

**RELATIONSHIPS AND SEX EDUCATION /
PERSONAL SOCIAL AND HEALTH EDUCATION
MEDIUM TERM PLAN**

CURRICULUM INTENT

RELATIONSHIPS

will provide learners with the knowledge and skills that will enable them to
make informed decisions about their relationships
and to build their self-efficacy, enabling them to meet the challenges of
creating a happy and successful adult life
develop learners' knowledge to help them make sound decisions when
facing risks and challenges in a variety of situations.
managing personal and romantic relationships and break ups.
managing change including grief and bereavement

RESPECT

You will look at how there is a need to respect individual rights and needs
supports all people. including understanding british values, challenging
radicalisation and extremism.
you will understand the different types of relationships and how respect for
these is important to successful interactions
You will learn about self respect and the impact of this on your well being.
You will demonstrate an understanding of confidentiality, individuality and
choice
You will demonstrate respect in class discussions and activities to support
all learners.
Understand the difference in personal and professional levels of respect.

Health and personal education / Relationships and Sex Education

EMPATHY

It will help to prepare for the opportunities, responsibilities and
experiences of adult life, while also promoting spiritual, moral, social,
cultural, mental and physical development of learners at school and within
society
You will look at how people with different needs are supported including
mental health, peer relationships and pressure
You will understand the need to ensure communication is effective for all.
You will empathise with people who have specific needs and disabilities.
You will understand that tolerance and acceptance are important to
support all parts of a community.
You will empathise with those less fortunate or have specific needs
differing to your own experiences.

PERSISTENCE

You will identify resilience and persistence and professionals to ensure
the best outcome for all.
You will identify ways that continuing to solve problems and find solutions
to support you in life
You will identify how persistence is a quality needed to support different
aspects of our lives and relationships
You will demonstrate persistence by completing extended pieces of work
and a variety of tasks to show your full understanding of your learning.

LINKED TO BESPOKE NEEDS OF THE STUDENT AND THE PATHWAYS RECOVERY MODEL

PSHE/ RSE Student Pathway (CURRICULUM IMPLEMENTATION)

PATHWAYS 6-5

Understanding what we mean by Relationships and Sex Education

- Rewards – lesson centred and use of different strategies
- Role play and accessing learning through videos and discussions
- Project for the Grounding Table – mind mapping, collage of types of services.
- Own experiences, discussions with others.
- Stepping Stones into Lessons
- Documentaries to spark interest
- School Trips and visits – including cultural capital focus and cross curricular
- Stand-alone units of choice around their interests.
- General Knowledge – using own experiences
- Project for the Grounding Table 'Entry Level Certificate' packs that can be completed independently.
- Documentaries and case reviews to spark interest

Is attending discrete lessons in H&SC and tutor times. Using time to research the areas and making links with prior knowledge

PATHWAYS 4-3

Interest in the, communities relationships and experiences

- Attending school and engaging in PSE, RSE and tutor time lessons.
- Lessons are taught as independent stand-alone lessons.
- Lessons are sequenced in order of importance.
- Is completing RSE/ PSHE and tutorial lessons
- Learner of the week certificate.
- Use of work on display
- Links own experiences of services and professionals to support learning
- Is open to having misconceptions challenged

Is accessing GCSE or ELC grade content as part of a Key Stage 4 programme.

PATHWAYS 2-1

Understanding Relationship and Sex Education allows for consideration of choices, moral, spiritual and cultural development. Identifies the physical and mental development linked to this study .

- Is completing an qualification in RSE and PSHE / other appropriate qualifications.
- Choosing appropriate Key Stage 4 subjects to further own knowledge and PSHE qualifications.
- Completing units of coursework as part of qualification.
- Completing Homework and further research
- Build knowledge and understanding of the role of RSE in different settings and career choices.
- Undertaking work experience or experience days
- Identifying further education pathways for their own development and other qualifications.

LINKED TO BESPOKE NEEDS OF THE STUDENT AND THE PATHWAYS RECOVERY MODEL

Progressing

to

Learn

with

Confidence

Progressing in Learning - Pathways Learning Centre is committed to breaking down young people's preconceptions of learning. Through building positive relationships, having both empathy and respect for one another, whilst promoting perseverance and resilience, pupils are encouraged to engage in every aspect of school life.

Learning about Learning - Pathways Learning Centre offers a bespoke curriculum for students both on and offsite enriching pupils academically, socially and emotionally. This leads to qualifications being achieved.

Confidence in Learning - Pathways Learning Centre aims to support students to achieve their potential. They are provided with opportunities which can lead to further education.

Jigsaw PSHE 3-11 progression map

At Pathways Learning Centre we have structured our curriculum in a layered approach. A pupil's curriculum is established through individually tailored provision enabling them to develop socially, emotionally and academically to achieve success and fulfil their potential. Pupils can begin their journey at any of the learning stages and may even be at different learning stages within different subjects.



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

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

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

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

SMSC Links: Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise **and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

British Values: Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.

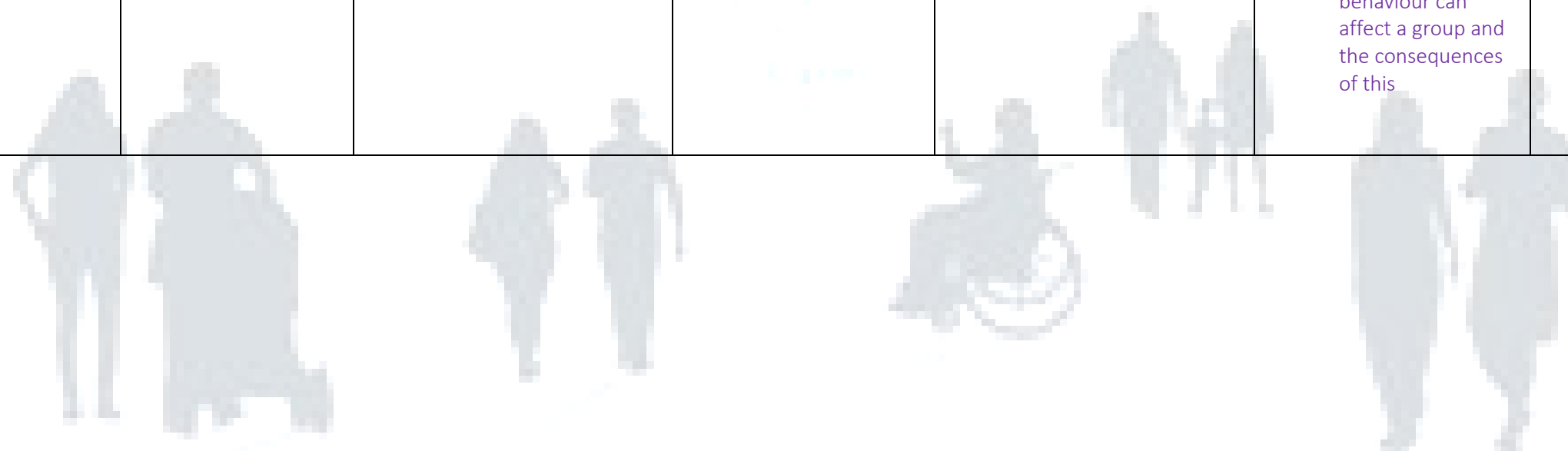


Being Me in My World Puzzle – Autumn 1							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others. Show sensitivity to their own and to others' needs.	Relationships Education – By end of primary, pupils should know: Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (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. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Online relationships (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.					
		Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (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 (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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.					
Puzzle overview Being Me in My World	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about	In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The	In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair	In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about	In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its	In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live	In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects,

	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.	children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.	the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.	purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.	locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.
--	--	---	---	--	---	---	---



Taught knowledge (Key objectives are in bold)	• 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	• 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	• 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	• Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is	• Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know that their own actions affect themselves and others	• Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this	• Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process
---	---	--	--	--	---	---	---



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

Celebrating Difference Puzzle – Autumn 2

DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 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. PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others’ needs.	Relationships Education – By end of primary, pupils should know: Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (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 (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (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. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.					

		Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (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 (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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (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 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). Internet safety and harms (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H17) where and how to report concerns and get support with issues online.					
Puzzle overview Celebrating Difference	EYFS 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 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.	Year 1 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.	Year 2 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.	Year 3 In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the ‘Solve it together’ technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.	Year 4 In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.	Year 5 In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people’s cultures.	Year 6 In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

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

Social and Emotional skills (Key objectives are in bold)	- Recognise emotions when they or someone else is upset, frightened 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	- Identify what is bullying and what isn't - 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	- Explain how being bullied can make someone feel - 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	- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family - Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers - Empathise with people who are bullied - Employ skills to support someone who is bullied - Be able to recognise, accept and give compliments - Recognise feelings associated with receiving a compliment	- Be comfortable with the way they look - Try to accept people for who they are - Be non-judgemental about others who are different - Identify influences that have made them think or feel positively/negatively about a situation - Identify feelings that a bystander might feel in a bullying situation - Identify reasons why a bystander might join in with bullying - Revisit the 'Solve it together' technique to practise conflict and bullying scenarios - Identify their own uniqueness - Identify when a first impression they had was right or wrong	- Appreciate the value of happiness regardless of material wealth - Identify their own culture and different cultures within their class community - Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own - Identify a range of strategies for managing their own feelings in bullying situations - Identify some strategies to encourage children who use bullying behaviours to make other choices - Be able to support children who are being bullied	- Empathise with people who are different and be aware of my own feelings towards them - Identify feelings associated with being excluded - Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens - Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict - Identify different feelings of the bully, bullied and bystanders in a bullying scenario - Appreciate people for who they are - Show empathy
Vocabulary	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2

	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights
--	--	--	--	---	---	--	--



Dreams and Goals Puzzle – Spring 1							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year
	PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.	Relationships Education – By end of primary, pupils should know: Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Being safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard. Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (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 (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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (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.					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle overview Celebrating Difference	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don’t. They also reflect on sharing success with other people.	In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and	In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don’t come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.	In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well

				identify what they could do better next time.			as working on giving others praise and compliments.
Taught knowledge (Key objectives are in bold)	- 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	- Know how to set simple goals - Know how to achieve a goal - 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 - Know how to work well with a partner - Know that tackling a challenge can stretch their learning	- 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	- Know that they are responsible for their own learning - Know what an obstacle is and how they can hinder achievement - Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them - Know about specific people who have overcome difficult challenges to achieve success - Know how they can best overcome learning challenges - Know what their own strengths are as a learner - Know how to evaluate their own learning progress and identify how it can be better next time	- Know how to make a new plan and set new goals even if they have been disappointed - Know how to work as part of a successful group - Know how to share in the success of a group - 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 work out the steps they need to take to achieve a goal	- Know about a range of jobs that are carried out by people I know - 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 they will need money to help them to achieve some of their dreams - Know that different jobs pay more money than others - 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	- Know their own learning strengths - Know what their classmates like and admire about them - Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place - Know what the learning steps are they need to take to achieve their goal - Know how to set realistic and challenging goals

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

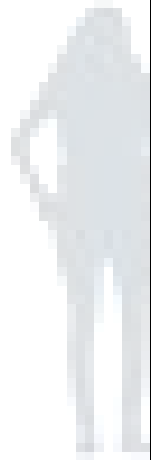
Healthy Me Puzzle – Spring 2							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED ELG: MANAGING SELF Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Relationships Education – By end of primary, pupils should know: Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (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. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources. Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (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 (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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (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 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and					

		physical well-being (H17) where and how to report concerns and get support with issues online. Physical health and fitness (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health. Healthy eating (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Drugs, alcohol (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Health and prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination. Basic first aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.
--	--	--

Puzzle overview Healthy Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss ‘stranger danger’ and what they should do if approached by someone they don’t know.	In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.	In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.	In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.	In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people’s relationships with food and how this can be linked to negative body image pressures.	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people’s bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.

