers to questions and end of unit assessments each half term.

### Impact

Our PSHE/RSE curriculum is high quality using the Jigsaw programme to enable our children to access a tailor made curriculum and help them reach their full potential.

Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek support from others. They will apply their understanding of society to their interactions with each other, small groups, whole class to the wider community of which they are apart. Butlershill's scheme of work through Jigsaw supports the development of a school culture that promotes physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

Good successful PSHE/RSE education can have a positive impact on the whole child, including their academic development and progress, by helping to look at and eliminate any social and emotional barriers to learning whilst building confidence and self-

esteem. Evidence suggests that it can help disadvantage and vulnerable children achieve more by raising aspirations and empowering them with skills to overcome barriers they face.

Assessment is through questioning, work produced, observations of children questions. In addition to this, we measure the impact of our curriculum through

Book scrutinizes from PSHE coordinator

Pupil interviews

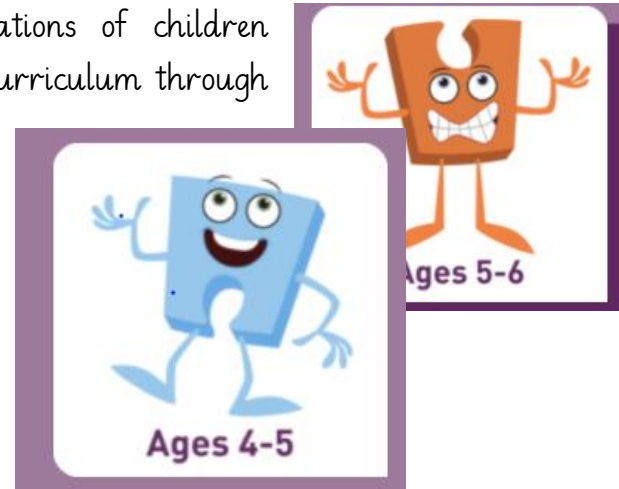
Pupil discussions about their learning

The ongoing monitoring by the senior leadership

The behaviour and well-being of the pupils

Half termly assessment at the end of each unit

F1 and F2 through monitoring against the EYFS curriculum.



including answers to the following methods



<p><b>Aims and Values</b>  <b>Caring, creative &amp; Confident</b>  <b>Values</b></p> <ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Respectful</li> <li>• Resilience</li> </ul>	<p><b>Assessment/sticky knowledge</b></p> <ul style="list-style-type: none"> <li>• Year 1 and Year 2 – End of half term assessments for each unit Assessment grid to know % of children that are meeting ARE – subject leader to identify any areas where a large % of children have gaps.</li> <li>• FSI and FS2 – Assessment against FDA curriculum</li> <li>• Planning scrutinies to ensure a wide range of vocabulary is being taught.</li> <li>• Pupil interviews – knowledge and skills check.  Work scrutinies on floor books and any work produced</li> </ul>	
<p><b>Enrichment opportunities</b></p> <ul style="list-style-type: none"> <li>• Special Days – Children in Need</li> <li>• Anti-Bullying week</li> <li>• Wear Yellow – mental Health Day</li> </ul> <p>NSPCC – PANTS – assembly</p>		
<p><b>Concepts</b>  Fluency  Reasoning  Problem Solving</p>	<p><b>Local community links</b></p> <ul style="list-style-type: none"> <li>• Police</li> <li>• Nurse</li> <li>• School Governors</li> </ul>	<p><b>Cross Curricular Links</b></p> <ul style="list-style-type: none"> <li>• RE</li> <li>• SMSC</li> <li>• PE</li> <li>• Science</li> </ul>



## Jigsaw PSHE 3 -11/12 Content Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	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
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

## Jigsaw PSHE 3-8 progression map

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

<b>Being Me in My World Puzzle – Autumn 1</b>			
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>DfE Statutory Relationships &amp; Health Education outcomes</b>	<p><b>PSED – ELG: SELF-REGULATION</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability</p>	<p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b></p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(</p>	

	<p>to follow instructions involving several ideas or actions.</p> <p><b>ELG: MANAGING SELF</b> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>PSED – ELG: BUILDING RELATIONSHIPS</b> Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>		
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<p><b>Puzzle overview</b> <b>Being Me in My World</b></p>	<p>In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their</p>	<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences.</p>	<p>In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work</p>