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

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

Relationships Puzzle – Summer 1							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 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. PSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers. 	Relationships Education – By end of primary, pupils should know: Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (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 (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (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. Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults. Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.					

		Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (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 (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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (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 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Internet safety and harms (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online. Physical health and fitness (H18) the characteristics and mental and physical benefits of an active lifestyle (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.
--	--	---

Puzzle Overview Relationships	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw’s Calm Me and how they can use this when feeling upset or angry.	Children’s breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why ‘worry secrets’ should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise	In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that	Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe.	Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend	In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.

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

Social and Emotional skills (Key objectives are in bold)	- Can identify what jobs they do in their family and those carried out by parents/carers and siblings - Can suggest ways to make a friend or help someone who is lonely - Can use different ways to mend a friendship - Can recognise what being angry feels like - Can use Calm Me when angry or upset	- Can express how it feels to be part of a family and to care for family members - Can say what being a good friend means - Can identify forms of physical contact they prefer - Can say no when they receive a touch they don't like - Can show skills of friendship - Can praise themselves and others - Can recognise some of their personal qualities - Can say why they appreciate a special relationship	- Can identify the different roles and responsibilities in their family - Can recognise the value that families can bring - Can recognise and talk about the types of physical contact that is acceptable or unacceptable - Can identify the negative feelings associated with keeping a worry secret - Can identify who they trust in their own relationships - Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict - Can identify the feelings associated with trust - Can give and receive compliments - Can say who they would go to for help if they were worried or scared	- Can identify the responsibilities they have within their family - Know how to access help if they are concerned about anything on social media or the internet - Can empathise with people from other countries who may not have a fair job or are less fortunate - Understand that they are connected to the global community in many different ways - Can use Solve it together in a conflict scenario and find a win-win outcome - Can identify similarities in children's rights around the world - Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	- Can identify feelings and emotions that accompany jealousy - Can suggest positive strategies for managing jealousy - Can identify people who are special to them and express why - Can identify the feelings and emotions that accompany loss - Can suggest strategies for managing loss - Can tell you about someone they no longer see - Can suggest ways to manage relationship changes including how to negotiate	- Can suggest strategies for building self-esteem of themselves and others - Can identify when an online community/social media group feels risky, uncomfortable, or unsafe - Can suggest strategies for staying safe online/ social media - Can say how to report unsafe online/social network activity - Can identify when an online game is safe or unsafe - Can suggest ways to monitor and reduce screen time - Can suggest strategies for managing unhelpful pressures online or in social networks	- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of - Can help themselves and others when worried about a mental health problem - Recognise when they are feeling grief and have strategies to manage them - Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control - Can resist pressure to do something online that might hurt themselves or others - Can take responsibility for their own safety and well-being
Vocabulary	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud,	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,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming,	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal,	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness,

		Celebrate, Relationships, Special, Appreciate	Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Empathy, Betrayal, Amicable, Love.	time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARTT rules	Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
--	--	---	---	---	------------------------------------	--	---



Changing Me Puzzle – Summer 2							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	PSED – ELG: SELF-REGULATION 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. PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others’ needs.	Relationships Education - By end of primary, pupils should know: Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (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 (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. Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Respectful relationships (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults. Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.					
		Physical Health and Well-Being – By end of primary, pupils should know: Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (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 (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 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (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 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.					

		Changing adolescent body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual well-being including the key facts about the menstrual cycle.
--	--	---

Puzzle Overview Changing Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the 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.	In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt 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.	This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.	In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.	In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.	In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.

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

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

Secondary overviews

Age 11-12	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I? fitting in	Prejudice, discrimination, assertiveness, what's important to you?	My dreams and goals Achievement and failure	Stress, effects, tips to combat stress, serotonin	Relationship with self, consent, change, healthy relationships	Reproduction facts, puberty, FGM, breast ironing, changes and how I feel about them
2	Influences and influencers, Gateway emotions	Who influence you? Ethical issues, changing attitudes	Key skills needed for the future, what skills would I like to develop	Stress situations, physical reactions, exercise helps to relieve stress	Healthy relationships and support	Responsibilities of having a baby, pregnancy and birth, IVF
3	Peer pressure, belonging, Peer-on-Peer abuse	Stereotypes and examples	Learning from Mistakes, setbacks	Substances, legal and illegal, classification, law	Emotions in relationships, scenarios	Effective parenting skills, pet care, is it ok to not want kids?, UN Children's' rights
4	Online identity, risks and tips to keep safe, Peer-on-Peer abuse	Challenging discrimination, protected characteristics and equality act	Influences, consequences of decisions, how could I positively affect my future?	Balanced diet, eating healthily, sleep and exercise benefits	Happy families, discernment, authenticity	Media and image, cosmetic surgery, avatars, self-esteem
5	Consequence of online comments, sexting, Peer-on-Peer abuse	Bullying, why be a bully? Would you intervene? Peer-on-Peer abuse	Child criminal exploitation, gangs, bystander, emergency aid	Illness, treatment, vaccinations, medicines	Assertiveness, rights and responsibilities, sexting, Peer-on-Peer abuse consequences	Emotions and moods, factors affecting mood like food, exercise, sleep, hormones, the brain
6	Online safety	Inclusion or exclusion - importance of being included	Control over your life	Loneliness, 5 ways to well-being	Discernment, authenticity	Becoming an adult recap

Age 12-13	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Who am I?, influences, uniqueness of me	Anne Frank, celebrating similarity, fear, racial and religious prejudice, hate crime, examples	Short-, medium- & long-term goals - flexibility - employability skills - grit	Different types of health, my health and responsibility, health tips, vaccinations, dental etc	Relationship with self, social media self- image.	Intimate relationships, me and my relationships, attraction, healthy and unhealthy relationships Peer-on-Peer abuse
2	Family, definitions, community living	Social injustice, inequality, causes, benefits of multi culturalism	Money - impact - positives and negatives - what can't be bought?	Stressful situations and triggers	Pressures of different relationships, freedom and control	What makes a good relationship?
3	Family expectations, active listening, roles within the family (i.e., firstborn etc)	Religion in decline? Positives, fundamentalism, stereotypes, celebrating diversity	Online safety - digital footprint, impact on career	Substance effects on the body and mind	Privacy, personal space, invasion of privacy, paparazzi and celebrity	Me and my relationships, attraction, love or crush?
4	First impressions, influences on our identity, self-image, be positive	Bullying, the law, types of bullying, LGBT+, emotional, Peer-on-Peer abuse consequences, get involved, Golden rule	Money, wages and career goals, what affects your earning potential, budgeting	Substance misuse and the law, county lines, exploitation of young people	Good relationship, control, anti-bullying, power, coercion, Peer-on-Peer abuse	Pornography, art?, is it ok for adults to look at porn? Age limits, is porn real? Peer-on-Peer abuse
5	Marriage and the law, beliefs and religions, protected characteristics, respect	Making a positive contribution, making a stand, Malala, what matters to you?	Weekly costs, debt, gambling, emotions linked to too much/ little money	Disease, herd immunity, medicines, vaccinations	Social media, safety tips, laws, trolling, Peer-on-Peer abuse, employer's rights to access	Alcohol, the law, effects of alcohol, scenarios
6	Being unique, expectations, managing them	Is it only the rich that can change the world? Charles Drew, How can I make a difference? Issues and traits needed, organ/blood donation	Gambling issues and support	Substances, pros and cons	Healthy relationships and control	Can a relationship be honest and real as well as exciting and fun?

Age 13-14	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Relationships, expectations and perceptions, love or abuse?, coercive control, Peer-on-Peer abuse	Prejudice, discrimination, protected characteristics and equality act, banter, Peer-on-Peer abuse, law and bullying, schools, hate crime	Personal strengths, health goals	Media misperceptions of youth, Greta Thunberg, making good lifestyle choices	Positive and negative impact of relationships,	Mental health and well-being, anxiety, OCD, phobias, depression, being supportive, challenging stigma
2	Peer approval, managing personal relationships, Peer-on-Peer abuse, damaging relationships, grooming, county lines, radicalisation	LGBT+ rights in the workplace, challenging negative attitudes, why do people judge?	Importance of planning, career options, world of work, choices	Alcohol, effects on the body, the law, risks	Top 10 tips for healthy relationships, power, Peer-on-Peer abuse	Change, reactions and responses to change, resilience
3	Self-identity, influences, social groups, social media, risks and experimentation	Power of positive and negative language, being understood, banter or verbal bullying, Peer-on-Peer abuse	Happiness pressure, being happy	Substances including nicotine and cannabis, vaping, effects of illegal drugs, classification, support	Attraction (body), Pornography and the law, how real is pornography?	Sleep facts and needs, How to sleep better, benefits of relaxing,
4	Groups, being me in a group, peer v friendship, conflict or celebration, Peer-on-Peer abuse	Types of bullying including online effects on mental health, self-awareness, anti-bullying strategy, Peer-on-Peer abuse	Mental health and ill- health, causes, support, stigma	Emergency situations, alcohol poisoning, recovery position	Starting a family?, Sex and the law, Age of consent, contraceptive choices	Resilience, dealing with obstacles, tips on developing resilience
5	Positive and negative self-identity, fitting in (leading to crime?) risks, consent	Diversity, discrimination, protected characteristics, EQ act, Equality	Media manipulation & fake news, effects on mental health, self-esteem	Drug effects, why use them?, risks, addiction, support	Consequences of unprotected sex, physical and emotional	Changing and growing, impact on body and mind
6	Perception, misperception	Prejudice and stereotyping, ageism, protecting against discrimination	Mental well-being strategies	Reasons for using substances	Age of consent	Dealing with change

Age 14-15	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Freedom, human rights & act, safety, violations	Hidden disability, examples, challenges for those affected, protected characteristics, EQ act, equality	Important relationships, resilience & how to develop it	Mental health issues	My relationships, self, love? lust? Attraction, attachment	Societal change, how will it affect me? Social media and social change, save the environment
2	Grief cycle, loss, responses to loss, support	Workplace expectations and disability, promoting equality, fair pay, rights and responsibilities	Physical and mental health, MH tips	Protecting long-term health, balance, health tips	Relationship life cycles, grief, ending relationships and consequences	Change and growth, positive and negative change, decision making and influences
3	Online data use, pros and cons of social media	What makes a society?, agree to disagree, Multi-cultural societies,	Success and problems with chasing it, issues which could impact on future success, work/life balance, social media & employers, Social Media consequences	Body facts, substances and the body, prescribed drugs & safety	Intimate healthy relationships, types of long-term relationships, connectedness & expectations	Male and female traits/ stereotypes?, gender and sexual identity, Peer-on-Peer abuse definitions, understanding gender issues, it's good to be you
4	Netiquette, online laws, safety threats, Peer-on-Peer abuse,	Equal and unequal relationships, balance of power, coercive control and support, Equity and equality World of work	Balance - diet, work/life - benefits of balance	Mental health disorders, anxiety, OCD, depression, eating disorders, support, treatment, triggers, caring and volunteering	Pornography timeline, risks, harms and myths, Peer-on-Peer abuse, Reality TV relationships	Gender stereotypes, how can we reduce stereotypes? Law and stereotypes, safe and unsafe relationship expectations
5	Online ratings	Equality and inequality, Types of inequality in society and the effects, fighting inequality uk and world, campaigns	Goals, health goals, body, looking after ourselves and others, blood donation	Health, CV disease, Cancer, diabetes, steps to being healthy, epidemics etc, organ donation and stem cell therapy	Healthy and unhealthy behaviours, abuse & coercion, Peer-on-Peer abuse, ideal partner	Physical and emotional changes that have happened to you, change scenarios, self-esteem, family change, managing change, support
6	Different types of relationships, positive elements	Health and life chances, healthy standard of living, free healthcare	Steps to success, resilience toolkit	STIs, risks and keeping healthy	Relationships - are they too difficult?	Everything changes

Age 15-16	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	Pros and cons of becoming an adult, age limits	N/A	Anxiety & effects, tips, solution-based thinking, sleep needs and advice, benefits of relaxing	Sleep, exam prep, eat well	Intimate romantic relationships, scenarios, sex perceptions, Are you ready for sex? Peer-on-Peer abuse	N/A
2	Relationships and the law, marriage and alternatives, consent, advice on sexual health, coercive control, domestic abuse, 'honour-based violence', Peer-on-Peer abuse, arranged/forced marriage	N/A	Money, work, debt, gambling, employment, types of employment e.g., self-employed, employee, zero hours, financial goals, budgeting, credit cards	STIs and risks, being healthy and looking after your health, condoms, breast and testicle self-examination	LGBT+, gender and sexuality spectrums,	N/A
3	Equality Act, coercive control, domestic abuse, violence in relationships, teen dating violence, Peer-on-Peer abuse	N/A	Jobs in the future, dream job, managing your skillset, employment opportunities	Sex, Are you ready?, consent, Peer-on-Peer abuse	Perceptions of LGBT+, timeline, Do's and Don'ts of coming out	N/A
4	Self-review, online law and safety, including pornography and gambling, misuse of mobile phones, sexting, Peer-on-Peer abuse	N/A	Intimate relationships, parenting	Fertility and pregnancy, pregnancy choices including Abortion, pregnancy myths, bringing up a baby, financial implications	Balance of power in relationships, case studies, Peer-on-Peer abuse	N/A
5	Being an adult, keeping safe, emergency situations, advice and support, first aid, scenarios	N/A	Barriers to D&G, when things go wrong, resilience	Intimate relationships, abuse, rape culture, Peer-on-Peer abuse	My body my choice, breast ironing and FGM, 'honour-based violence', forced marriage, law, LGBT+ hate crime	N/A
6	Situations and consequences	N/A	Can technology help us reach our goals?	Mutual respect in intimate relationships	Being you in a relationship	N/A

Secondary

CURRICULUM CORE KNOWLEDGE PLAN

YEAR GROUP: 7

DATE: 22-23

User name - JIGSAW – BS16 2RQ

Password - %JigsawPSHE21

Term 1 Being Me In My World Puzzle Map

Being in my world Puzzle Piece 1							
PSHE Big Question: How do I fit into the world I live in							
RSE UNIT 1 Understand how I manage influences on my relationships							
Term 1	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior or linked Knowledge	Literacy links	Numeracy Links	Jigsaw
PSHE Who am I? Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can recognize that identity is affected by a range of factors Social and Emotional Skills Learning Intentions I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)	Mingle Bingo Who am I? activity Being Unique – activity J:\5 - Teacher Resource Bank\3. Schemes of Work\JIGSAW\11-12\ UK 11-12 Jigsaw PSHE 1-BM Workbook.pptx J:\5 - Teacher Resource Bank\RSE\Year 7\RSE work book Yr 7.docx	Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation	Changing Me – Jigsaw 10-11 Puzzle piece 1 My Self Image Understand that everyone is unique and special			JIGSAW LINKS Ages 11-12 Being in My world Piece 1 Who am I? https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/being-me-in-my-world/
PSHE Peer pressure and belonging Jigsaw (jigsawpshe.online)	1.1 I can identify internal and external influences in my life PSHE Learning Intentions I understand how peer pressure operates within groups Social and Emotional Skills Learning Intentions I can achieve an appropriate level of independence from others while maintaining positive relationships with them	Feeling the pressure activity Pick and mix - activity Pick and mix card – activity Keeping children safe in education – guidelines Design your ideal group - activity	Peer pressure, Peer on peer abuse	Being in my world– Jigsaw 10-11 – Puzzle piece 5 Work well with others	Reading of case studies		JIGSAW LINKS Ages 11-12 Being in My world Piece 3 Peer pressure and belonging https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/being-me-in-my-world/3-peer-pressure-and-belonging/
RSE internal and external influences in my life Jigsaw (jigsawpshe.online)	1.1 I can identify internal and external influences in my life PSHE Learning Intentions I can understand that identity is affected by a range of factors Social and Emotional Skills Learning Intentions I can identify what or who influences my life	What influences you – activity How many emotions – activity Gateway emotions – activity	Emotions, gate way emotions, influencers, Internal and external influences				Ages 11-12 Being in My world Piece 2. My influences https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/being-me-in-my-world/2-my-influences/

		How do your influencers make you feel? – activity Playlist - activity					12/being-me-in-my-world/2-my-influences/
RSE Online influences that might affect me and my decisions Jigsaw (jigsawpshe.online)	1.2 I can give examples of things that might influence my behaviour online 1.3 I can explain how to maintain positive relationships with others both on and offline PSHE Learning Intentions I can recognise how I present myself online Social and Emotional Skills Learning Intentions I understand how my online identity can affect what others think and feel about me	My online contacts – activity Making judgements – activity Turn back time – activity Embarrassment online - activity	Contacts, Judgement, Sharenting		Students to understand and use words relating to: safety, internet, online and related jargon		•Online and media a •Being safe a JIGSAW LINKS Ages 11-12 Being in My world Piece 4. My online identity https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/being-me-in-my-world/4-my-online-identity/
RSE Explain how to maintain positive relationships with others both online and offline State how to report online risks Jigsaw (jigsawpshe.online)	1.2 .I can give examples of things that might influence my behaviour online 1.3 I can explain how to maintain positive relationships with others both on and offline 1.4 I can state how to report online risks PSHE Learning Intentions I understand what can influence my behaviour online Social and Emotional Skills Learning Intentions I understand that what I say and do online can have consequences for myself and others	Headline game – activity Text message response – activity Charley’s story - activity	Consequences		Reading case studies		JIGSAW LINKS Ages 11-12 Being in My world Piece 5. What are the consequences of what I do or say online? https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/being-me-in-my-world/5-what-are-the-consequences-of-what-i-say-and-do-online/
Assessment Jigsaw I can maintain positive on and offline relationships I understand that what I say and do online can have consequences for myself and others Puzzle piece 6 Jigsaw (jigsawpshe.online) Workbook 1 (year 7) Unit 1 part 1,2,3.							