	<p>feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p>	<p>The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p>collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<p>Taught knowledge (Key objectives are in bold)</p>	<p>Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good</p>	<p>Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class</p>	<p>Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people Understand that their own views are valuable Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead</p>

<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	<p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
	<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
DFE Statutory Relationships	<p>PSED – ELG: SELF-REGULATION</p>	<p>Relationships Education – By end of primary, pupils should know: Families and the people who care for me (RI) that families are important for children growing up because they can give</p>	

<p><b>&amp; Health Education outcomes</b></p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>PSED – ELG: BUILDING RELATIONSHIPS</b></p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b></p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>
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	EYFS	YEAR 1	YEAR 2
<b>Puzzle overview</b> <b>Celebrating Difference</b>	<p>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.</p> <p>They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>	<p>In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p>	<p>In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>

<b>Taught knowledge</b>	Know what being unique means Know the names of some	Know what bullying means	Know the difference between a one-off incident and bullying	
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<p>(Key objectives are in bold)</p>	<p>emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know that they don't have to be <b>'the same as'</b> to be a friend</p> <p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p>	<p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are <b>unique and that it is OK to be different</b></p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p>	
<p><b>Social and Emotional skills</b></p>	<p>Recognise emotions when they or someone else is upset, frightened</p>	<p>Identify what is bullying and what isn't</p>	<p>Explain how being bullied can make someone feel</p>	

<p><b>(Key objectives are in bold)</b></p>	<p>or angry  Identify and use skills to make a friend  Identify some ways they can be different and the same as others  Identify and use skills to stand up for themselves  Identify feelings associated with being proud  Identify things they are good at  Be able to vocalise success for themselves and about others successes  Recognise similarities and differences between their family and other families</p>	<p>Understand how being bullied might feel  Recognise ways in which they are the same as their friends and ways they are different  Know ways to help a person who is being bullied  Identify emotions associated with making a new friend  Verbalise some of the attributes that make them unique and special</p>	<p>Know how to stand up for themselves when they need to  Understand that everyone's differences make them special and unique  Understand that boys and girls can be similar in lots of ways and that is OK  Understand that boys and girls can be different in lots of ways and that is OK  Can choose to be kind to someone who is being bullied  Recognise that they shouldn't judge people because they are different</p>	
	<p><b>EYFS</b></p>	<p><b>YEAR 1</b></p>	<p><b>YEAR 2</b></p>	
<p><b>Vocabulary</b></p>	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose,</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for,</p>	

		Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Male, Female, Diversity, Fairness, Kindness, Unique, Value
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
DfE Statutory Relationships & Health Education outcomes	<p>PSED</p> <p>ELG – SELF-REGULATION</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED</p>	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p><b>Mental well-being</b></p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	

	<p><b>ELG: MANAGING SELF</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>PSED – ELG: BUILDING RELATIONSHIPS</b></p> <p>Work and play co-operatively and take turns with others.</p>		
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<p><b>Puzzle overview</b> <b>Celebrating Difference</b></p>	<p>In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to</p>	<p>In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they</p>	<p>In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.</p>

	<p>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.</p>	<p>achieve them. They discuss partner working and how to do this well.</p>	
<p><b>Taught knowledge</b> (Key objectives are in bold)</p>	<p><b>Know what a challenge is</b> <b>Know that it is important to keep trying</b> <b>Know what a goal is</b> 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</p>	<p><b>Know how to set simple goals</b> <b>Know how to achieve a goal</b> <b>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</b> <b>Know when a goal has been achieved</b> Know how to work well with a partner Know that tackling a challenge can stretch their learning</p>	<p><b>Know how to choose a realistic goal and think about how to achieve it</b> <b>Know that it is important to persevere</b> <b>Know how to recognise what working together well looks like</b> Know what good group-working looks like Know how to share success with other people</p>

<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<p>Understand that challenges can be difficult</p> <p>Resilience</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>
	<p><b>EYFS</b></p>	<p><b>YEAR 1</b></p>	<p><b>YEAR 2</b></p>
<p>VOCABULARY</p>	<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	<p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>

Healthy Me Puzzle – Spring 2			
	EYFS	YEAR 1	YEAR 2
<p>DfE Statutory Relationships &amp; Health Education outcomes</p>	<p>PSED –</p> <p><b>ELG: SELF-REGULATION</b></p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED</p> <p><b>ELG: MANAGING SELF</b></p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p><b>Mental well-being</b></p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	

	importance of healthy food choices.		
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Puzzle overview Healthy Me</b>	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.
<b>Taught knowledge</b>	Know what the word 'healthy' means Know some things that they need to do to keep healthy	Know the difference between being healthy and unhealthy Know some ways to keep healthy	Know what their body needs to stay healthy Know what relaxed means Know why healthy snacks are good for their bodies Know which foods given their bodies energy