YEAR GROUP: 8

DATE: 22-23

Being in my world Puzzle Piece 1							
PSHE Big Question: Can I choose how I fit into the world?							
RSE UNIT 1 I will understand how to identify influences and differences and use these positively in my relationships							
Term 1	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior or linked Knowledge	Literacy links	Numeracy Links	Jigsaw
PSHE Who am I? Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can appreciate that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people's identities Social and Emotional Skills Learning Intentions I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life 1.1I can explain how personal beliefs can influence someone's self-identity	J:\5 - Teacher Resource Bank\RSE\Year 8\RSE work book Yr 8.docx Ellen Degeneres quote – discussion task Who Am I – activity Influences - activity	Uniqueness, influences	Being me in my world – Jigsaw 11-12 puzzle piece 1 Who am I?			JIGSAW LINKS Ages 12-13 Being in My world Piece 1 Who am I? https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/being-me-in-my-world/1-who-am-i/
PSHE My 'family' Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can understand about collective and individual identities and cultural diversity I understand the influence family has on self-identity Social and Emotional Skills Learning Intentions I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject 1.2I can give examples of some of the influences on people's self-identity	Definition discussion – activity Family definition – activity If I hadn't had - game Community living – quiz Community living YouTube clip	Family, community,	Work well with others Being in my world – Jigsaw 11-12 puzzle piece 2 My Influences	Definitions and key words		JIGSAW LINKS Ages 12 -13 Being in My world Piece 2. My 'family' https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/being-me-in-my-world/2-my-family/
RSE 'Family Factors' Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can define what stereotypes are Social and Emotional Skills Learning Intentions I can listen actively to other people I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family	Which picture do you identify with most? – discussion activity Active listening – activity Active listening - reflection activity Jigsaw tree – discussion activity Stereotypes x4 - activity	Stereotypes		Active reading		JIGSAW LINKS Ages 12-13 Being in My world Piece 3. Family Factors' https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/being-me-in-my-world/3-family-factors/
RSE The power of first Impressions Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I understand that first impressions can lead to judgements that may be misinformed Social and Emotional Skills Learning Intentions I understand that I can make accurate and inaccurate assumptions about my own and others' identities I understand that I can make choices about the influences I accept as part of my personal identity	Picture matching - activity First impressions – activity Receiving comments from others – activity Filtering messages - activity	First impressions, values				JIGSAW LINKS Ages 12 -13 Being in My world Piece 4. The power of first impressions https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/being-me-in-my-world/4-the-power-of-first-impressions/

RSE Faith and beliefs Jigsaw (jigsawpshe.online)	PSHE Learning Intentions understand that that there is a range of beliefs within any community and I can recognise the beliefs I hold as important to me I can appreciate that people's faiths and beliefs can affect their personal identity Social and Emotional Skills Learning Intentions I can see the world from other people's points of view and understand their beliefs I respect people's right to hold their own views and beliefs 1.3 I can give examples of different people's beliefs about the importance of marriage 1.4 I can give an example of how respecting someone's right to hold opinions different from mine could benefit a relationship	What do these pictures mean to you? – activity Marriage pros and cons – activity Marriage: what the law says – discussion activity Being respectful of peoples beliefs or should we be respectful of peoples beliefs – activity State of emergency – activity	Marriage, beliefs				JIGSAW LINKS Ages 12 -13 Being in My world Piece 5. Faith and beliefs https://jigsawpshe.online/materials/pshe-secondary/ages-12-13/being-me-in-my-world/5-faith-and-beliefs/
Assessment Jigsaw I understand how to identify influences and differences and use these positively in my relationships / I know I have choices in how I respond to the expectations of others Puzzle Piece 6 Jigsaw (jigsawpshe.online) Workbook 1 (year 8) Unit 1 part 1,2,3.							

YEAR GROUP: 9

DATE: 22-23

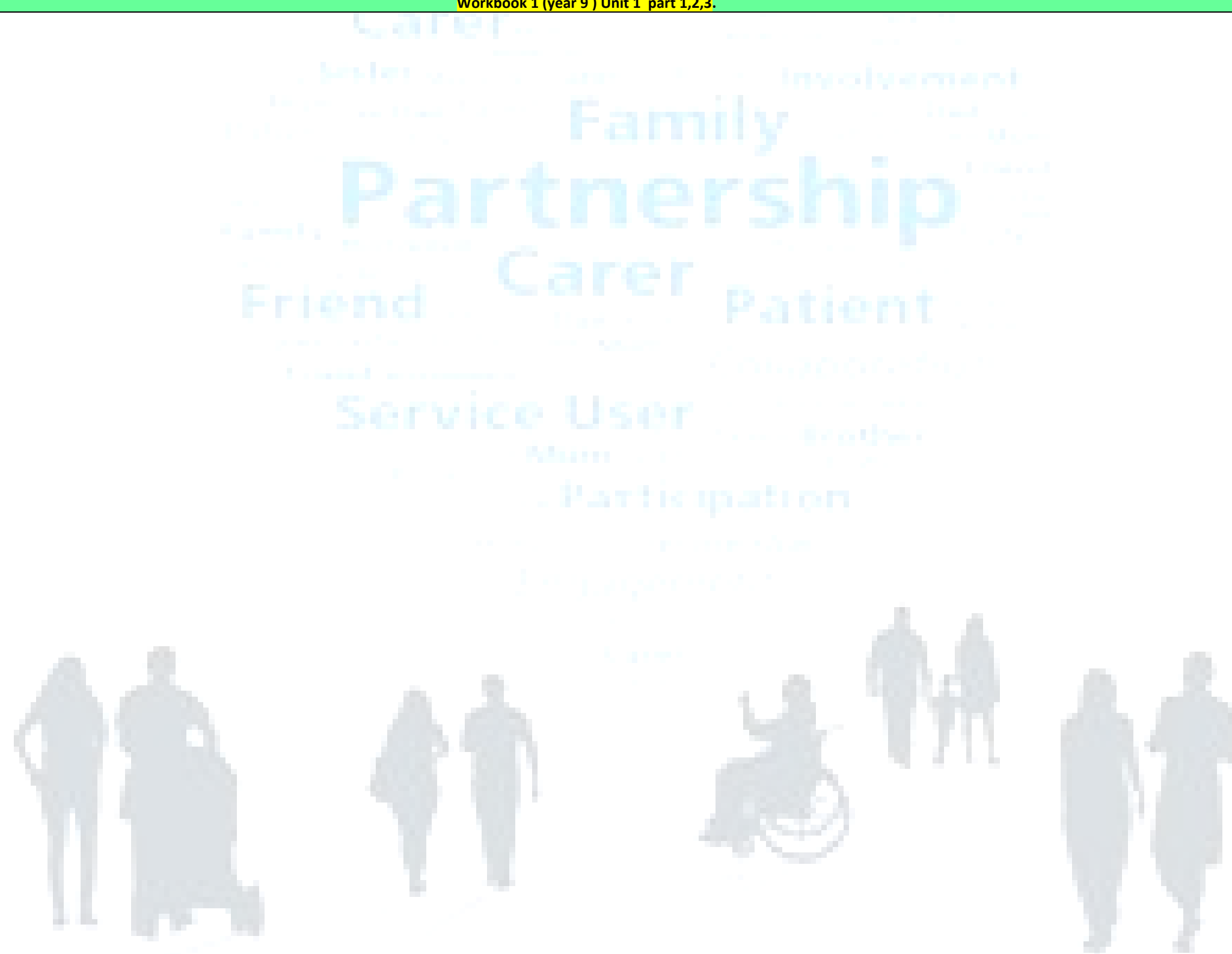
[\\Bmr-fs-spr-01\spr\Teacher Shared\5 - Teacher Resource Bank\RSE\Year 9\RSE work book Yr 9.docx](#)

Being in my world Puzzle Piece 1							
PSHE Big Question: To what extent does the world I live in affect my identity?							
RSE UNIT 1 Understand how I manage influences on my relationships							
Term 1	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior or linked Knowledge	Literacy links	Numeracy Links	Jigsaw
PSHE Expectations and perceptions of relationships Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue Social and Emotional Skills Learning Intentions 1.1 I have an understanding of my own expectations of intimate relationships I can differentiate between the influences that could impact positively and negatively on self-identity	What makes a good relationship? – Activity Expectations and perceptions of relationships - Activity What is ok in a relationship? – Group activity Coercive control – YouTube clip The situation – class discussion What makes a good relationship? – class discussion Don't confuse love and abuse – YouTube clip	Relationships, expectations, perceptions, coercive control		Mind mapping		JIGSAW LINKS Ages 13-14 Being in My world Piece 1 Who am I? https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/being-me-in-my-world/1-expectations-and-perceptions-of-relationships/
PSHE Peer Approval Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can explain peer approval and how it can cause problems. I can describe what grooming is and give examples. Social and Emotional Skills Learning Intentions I have strategies to help me manage my peer group relationships 1.1 I can differentiate between the influences that could impact positively and negatively on self-identity 1.2 I can discuss the links between a person's self-esteem and risky behaviour choices	What do people think of me – activity Does what people think of you matter? – class discussion activity How does the world I live in effect my identity? – activity Why might what others think of me, not be important? – class discussion	Identity, child on child abuse, relationships, grooming, county lines, radicalisation	Being me in my world – puzzle piece 3 – peer pressure and belonging			JIGSAW LINKS Ages 13-14 Being in My world Piece 2 Peer approval https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/being-me-in-my-world/2-peer-approval/

		How could peer approval be harmful to you? – class discussion Child on child abuse – activity Managing personal relationships – class discussion Damaging relationships – class discussion Grooming – class discussion					
RSE ‘Risks’ Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can suggest links between risky behaviour choices and the influence of social groups I know that I can accept or reject influences. Social and Emotional Skills Learning Intentions I know where to access help and advice if I am concerned about a risky situation in my life 1.1 I can differentiate between the influences that could impact positively and negatively on self-identity 1.2 I can discuss the links between a person’s self-esteem and risky behaviour choices 1.3 I can apply my knowledge about risk to suggest ways to keep myself safe	Who am I? And who influences me? – class discussion What is self-identity – class discussion Social groups, social media and you – written activity Risky business – class discussion Why might someone take a risk? – class discussion What would you do? – written activity Risky experimentation – class discussion My life, my decision – class discussion	Influences, self-identity, social groups, social media, risk	Being me in my world – puzzle piece 3 – peer pressure and belonging			Ages 13-14 Being in My world Piece 3. Risk https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/being-me-in-my-world/3-risks/
RSE Being ‘me’ in a group Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can identify differences between myself and others in my social groups I can explain how differences can be a source of conflict or a reason to celebrate. Social and Emotional Skills Learning Intentions I can manage differences of opinion within my social groups to maintain positive and safe relationships 1.1 I can differentiate between the influences that could impact positively and negatively on self-identity 1.2 I can discuss the links between a person’s self-esteem and risky behaviour choices 1.3 I can apply my knowledge about risk to suggest ways to keep myself safe	Which sheep am I – class discussion What makes groups work well? – class discussion Being ‘me’ in a group – class discussion Peer group v friendship group – written activity Conflict or celebration – class discussion Finishing facts – class discussion	Peer group	Being me in my world – puzzle piece 3 – peer pressure and belonging			JIGSAW LINKS Ages 13-14 Being in My world Piece 4 Being in my group https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/being-me-in-my-world/4-being-me-in-a-group/
RSE Consent Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can explain the links between having a positive self-identity and healthy intimate relationships I understand what consent means for me within my peer and intimate social groups I know how to report abusive or coercive behaviour Social and Emotional Skills Learning Intentions I can explain how negative self-identity and low self-esteem can contribute towards risky behaviour 1.1 I can differentiate between the influences that could impact positively and negatively on self-identity 1.2 I can discuss the links between a person’s self-esteem and risky behaviour choices 1.3 I can apply my knowledge about risk to suggest ways to keep myself safe	Who am I? written task Why should I be positive about myself? – class discussion What makes a good relationship? – class discussion Negative self – identity – class discussion Fitting in – class discussion Is it my decision? – class discussion Consent – class discussion	Consent, negative self identity	Being me in my world – puzzle piece 3 – peer pressure and belonging			JIGSAW LINKS Ages 13-14 Being in My world Piece 5. Consent https://jigsawpshe.online/materials/pshe-secondary/ages-13-14/being-me-in-my-world/5-consent/

Assessment Jigsaw | understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships/ I feel confident about re-assessing my own and others' behaviour and choices [Jigsaw](https://www.jigsawpshe.online/) ([jigsawpshe.online](https://www.jigsawpshe.online/))

Workbook 1 (year 9) Unit 1 part 1,2,3.



YEAR GROUP: 10

DATE: 22-23

01\spr\Teacher_Shared\5 - Teacher Resource Bank\RSE\Year 10\RSE work book Yr 10.docx

Being in my world Puzzle Piece 1							
PSHE Big Question: Is managing my online and offline world within my control?							
RSE UNIT 1 Understand how I manage influences on my relationships							
Term 1	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior or linked Knowledge	Literacy links	Numeracy Links	Jigsaw
PSHE Liberty and safety in my world Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can list the freedoms I enjoy in society I can describe what personal freedom means to me I can describe my understanding of safety I can identify potential risks to my safety Social and Emotional Skills Learning Intentions I understand that this can differ in other parts of the world I can compare my freedom and safety to that of teenagers in different parts of the world	Liberty quiz – activity Human rights act YouTube clip: https://www.youtube.com/watch?v=VO7oS8PqkY freedom and safety – class discussion human rights violations – case study cards	Liberty, human rights, freedom, safety		Reading case studies		JIGSAW LINKS Ages 14 - 15 Being in My world Piece 1 Liberty and safety in my world https://jigsawpshe.online/materials/pshe-secondary/ages-14-15/being-me-in-my-world/1-liberty-and-safety-in-my-world/
PSHE How I feel when things end Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I can describe the stages of grief I know where to appropriately get help and support with loss and bereavement issues I can discern which online sources or support in regards to loss/ grief are helpful or not. Social and Emotional Skills Learning Intentions I understand the range of emotions associated with relationships ending I understand the behaviours that some people experience as a result of grief, this can be on or off-line I can identify some of the ways some individuals manage grief and loss	Up – video clip Emotions list – written activity The grief cycle – class discussion Responding to grief – class discussion Young people’s stories - video clip Case studies – reading activity	Grief		Reading case studies		JIGSAW LINKS Ages 14 - 15 Being in My world Piece 2 How I feel when things end https://jigsawpshe.online/materials/pshe-secondary/ages-14-15/being-me-in-my-world/2-how-i-feel-when-things-end/
RSE How social media affects me, my identity and culture Jigsaw (jigsawpshe.online)	PSHE Learning Intentions I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness building I understand the impact social media has on culture and identity I recognise how online data is used both positively and negatively I can compare social media usage across different societies Social and Emotional Skills Learning Intentions I can reflect on how social media can impact on safety 1.1 I can describe scenarios in which online activity could lead to risk and harm	How my online data is used – class discussion Social media is harmful – debate Social media use around the world – class discussion Social media use: culture and identity – class discussion	Social media, data,	Being me in my world – puzzle piece 4 – my online identity Being me in my world – puzzle piece 3 – risks	Using persuasive language		JIGSAW LINKS Ages 14 - 15 Being in My world Piece 3. How social media affects me, my identity and culture https://jigsawpshe.online/materials/pshe-secondary/ages-14-15/being-me-in-my-world/3-how-social-media-affects-me-my-identity-and-culture/

RSE Rated!	PSHE Learning Intentions I can identify potential threats to safety in a range of situations on and offline I can describe actions to mitigate risk in a range of situations I know how to get help if personal safety is threatened Social and Emotional Skills Learning Intentions I know some strategies for managing my feelings about how my world is changing 1.1 I can describe scenarios in which online activity could lead to risk and harm 1.2 I can assess factors that make behaviour safer or less safe online and offline 1.3 I can describe the steps I can take to keep myself and others safe online and offline	Netiquette – class discussion The law – research task You’ve been rated - activity	Netiquette		Students to understand and use words relating to: safety, internet, online and related jargon		JIGSAW LINKS Ages 14 - 15 Being in My world Piece 4 Rated! https://jigsawpshe.online/materials/pshe-secondary/ages-14-15/being-me-in-my-world/4-rated/
RSE Risk	PSHE Learning Intentions I can explain the links between having a positive self-identity and healthy intimate relationships I understand what consent means for me within my peer and intimate social groups I know how to report abusive or coercive behaviour Social and Emotional Skills Learning Intentions I can explain how negative self-identity and low self-esteem can contribute towards risky behaviour	How Risky is it – discussion activity Risk continuum – discussion activity Ways to reduce risk – class discussion What could possibly go wrong? – YouTube clips and class discussion Advantage of the teenage brain – video clip What can be done if things go wrong? - class discussion					JIGSAW LINKS Ages 14 - 15 Being in My world Piece 5. Risk https://jigsawpshe.online/materials/pshe-secondary/ages-14-15/being-me-in-my-world/5-risk/
Assessment Jigsaw I understand how to stay safe in my online and offline relationships / I know some strategies for managing on and offline relationships, positively Workbook 1 (year 10) Unit 1 part 1,2,3.							



YEAR GROUP: 11

DATE: 22-23

Being in my world Puzzle Piece 1							
PSHE Big Question :Are we in the adult world at 16?							
RSE UNIT 1 Understand how I manage influences on my relationships							
Term 1	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior or linked Knowledge	Literacy links	Numeracy Links	Jigsaw
PSHE Becoming an adult	PSHE Learning Intentions I can state what 'being an adult' means to me I can give some examples of legislation that affects me at 16 Social and Emotional Skills Learning Intentions I can identify things I am looking forward to in adulthood, and things that concern me I know where to access help and information if I am worried or concerned about anything	Becoming and adult – class discussion Benefits of being an adult – class discussion Looking forward – class discussion When am I legally an adult – class discussion Age Limits - activity	Legislation Mandatory Lawful Illegal		Understand language associated with the law Can comprehend and explain the meaning reading		JIGSAW LINKS Ages 15-16 Being in My world Piece 1 Becoming an adult https://jigsawpshe.online/materials/pshe-secondary/ages-15-16/being-me-in-my-world/1-becoming-an-adult/
RSE Relationships and the law	PSHE Learning Intentions I can give examples of legislation that relates to sex and relationships I know about the legal status of different relationships e.g marriage, civil partnership, co-habitation I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this Social and Emotional Skills Learning Intentions I can suggest ways to keep myself and others safe in regard to healthy and positive relationships I know how and where to access advice and support if I am concerned about a sex or relationship matter 1.1 I can provide information on key legislation affecting relationships	Relationships and the law - quiz Consent – YouTube clips Sexual health advice – class discussion Coercive control – class discussion Domestic abuse – class discussion Honour based violence – class discussion Arranged marriage and forced marriage Scenarios – class discussion	Cohabitation Civil partnership Coercive Illegal Respect Personal responsibility isolation		Language and comprehension		JIGSAW LINKS Ages 15-16 Being in My world Piece 2 Relationships and the law https://jigsawpshe.online/materials/pshe-secondary/ages-15-16/being-me-in-my-world/2-relationships-and-the-law/
PSHE The law and you	PSHE Learning Intentions I can give examples of legislation around the possession and supply of drugs, tobacco and other substances I can explain the legal consequences of breaching the Equality Act I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control Social and Emotional Skills Learning Intentions I can suggest ways to keep myself and others safe in regard to alcohol and substances I know how and where to access advice and support if I am concerned about the misuse of power or coercive control	What's the law – quiz Coercive control – recap Coercive control – video clip Coercive control and drug use – class discussion Equality act – video clip Violence in young people's relationships – class discussion Teen dating violence – video clip Why doesn't she just leave – class discussion	Coercive control				JIGSAW LINKS Ages 15-16 Being in My world Piece 3. The law and you https://jigsawpshe.online/materials/pshe-secondary/ages-15-16/being-me-in-my-world/3-the-law-and-you/

PSHE Me, the internet and the law	PSHE Learning Intentions I can give examples of legislation in reference to online activity I can assess the impact of illegal online activity and misuse of technology on a range of people I can explain why pornography is legislated against and the potential consequences of viewing pornography Social and Emotional Skills Learning Intentions I know how and where to access advice and support if I am concerned about the misuse of technology 1.2 I can explain the law relating to online activity and young people, including law relating to sexually explicit content	Self review tool – activity The law about internet use – class discussion What do you think? – class discussion Is it just the internet? – class discussion Misuse of mobile phone technology – class discussion The dangers of sexting – case study	Sexting		Students to understand and use words relating to: safety, internet, online and related jargon Discussion and debating skills – ability to listen to opinions	JIGSAW LINKS Ages 15-16 Being in My world Piece 4 Me, the internet and the law https://jigsawpshe.online/materials/pshe-secondary/ages-15-16/being-me-in-my-world/4-me-the-internet-and-the-law/
PSHE Emergency situation	PSHE Learning Intentions I know the steps to take in an emergency situation including assessment of the situation, making the area safe, giving emergency aid, accessing help I can apply this knowledge to a range of scenarios where emergency aid may be needed Social and Emotional Skills Learning Intentions I am aware of the feelings I might encounter when faced with an emergency situation and how those requiring my help might feel 1.3 I can describe how someone could take responsibility in an emergency situation requiring first aid	Being an adult – class discussion Keeping safe – class discussion Emergency situation – class discussion What would you do in an emergency – class discussion Advice from organisations – activity How can I be more helpful? – class discussion First aid websites – video clips	Emergency situation			JIGSAW LINKS Ages 15-16 Being in My world Piece 5. . Emergency situation https://jigsawpshe.online/materials/pshe-secondary/ages-15-16/being-me-in-my-world/5-emergency-situation/
Assessment Jigsaw I know some of the rights, responsibilities and laws that affect me I acknowledge that I can accept or reject influences in my life to be a responsible citizen Workbook 1 (year 11) Unit 1 part 1,2,3.						