<p>(Key objectives are in bold)</p>	<p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know what to do if they get lost</p>	<p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p><b>Know how to keep safe when crossing the road</b></p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease/illness</p> <p>Know about people who can keep them safe</p>	<p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p>
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p>	<p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Express how it feels to share healthy food with their friends</p>

	Can explain how they might feel if they don't get enough sleep Recognise how different foods can make them feel	Feel good about themselves when they make healthy choices Realise that they are special	
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
VOCABULARY	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious
<b>Relationships Puzzle – Summer 1</b>			
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
DfE Statutory Relationships & Health	PSED – ELG SELF-REGULATION	Relationships Education – By end of primary, pupils should know:  Families and the people who care for me (RI) that families are important for children growing up because they can give	

<p><b>Education outcomes</b></p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p style="text-align: center;"><b>PSED – ELG: BUILDING RELATIONSHIPS</b></p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p> <p>(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b></p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) that most friendships have ups and downs, and that these can often be</p>
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		<p>worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b></p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	
	EYFS	Year 1	Year 2

<p><b>Puzzle Overview Relationships</b></p>	<p>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.</p>	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>
<p><b>Taught knowledge</b></p>	<p><b>Know what a family is</b> Know that different people in a family have different</p>	<p><b>Know that everyone's family is different</b></p>	<p><b>Know that there are lots of forms of physical contact within a family</b> <b>Know how to stay stop if someone is hurting them</b></p>

<p>(Key objectives are in bold)</p>	<p>responsibilities (jobs)  <b>Know some of the characteristics of healthy and safe friendships</b>  <b>Know that friends sometimes fall out</b>  <b>Know some ways to mend a friendship</b>  <b>Know that unkind words can never be taken back and they can hurt</b>  <b>Know how to use Jigsaw's Calm Me to help when feeling angry</b>  <b>Know some reasons why others get angry</b></p>	<p><b>Know that families are founded on belonging, love and care</b>  <b>Know that physical contact can be used as a greeting</b>  <b>Know how to make a friend</b>  <b>Know who to ask for help in the school community</b>  <b>Know that there are lots of different types of families</b>  <b>Know the characteristics of healthy and safe friends</b>  <b>Know about the different people in the school community and how they help</b></p>	<p><b>Know there are good secrets and worry secrets and why it is important to share worry secrets</b>  <b>Know what trust is</b>  <b>Know that everyone's family is different</b>  <b>Know that families function well when there is trust, respect, care, love and co-operation</b>  <b>Know some reasons why friends have conflicts</b>  <b>Know that friendships have ups and downs and sometimes change with time</b>  <b>Know how to use the Mending Friendships or Solve it together problem-solving methods</b></p>
<p><b>Social and Emotional skills</b>  (Key objectives are in bold)</p>	<p><b>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</b>  <b>Can suggest ways to make a friend or help someone who is lonely</b></p>	<p><b>Can express how it feels to be part of a family and to care for family members</b>  <b>Can say what being a good friend means</b>  <b>Can identify forms of physical contact they prefer</b></p>	<p><b>Can identify the different roles and responsibilities in their family</b>  <b>Can recognise the value that families can bring</b>  <b>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</b>  <b>Can identify the negative feelings associated with keeping a worry secret</b></p>

	<p>Can use different ways to mend a friendship</p> <p><b>Can recognise what being angry feels like</b></p> <p>Can use Calm Me when angry or upset</p>	<p><b>Can say no when they receive a touch they don't like</b></p> <p>Can show skills of friendship</p> <p>Can praise themselves and others</p> <p>Can recognise some of their personal qualities</p> <p>Can say why they appreciate a special relationship</p>	<p><b>Can identify who they trust in their own relationships</b></p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p>
	<b>EYFS</b>	<b>Year 1</b> Consolidate EYFS	<b>Year 2</b> Consolidate EYFS & Yr 1
Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,