Term 2 Celebrating Difference Puzzle Map

YEAR GROUP: 7

DATE: 22-23

Celebrating difference Puzzle Piece 2							
PSHE BIG QUESTION Do we need to feel 'the same as' to belong?							
RSE Unit 2. Understand how respect impacts on relationships							
Term 2	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE Prejudice and Discrimination	2.1 I can describe what the Equalities Act says about 'protected characteristics' 2.2 I can describe how bullying might involve prejudice and/or discrimination 2.3 I can explain why stereotyping isn't helpful 2.4 I can give examples of prejudice and/or discrimination that have affected different groups of people PSHE Learning Intentions I can describe what prejudice and discrimination are I know what bystanders are and their impact on bullying I can explain some ways the Equality Act protects against prejudice and discrimination Social and Emotional Skills Learning Intentions I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me I can be assertive when appropriate I know how I can challenge prejudice and discrimination assertively	Assumptions activity – class discussion Positive bystander – activity Assertiveness - activity What's important to me - activity	Prejudice, discrimination, positive bystander, assertiveness				JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 2 Prejudice and Discrimination https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/celebrating-difference/
PSHE True or false?	2.4 I can give examples of prejudice and/or discrimination that have affected different groups of people PSHE Learning Intentions I can challenge my own and others' attitudes and values, and accept difference in others Social and Emotional Skills Learning Intentions I can see the world from other people's points of view and take account of their intentions, preferences and beliefs I know I have choices in how I allow others to influence me	What influences you? – class discussion Challenging attitudes – group activity	Influence				JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 2 True or False https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/celebrating-difference/2-true-or-false/
RSE Challenging stereotypes	2.3 Explain why stereotyping isn't helpful 2.4 Give examples of prejudice and/or discrimination that have affected different groups of people. PSHE Learning Intentions I can understand the wide range of roles in society and the variety of individuals that operate within them I understand what stereotyping means and its potential impact I can define stereotyping and explain why it is unhelpful Social and Emotional Skills Learning Intentions	What is stereotyping? – class discussion Stereotyping activity – class discussion https://www.youtube.com/watch?v=G3Aweo-74kY challenging stereotypes – individual activity	Stereotypes				JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 2 https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/celebrating-difference/3-challenging-

	I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)						stereotypes/Challenging stereotypes
PSHE Discrimination in school	PSHE Learning Intentions I can challenge prejudice and discrimination assertively I understand that positive and negative discrimination can take different forms and how it can affect people's lives I know what the Equality Act is and can give some examples of protected characteristics Social and Emotional Skills Learning Intentions I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated I can take others' thoughts and feelings into account in how I manage my relationships I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) 2.1 I can describe what the Equalities Act says about 'protected characteristics' 2.3 I can explain why stereotyping isn't helpful 2.4 I can give examples of prejudice and/or discrimination that have affected different groups of people	Discrimination – class discussion Protected characteristics and the equality act – group activity School investigation on discrimination – group activity	Discrimination, protected characteristics, equality's act				JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 4 discrimination in school https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/celebrating-difference/4-discrimination-in-school/
PSHE Bullying	PSHE Learning Intentions I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours Social and Emotional Skills Learning Intentions I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) 5.3 I can describe behaviours that could make relationships unhealthy 2.2 I can describe how bullying might involve prejudice and/or discrimination	Poem – class discussion Bullying definition – class discussion Tackling bullying behaviour – class discussion Peer on peer abuse - class discussion	Bullying, peer on peer abuse				JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 5. Bullying https://jigsawpshe.online/materials/pshe-secondary/ages-11-12/celebrating-difference/5-bullying/
ASSESSMENT Jigsaw - I understand how respect impacts on relationships I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively I know how it feels to be included and excluded Workbook 1 (year 7) Unit 2 part 1,2, 3							

YEAR GROUP: 8

DATE: 22-23

Celebrating difference Puzzle Piece 2							
PSHE BIG QUESTION Do we need to feel 'the same as' to belong?							
RSE Unit 2. Understand how respect impacts on relationships							
Term 2	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE Prejudice and Discrimination	PSHE Learning Intentions I can recognise the challenges faced by individuals when trying to make positive change I can give examples of individuals who have made a positive contribution despite prejudice and discrimination Social and Emotional Skills Learning Intentions I can describe the positive feelings that result from doing something positive				Formats of information presentation		JIGSAW LINKS Ages 12-13 Celebrating Difference Piece 2 Prejudice and Discrimination • Families g • Being safe a
PSHE Inequality	PSHE Learning Intentions I can give examples of social injustice in the UK I can describe what inequality means in the UK Social and Emotional Skills Learning Intentions I can give examples of the benefits of living in a multi-cultural society	Jigsaw Chime Slide show Jigsaw Charter Flip chart paper - 6 sheets Pens Influence bubble template (optional) Jigsaw Journals					JIGSAW LINKS Ages 12 -13 Celebrating Difference Piece 2 True or False
RSE Challenging stereotypes	2.3 Explain why stereotyping isn't helpful 2.4 Give examples of prejudice and/or discrimination that have affected different groups of people. PSHE Learning Intentions I can understand the wide range of roles in society and the variety of individuals that operate within them I understand what stereotyping means and its potential impact I can define stereotyping and explain why it is unhelpful Social and Emotional Skills Learning Intentions I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)	Jigsaw Chime Slide show Jigsaw Charter Challenging stereotypes grid - one per student (optional) You Tube video www.youtube.com/watch?v=G3Aweo-74kY Jigsaw Journals					JIGSAW LINKS Ages 11-12 Celebrating Difference Piece Challenging stereotypes Respectful relationships a, b, c, d, e, f & h
PSHE Discrimination in school	PSHE Learning Intentions I can challenge prejudice and discrimination assertively I understand that positive and negative discrimination can take different forms and how it can affect people's lives I know what the Equality Act is and can give some examples of protected characteristics Social and Emotional Skills Learning Intentions I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated I can take others' thoughts and feelings into account in how I manage my relationships I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) 2.1 I can describe what the Equalities Act says about 'protected characteristics' 2.3 I can explain why stereotyping isn't helpful	Jigsaw Chime Slide show Jigsaw Charter Art materials for design task Plain paper for audit/inspection (optional) Jigsaw Journal					JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 4 discrimination in school

	2.4 I can give examples of prejudice and/or discrimination that have affected different groups of people						
PSHE Bullying	PSHE Learning Intentions I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours Social and Emotional Skills Learning Intentions I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) 5.3 I can describe behaviours that could make relationships unhealthy 2.2 I can describe how bullying might involve prejudice and/or discrimination	Jigsaw Chime Slide show Jigsaw Charter Jigsaw Journals		Jigsaw Chime Jigsaw Charter Slide show Jigsaw Journals Workbook page Honing Skills Template			JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 5. Bullying
ASSESSMENT Jigsaw - I understand how respect impacts on relationships I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively I know how it feels to be included and excluded Workbook 1 (year 7) Unit 2 part 1,2, 3							



YEAR GROUP: 9

DATE: 22-23

Celebrating difference Puzzle Piece 2							
PSHE BIG QUESTION Is being different a good thing?							
RSE Unit 2. Understand how respect impacts on relationships							
Term 2	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE Equality	PSHE Learning Intentions I can give examples of different types of prejudice and discrimination I can explain how the Equality Act has protected characteristics and why these are important I can distinguish between ‘banter’ and sexist, LGBT-phobic and racist language I know where to report bullying I understand the legal consequences of bullying and hate crime Social and Emotional Skills Learning Intentions I can empathise with people who are discriminated against	Equality Act grid - printed, one per group Videos about banter/bullying, choice of: www.youtube.com/watch?v=NAwkckpkapA&t=4s www.youtube.com/watch?v=wbM5WowgqyE Your setting’s behaviour policy - printed, one per group Slides			Formats of information presentation		JIGSAW LINKS Ages Celebrating Difference Piece 2 •
RSE Understanding difference	PSHE Learning Intentions I can explain why some people can display sexist and ageist behaviour I understand the complexities associated with gender identity I can challenge my own and others’ attitudes towards difference in relation to sexism, ageism and gender identity Social and Emotional Skills Learning Intentions I understand why fear can lead us to judge others negatively	Jigsaw Chime Jigsaw Charter Slides					JIGSAW LINKS Ages Celebrating Difference Piece 2
PSHE The power of positive language	PSHE Learning Intentions I can identify positive and negative language and can recognise my own language style Social and Emotional Skills Learning Intentions I can recognise that my language choices can affect other people and their views of me I understand that negative language can be damaging to mental health	Jigsaw Chime Slides Jigsaw Charter Thinking about language choices template Printable sheets 1-5 for group work					JIGSAW LINKS Ages Celebrating Difference Piece
PSHE Bullying	PSHE Learning Intentions I understand that there are different types of bullying (verbal, physical, online) I know what to do if I encounter bullying I can give examples of workplace bullying Social and Emotional Skills Learning Intentions I appreciate the short- and long- term effects and consequences of bullying on everyone involved including impact on mental health	Jigsaw Chime Slides Jigsaw Charter Flip chart paper and pens (optional)					JIGSAW LINKS Ages Celebrating Difference Piece 4
PSHE Bullying	PSHE Learning Intentions I understand that there are different types of bullying (verbal, physical, online) I know what to do if I encounter bullying I can give examples of workplace bullying Social and Emotional Skills Learning Intentions	Jigsaw Chime Slide show Jigsaw Charter Jigsaw Journals		Jigsaw Chime Jigsaw Charter Slide show Jigsaw Journals Workbook page Honing Skills Template			JIGSAW LINKS Ages Celebrating Difference Piece 5.