## Changing Me Puzzle – Summer 2

	EYFS	Year 1	Year 2
<p><b>DfE Statutory Relationships &amp; Health Education outcomes</b></p>	<p>PSED –</p> <p>ELG: SELF-REGULATION</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Show sensitivity to their own and to others’ needs.</p>	<p>Relationships Education – <b>By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b></p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Physical Health and Well-Being – <b>By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b></p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</p>	

		<p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p>	
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Puzzle Overview Changing Me</b>	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	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle,

	<p>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.</p>	<p>people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>	<p>vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>
<p>Taught knowledge</p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p>	<p>Know the names of male and female private body parts</p>	<p>Know the physical differences between male and female bodies</p>

<p>(Key objectives are in bold)</p>	<p>Know that we grow from baby to adult</p> <p><b>Know who to talk to if they are feeling worried</b></p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p><b>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</b></p> <p><b>Know who to ask for help if they are worried or frightened</b></p> <p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p>	<p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p><b>Know there are different types of touch and that some are acceptable and some are unacceptable</b></p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>
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		Know that learning brings about change	
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby</p> <p>Can say what might change for them they get older</p> <p>Can identify positive memories from the past year in school/home</p>	<p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p>	<p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p>

			Can say what they are looking forward to in the next year
	<b>EYFS</b>	<b>Year 1</b> Consolidate EYFS	<b>Year 2</b> Consolidate EYFS & Yr 1
<b>VOCABULARY</b>	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy

<b>F2 RSE</b>	<b>Year 1 RSE</b>	<b>Year 2 RSE</b>
<p>Making relationships</p> <ul style="list-style-type: none"> <li>- Our families</li> <li>- Healthy Living – eating, exercise, sleeping, hygiene</li> </ul>	<p>Live long, live strong</p> <ul style="list-style-type: none"> <li>- Keeping clean</li> <li>- Growing and changing</li> <li>- Families and care</li> <li>- Looking after teeth</li> <li>- Staying healthy</li> </ul> <p>Setting a simple [personal goal</p>	<p>Growing and changing</p> <ul style="list-style-type: none"> <li>- Differences boys and girls</li> <li>- Differences male and female</li> <li>- Naming body parts</li> <li>- Being unique</li> <li>- Making change happen</li> </ul> <p>Changing our behaviour</p>

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The children who move to Broomhill follow SEAL, which does link, into Jigsaw Lower Key Stage 2

## The PSHE Curriculum at Broomhill

At Broomhill, we follow SEAL planning from the National Strategies as this is best for our children. Additional knowledge and skills have been added to our knowledge ladder which includes coverage from the PHSE Association. Some aspects of drugs, alcohol and relationships are covered in our RSE Curriculum. Please see this knowledge ladder.

Key Area of Learning	Support	Lower Key Stage Two
<b>New beginnings</b>	<ul style="list-style-type: none"> <li>To say three positive things about themselves.</li> <li>To know the names of 6 children in their class.</li> <li>To share an achievement with a peer.</li> <li>To accept a compliment.</li> <li>Know a school rule and why it is important.</li> <li>Understand what it means to be happy and sad, with examples.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.</li> <li>To know how to make and receive compliments.</li> <li>To know what rules are within society, school and the classroom and why they are important.</li> <li>To know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</li> <li>To know and describe their rights and responsibilities in school and at home.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know at least one strategy for calming down when angry.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how it feels to start something new and be able to cope with these feelings.</li> <li>• To discuss feelings of</li> <li>• of sadness, happiness, nerves and excitement.</li> </ul> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships;</p>
<p><b>Going for goals</b></p>	<p>To set one goal.</p> <p>Be able to solve a problem with a friend.</p> <p>To know potential risks there may encounter and how to keep themselves safe.</p> <p>Be able to describe different jobs of different people. Eg: teachers, policeman, doctor, nurse, postman</p>	<p>To set personal goals; and know what to do to achieve these goals</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices; To know how to behave responsibly.</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly.</p> <p>To identify the kind of job that they might like to do when they are older</p> <p>To know different ways of paying for things.</p> <p>To face new challenges positively by collecting information, looking for help, making</p>

		<p>responsible choices and taking action;</p> <p>To understand about saving money and how different people have different attitudes to saving money.</p>
<p><b>Getting on and falling out</b></p>	<p>Know how to say sorry when problems arise.</p> <p>Listen to both sides of an argument.</p> <p>Share their feelings honestly.</p> <p>Understand that their actions have consequences.</p> <p>Understand some individual differences.</p> <p>Know the difference between kind words and hurtful words.</p>	<p>To reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences;</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices;</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>Know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>To challenge the use of bad language.</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>To research, discuss and debate topical issues, problems and events;</p> <p>To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;</p> <p>To resolve differences by looking at alternatives, making decisions and explaining choices;</p>