Celebrating difference Puzzle Piece 2							
PSHE BIG QUESTION Do we need to feel 'the same as' to belong?							
RSE Unit 2. Understand how respect impacts on relationships							
Term	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE Prejudice and Discrimination	PSHE Learning Intentions I can recognise the challenges faced by individuals when trying to make positive change I can give examples of individuals who have made a positive contribution despite prejudice and discrimination Social and Emotional Skills Learning Intentions I can describe the positive feelings that result from doing something positive				Formats of information presentation		JIGSAW LINKS Ages 12-13 Celebrating Difference Piece 2 Prejudice and Discrimination - Families g - Being safe a
PSHE Inequality	PSHE Learning Intentions I can give examples of social injustice in the UK I can describe what inequality means in the UK Social and Emotional Skills Learning Intentions I can give examples of the benefits of living in a multi-cultural society	Jigsaw Chime Slide show Jigsaw Charter Flip chart paper - 6 sheets Pens Influence bubble template (optional) Jigsaw Journals					JIGSAW LINKS Ages 12 -13 Celebrating Difference Piece 2 True or False
RSE Challenging stereotypes	2.3 Explain why stereotyping isn't helpful 2.4 Give examples of prejudice and/or discrimination that have affected different groups of people. PSHE Learning Intentions I can understand the wide range of roles in society and the variety of individuals that operate within them I understand what stereotyping means and its potential impact I can define stereotyping and explain why it is unhelpful Social and Emotional Skills Learning Intentions I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)	Jigsaw Chime Slide show Jigsaw Charter Challenging stereotypes grid - one per student (optional) You Tube video www.youtube.com/watch?v=G3Aweo-74kY Jigsaw Journals					JIGSAW LINKS Ages 11-12 Celebrating Difference Piece Challenging stereotypes Respectful relationships a, b, c, d, e, f & h
PSHE Discrimination in school	PSHE Learning Intentions I can challenge prejudice and discrimination assertively I understand that positive and negative discrimination can take different forms and how it can affect people's lives I know what the Equality Act is and can give some examples of protected characteristics Social and Emotional Skills Learning Intentions I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated I can take others' thoughts and feelings into account in how I manage my relationships I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) 2.1 I can describe what the Equalities Act says about 'protected characteristics' 2.3 I can explain why stereotyping isn't helpful 2.4 I can give examples of prejudice and/or discrimination that have affected different groups of people	Jigsaw Chime Slide show Jigsaw Charter Art materials for design task Plain paper for audit/inspection (optional) Jigsaw Journal					JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 4 discrimination in school

PSHE Bullying	PSHE Learning Intentions I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours Social and Emotional Skills Learning Intentions I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) 5.3 I can describe behaviours that could make relationships unhealthy 2.2 I can describe how bullying might involve prejudice and/or discrimination	Jigsaw Chime Slide show Jigsaw Charter Jigsaw Journals		Jigsaw Chime Jigsaw Charter Slide show Jigsaw Journals Workbook page Honing Skills Template			JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 5. Bullying
ASSESSMENT Jigsaw - I understand how respect impacts on relationships I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively I know how it feels to be included and excluded Workbook 1 (year 7) Unit 2 part 1,2, 3							

YEAR GROUP: 8 DATE: 22-23



YEAR GROUP: 8

DATE: 22-23

Dreams and Goals Puzzle Piece 3							
PSHE BIG QUESTION Can my choices affect my dreams and goals?							
RSE Unit 3 Understand that the choices I make affect my relationships, health and future							
Term 3	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE	3.1 Identify some of my dreams and goals		Family Partner Carer Friend Patient	PSHE Learning Intentions I can identify my dreams and goals and recognise that these may change over time Social and Emotional Skills Learning Intentions I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.			Intimate relationships b & d JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 1 What are my dreams and goals?
PSHE Achieving my dreams and goals	PSHE Learning Intentions I can identify some of the skills that may benefit my future, including employment PSHE Learning Intentions I know how to bring about change in myself and others		Service User				JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 2 Achieving my dreams and goals
PSHE Coping strategies	PSHE Learning Intentions I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour PSHE Learning Intentions I can anticipate and plan to work around or overcome potential obstacles I can identify barriers to achieving a goal and identify how I am going to overcome them		Participation				JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 3 Coping Strategies
RSE How responsible and irresponsible choices affect my dreams and goals	3.2 Explain how responsible choices enable me to move towards my dreams and goals			Learning Intentions I can explain how responsible choices enable me to move towards my dreams and goals I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals Social and Emotional Skills Learning Intentions I understand that an irresponsible or unsafe choice could affect my dreams and goals			JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 4 How responsible and irresponsible choices affect my dreams and goals
PSHE How making an irresponsible choice could affect a person's dreams and goals	PSHE Learning Intentions I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goal Social and Emotional Skills Learning Intentions I understand that an irresponsible or unsafe choice could affect my dreams and goals			3.3 Give an example of when a risky or unsafe choice could affect a person's dreams and goals			Drugs, alcohol and tobacco a & c JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 5 How making an irresponsible choice could affect a person's dreams and goals

PSHE	PSHE Learning Intentions I can demonstrate how to respond to a situation requiring first aid3		Work book 1 year 7 LO 3 Part 2 and 3	4 Demonstrate how to respond in a situation requiring first aid			Basic first aid a, JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 5 How making an irresponsible choice could affect a person's dreams and goals
Assessment Jigsaw I understand that the choices I make affect my relationships, health and future I can take responsibility for my life, believe that I can influence what happens to me and make wise choices Workbook 1 (year 7) Unit 3 part 1,2, 3							



Understand how to be healthy Piece 4							
PSHE Big Question: To what extent am I responsible for my mental and physical health?							
RSE I will understand how to be healthy							
Term 4	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE I can explain why people need to take responsibility for their health	4.1 Explain why people need to take responsibility for their health 4.2 Describe techniques some people could use to manage their emotions			PSHE Learning Intentions I understand how health can be affected by emotions and know a range of ways to keep myself well and happy I recognise when I feel stressed and the triggers associated with this I understand how physical activity can help combat stress Social and Emotional Skills Learning Intentions I understand that how I express my feelings can have a significant impact both on other people and on what happens to me			Respectful relationships a & f JIGSAW LINKS Ages 11-12 Healthy Me Piece 1 How to recognise and deal with anxiety and stress
PSHE How to recognise and deal with anxiety and stress	PSHE Learning Intentions I can explain ways to help myself when I feel stressed Social and Emotional Skills Learning Intentions I can describe techniques I use to manage my emotions			4.1 Explain why people need to take responsibility for their health 4.2 Describe techniques some people could use to manage their emotions 4.4 I can explain some ways to manage stress			JIGSAW LINKS Ages 11-12 Healthy Me Piece 2 Healthy choices on... managing stress
RSE How to recognise and deal with anxiety and stress	4.3 I can state some of the changes that happen in the body when it experiences stress	Workbook 1 year 7 LO 4 Part 2 /3		4.1 Explain why people need to take responsibility for their health 4.2 Describe techniques some people could use to manage their emotions			
PSHE Healthy choices on... substances	PSHE Learning Intentions I know about different substances and the effects they have on the body and why some people use them Social and Emotional Skills Learning Intentions I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others	Workbook 1 year 7 LO 4 Part 2 / 3		4.2 Describe techniques some people could use to manage their emotions			JIGSAW LINKS Ages 11-12 Healthy Me Piece 3 Healthy choices on... substances
PSHE Healthy lifestyle choices: Good nutrition, exercise and sleep	PSHE Learning Intentions I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind Social and Emotional Skills Learning Intentions I can explain why everyone needs to take responsibility for their health			4.5 I can give examples of healthy and less healthy lifestyle choices Workbook 1 year 7 LO 4 Part 3			• Being safe a JIGSAW LINKS Ages 11-12 Healthy Me Piece 4 Healthy lifestyle choices: Good nutrition, exercise and sleep
RSE Healthy Me Piece 5 Healthy choices on... substances	4.5 I can give examples of healthy and less healthy lifestyle choices			PSHE Learning Intentions I understand the role of vaccinations and can explain differing views on this Social and Emotional Skills Learning Intentions I can recognise that decisions about my health depend on having access to accurate information			• Mental wellbeing e JIGSAW LINKS Ages 11-12 Healthy Me Piece 5 Healthy choices on... substances
Assessment Jigsaw I can summarise some key things I can do to sustain my wellbeing I can express my emotions and empathise with others							
Work book 1 (year 7) Unit 4 part 1,2 ,3							
Relationships							

PSE Big Question What can make a relationship healthy or unhealthy?							
RSE I will understand what can make a relationship healthy or unhealthy.							
Term 5	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE Positive qualities of healthy relationships	PSHE Learning Intentions I can identify the characteristics and benefits of positive, strong, supportive, relationships I understand what expectations might be of having a romantic/ attraction relationship I understand what is meant by consent Social and Emotional Skills Learning Intentions I understand/recognise the range of positive qualities people bring to relationships I understand why respect for the other person's wishes is important in relationships	Workbook 1 year 7 LO 5 Part 1/2 / 3		5.1 I can describe behaviour help make relationships healthy			JIGSAW LINKS Ages 11-12 Relationships Piece 1. Positive qualities of healthy relationships
Focus RSE My changing supportive relationships	PSHE Learning Intentions I can identify the supportive relationships in my life I know that relationships change and suggest how to manage this Social and Emotional Skills Learning Intentions I understand/recognise the characteristics of some of the supportive relationships in my life I can recognise that my emotions and feelings can change regularly I can achieve an appropriate level of independence from others while maintaining positive relationships with them	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.2 I can describe attitudes that help make relationships healthy			JIGSAW LINKS Ages 11-12 Relationships 2. My changing supportive relationships
Focus RSE Getting on and falling out	PSHE Learning Intentions I can identify why people sometimes fall out I can suggest ways to manage conflict within my friendship group Social and Emotional Skills Learning Intentions I can identify emotions that can be associated with falling out	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.3 I can describe behaviours that could make relationships unhealthy			JIGSAW LINKS Ages 11-12 Relationships Piece 3 Getting on and falling out
Focus RSE Discerning external factors in relationships	PSHE Learning Intentions I can understand that discernment is an important skill when being a consumer of media Social and Emotional Skills Learning Intentions I can understand discernment and how it is important in relationships	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.4 I can describe attitudes that could make relationships unhealthy 5.5 I can explain why being discerning is important to people's wellbeing			JIGSAW LINKS Ages 11-12 Relationships 4. Discerning external factors in relationships
Focus RSE Assertiveness in relationships	PSHE Learning Intentions I can recognise when to use assertiveness in some of my relationships I can understand the personal and legal consequences of sexting I can understand what it meant by consent Social and Emotional Skills Learning Intentions I can suggest skills which will keep my relationships happy and healthy	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.6 I can give examples of skills people can use to stay happy and healthy in their relationships			JIGSAW LINKS Ages 11-12 Relationships 5. Assertiveness in relationships

	I can apply assertiveness to my relationships when appropriate						
ASSESSMENT Jigsaw I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is I can explain my understanding of respect and authenticity							
Work book 1 (year 7) Unit 5 part 1,2 ,3							