		<p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>To challenge the use of Stereotyping and know what it means to stereotype</p>
<p><b>Bullying</b></p>	<p>Know the difference between actions of kindness and actions that cause hurt.</p> <p>Give examples of bullying.</p> <p>Share their feelings openly and honestly.</p> <p>Listen to others.</p> <p>Understand some individual differences may give rise to bullying- and that this is wrong.</p> <p>Know who to talk to if they are being bullied.</p>	<p>Know what bullying is and how it can affect an individual.</p> <p>Know who to talk to if bullying arises.</p> <p>Know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, for individuals and communities;</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help;</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Identify what discrimination: is and how to challenge it</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p>

		<p>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;</p> <p>To realise the nature and consequences of racism, teasing, bullying, and aggressive behaviours and how to respond to them and ask for help;</p> <p>To recognise and challenge stereotypes.</p>
<p><b>Good to be me</b></p>	<p>Be able to share that they are good at.</p> <p>Be able to share their achievements and developments.</p> <p>Share what they like about themselves.</p> <p>Know the qualities needed to be a good friend/ member of a family/ community.</p> <p>Know with examples different emotions they may experience; happiness, sadness, anger, excitement, frustration, loneliness.</p>	<p>To know their strengths and achievements.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>To know the difference between being assertive and aggressive.</p> <p>To know ways to relax.</p> <p>To know what a worry is and who to turn to when you have a worry.</p> <p>Know examples of support in the local environment (people who help us in the community)</p> <p>Understand human rights.</p> <p>To talk and write about their opinions, and explain their views, on issues that affect themselves and society;</p> <p>To know their strengths and achievements.</p> <p>To understand and put into practice assertiveness.</p> <p>To know when to hide feelings and have an awareness of when they are hiding their feelings.</p>

		<p>To understand fight or flight and how this can impact on their behaviour.</p> <p>To recap ways to calm down when they are feeling angry.</p>
Relationships	<p>Describe who their friends are and why.</p> <p>Share who is important to them and what is important to them. (eg personal qualities or objects, pets)</p> <p>Describe who is in their family and their roles.</p> <p>Know that love is an important factor in a family.</p> <p>Listen to other peoples opinions and suggestions.</p> <p>Solve problems that arise in friendship groups with support.</p>	<p>Know what a friend is and how to be a good friend.</p> <p>Be able to share who is important to them and why.</p> <p>Understand what it means to feel guilty and how this can make us feel.</p> <p>That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>That a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>Understand that there are different levels of friendship.</p> <p>Discuss and share feelings about a person or an animal who is important to you.</p> <p>Understand how it feels to loose someone or someone- object/ person/ pet</p> <p>To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Know about social media and its influences</p>

<p><b>Changes</b></p>	<p>Be able to describe what a change is and different changes they have experienced.</p> <p>Group changes into positive changes and negative changes.</p> <p>Understand how changes can effect different people in different ways.</p>	<p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>To share changes that have occurred in their life.</p> <p>To see change as a positive.</p> <p>To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the UK.</p> <p>That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;</p> <p>To share their experience of different changes and how these changes have/ could influence behaviour, thoughts and actions.</p>
<p><b>Keeping safe</b></p>	<p>Know what a hazard is and give three examples of hazards.</p> <p>Know basic ways to keeo themselves safe in heir environment.</p> <p>Know one benefit of sunshine and one disadvantage of sunshine.</p>	<p>Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p>Internet safety: passwords and reporting online</p> <p>Self care- what this is and how it is important for mental health</p> <p>What constitutes a healthy diet; how to plan healthy meals; benefits to</p>

Know people who help them in the local community.

health and wellbeing of eating nutritionally rich foods ; risks associated with not eating a healthy diet including obesity and tooth decay.

That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn

To further challenge my personal development skills, I could:

- Know how to improve my personal abilities
- Show resilience consistently and share this with others
- Try new things and when I am unsure research these new things
- Understand, share and control my own emotions with integrity
- Know how to solve problems when they arise without adult support
- Know how to make informed choices that protect myself, others and the world I live in
- Know how to keep myself and others safe, including where I can turn to for support in the local community or online
- Know how to communicate effectively with others