Term 6	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
My changing body PSHE	PSHE Learning Intentions I can understand the changes that happen during puberty I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse I know where to access help if I am worried or concerned about puberty or abuse Social and Emotional Skills Learning Intentions I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned			6.1 I can describe the range of changes people may experience during puberty			JIGSAW LINKS Ages 11-12 Change Me Piece 1. My Changing body
Having a baby PSHE	PSHE Learning Intentions I know how a baby is conceived naturally I know that there are other ways a baby can be conceived e.g. IVF I understand how a baby develops inside the uterus and is born Social and Emotional Skills Learning Intentions I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby I can appreciate that a baby comes with responsibilities			6.3I can describe how a baby can be conceived and born			JIGSAW LINKS Ages 11-12 Change Me 2. Having a baby
Types of relationships and their impact PSHE	PSHE Learning Intentions I know there are different types of committed stable relationships and that some people may choose to have children or not I can make links between positive, healthy family relationships and effective parenting I can identify some of the roles and responsibilities of being a parent Social and Emotional Skills Learning Intentions I can understand that stable intimate relationships can be linked to happiness			6.4I can outline the most important things I would need to consider when thinking about having my own children			JIGSAW LINKS Ages 11-12 Change Me Piece 3. Types of relationships and their impact
Image and self-esteem PSHE	PSHE Learning Intentions I know that the media can have a positive or negative impact on a person's self-esteem or body image I know where to go for help if I am worried about my body image or self-esteem Social and Emotional Skills Learning Intentions I understand how self-image is linked to self-esteem I can apply strategies to build my self-esteem			6.2I can explain why developing a positive body-image is important			JIGSAW LINKS Ages 11-12 Change Me Piece 4. Image and self-esteem
My changing feelings PSHE	PSHE Learning Intentions I know some of the changes in my brain during puberty I understand some of the emotional changes during puberty			Trauma curriculum			JIGSAW LINKS Ages 11-12 Change Me Piece 5 My changing Feelings

	I know where to access support if I am worried about adolescence Social and Emotional Skills Learning Intentions I know some ways to support myself and others during times of change	Carer					
Assessment Jigsaw I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes I can stay positive and boost my own self- esteem Work book 1 (year 7) Unit 6 part 1,2 ,3							



YEAR GROUP: 8

DATE: 22-23

Being in my world Puzzle Piece 1							
PSHE Big Question: Can I choose how I fit into the world?							
RSE UNIT 1 Understand how I manage influences on my relationships							
Term 1	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior or linked Knowledge	Literacy links	Numeracy Links	Jigsaw
PSHE Who am I?, influences, uniqueness of me	PSHE Learning Intentions I can appreciate that identities are complex and can change over time I can appreciate the similarities, differences and diversity of people's identities I can recognize that identity is affected by a range of factors Social and Emotional Skills Learning Intentions I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life	Mingle Bingo Who am I? activity Being Unique – activity					JIGSAW LINKS Ages 12-13 Being in My world Piece 1 RSHE guidance reference MWa, MWb
PSHE My 'family'	PSHE Learning Intentions I can understand about collective and individual identities and cultural diversity I understand the influence family has on self-identity Social and Emotional Skills Learning Intentions I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject						JIGSAW LINKS Ages 12-13 Being in My world Piece 2 RSHE guidance reference MWb
RSE 'Family Factors'	PSHE Learning Intentions I can define what stereotypes are Social and Emotional Skills Learning Intentions I can listen actively to other people I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family				Leaflets Reading of case studies	Profit / not for profit – meaning	Ages 12-13 Being in My world Piece 3 RSHE guidance reference RRc, RRh
RSE The power of first impressions	PSHE Learning Intentions I understand that first impressions can lead to judgements that may be misinformed Social and Emotional Skills Learning Intentions I understand that I can make accurate and inaccurate assumptions about my own and others' identities I understand that I can make choices about the influences I accept as part of my personal identity				Students to understand and use words relating to: safety, internet, online and related jargon		JIGSAW LINKS Ages 12-13 Being in My world Piece 4. RSHE guidance reference FAMg, RRc, MWe
RSE . Faith and beliefs	PSHE Learning Intentions I understand how to identify influences and differences and use these positively in my relationships Social and Emotional Skills Learning Intentions I know I have choices in how I respond to the expectations of others					Data interpretation	JIGSAW LINKS Ages 12-13 Being in My world Piece 5. RSHE guidance reference FAMc, FAMd, RRh
Assessment Jigsaw I understand how to identify influences and differences and use these positively in my relationships. I know I have choices in how I respond to the expectations of others							
Workbook 1 (year 8) Unit 1 part 1,2,3.							

Celebrating difference Puzzle Piece 2							
PSHE BIG QUESTION							
RSE Unit 2. Understand how respect impacts on relationships							
Term 2	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE Prejudice and Discrimination	2.1 I can describe what the Equalities Act says about 'protected characteristics' 2.2 I can describe how bullying might involve prejudice and/or discrimination 2.3 I can explain why stereotyping isn't helpful 2.4 I can give examples of prejudice and/or discrimination that have affected different groups of people			PSHE Learning Intentions I can describe what prejudice and discrimination are I know what bystanders are and their impact on bullying I can explain some ways the Equality Act protects against prejudice and discrimination Social and Emotional Skills Learning Intentions I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me I can be assertive when appropriate I know how I can challenge prejudice and discrimination assertively	Formats of information presentation		JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 1 Prejudice and Discrimination - Families g - Being safe a
PSHE True or false?	PSHE Learning Intentions I can challenge my own and others' attitudes and values, and accept difference in others Social and Emotional Skills Learning Intentions I can see the world from other people's points of view and take account of their intentions, preferences and beliefs I know I have choices in how I allow others to influence me						JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 2 True or False
RSE Challenging stereotypes	2.3 Explain why stereotyping isn't helpful 2.4 Give examples of prejudice and/or discrimination that have affected different groups of people.			PSHE Learning Intentions I can understand the wide range of roles in society and the variety of individuals that operate within them I understand what stereotyping means and its potential impact I can define stereotyping and explain why it is unhelpful Social and Emotional Skills Learning Intentions I know that I am a unique individual, and I can think about myself and others on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)			JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 3 Challenging stereotypes Respectful relationships a, b, c, d, e, f & h
PSHE Discrimination in school	PSHE Learning Intentions I can challenge prejudice and discrimination assertively I understand that positive and negative discrimination can take different forms and how it can affect people's lives I know what the Equality Act is and can give some examples of protected characteristics Social and Emotional Skills Learning Intentions I understand the impact of bullying, prejudice and discrimination on those involved and can think through how this can be alleviated I can take others' thoughts and feelings into account in how I manage my relationships I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)			2.1 I can describe what the Equalities Act says about 'protected characteristics' 2.3 I can explain why stereotyping isn't helpful 2.4 I can give examples of prejudice and/or discrimination that have affected different groups of people			JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 4 discrimination in school

PSHE Bullying	PSHE Learning Intentions I can understand what bullying is and what it is not and some of the motivations behind bullying behaviours Social and Emotional Skills Learning Intentions I understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support them I know where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help)			5.3 I can describe behaviours that could make relationships unhealthy 2.2 I can describe how bullying might involve prejudice and/or discrimination			JIGSAW LINKS Ages 11-12 Celebrating Difference Piece 5. Bullying
ASSESSMENT Jigsaw - I understand how respect impacts on relationships I can empathise with people who face prejudice and discrimination and can suggest ways to tackle this positively I know how it feels to be included and excluded Workbook 1 (year 7) Unit 2 part 1,2, 3							



Dreams and Goals Puzzle Piece 3							
PSHE BIG QUESTION Can my choices affect my dreams and goals?							
RSE Unit 3 Understand that the choices I make affect my relationships, health and future							
Term 3	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE	3.1 Identify some of my dreams and goals			PSHE Learning Intentions I can identify my dreams and goals and recognise that these may change over time Social and Emotional Skills Learning Intentions I can set goals and challenges for myself, set criteria for success and celebrate when I achieve them.			Intimate relationships b & d JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 1 What are my dreams and goals?
PSHE Achieving my dreams and goals	PSHE Learning Intentions I can identify some of the skills that may benefit my future, including employment PSHE Learning Intentions I know how to bring about change in myself and others						JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 2 Achieving my dreams and goals
PSHE Coping strategies	PSHE Learning Intentions I can use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour PSHE Learning Intentions I can anticipate and plan to work around or overcome potential obstacles I can identify barriers to achieving a goal and identify how I am going to overcome them						JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 3 Coping Strategies
RSE How responsible and irresponsible choices affect my dreams and goals	3.2 Explain how responsible choices enable me to move towards my dreams and goals			Learning Intentions I can explain how responsible choices enable me to move towards my dreams and goals I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goals Social and Emotional Skills Learning Intentions I understand that an irresponsible or unsafe choice could affect my dreams and goals			JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 4 How responsible and irresponsible choices affect my dreams and goals
PSHE How making an irresponsible choice could affect a person's dreams and goals	PSHE Learning Intentions I can give an example of when an irresponsible or unsafe choice could affect a person's dreams and goal Social and Emotional Skills Learning Intentions I understand that an irresponsible or unsafe choice could affect my dreams and goals			3.3 Give an example of when a risky or unsafe choice could affect a person's dreams and goals			Drugs, alcohol and tobacco a & c JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 5 How making an irresponsible choice could affect a person's dreams and goals

PSHE	PSHE Learning Intentions I can demonstrate how to respond to a situation requiring first aid3		Work book 1 year 7 LO 3 Part 2 and 3	4 Demonstrate how to respond in a situation requiring first aid			Basic first aid a, JIGSAW LINKS Ages 11-12 Dreams and Goals Piece 5 How making an irresponsible choice could affect a person's dreams and goals
Assessment Jigaw I understand that the choices I make affect my relationships, health and future I can take responsibility for my life, believe that I can influence what happens to me and make wise choices Workbook 1 (year 7) Unit 3 part 1,2, 3							



Understand how to be healthy Piece 4							
PSHE Big Question: To what extent am I responsible for my mental and physical health?							
RSE I will understand how to be healthy							
Term 4	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE I can explain why people need to take responsibility for their health	4.1 Explain why people need to take responsibility for their health 4.2 Describe techniques some people could use to manage their emotions			PSHE Learning Intentions I understand how health can be affected by emotions and know a range of ways to keep myself well and happy I recognise when I feel stressed and the triggers associated with this I understand how physical activity can help combat stress Social and Emotional Skills Learning Intentions I understand that how I express my feelings can have a significant impact both on other people and on what happens to me			Respectful relationships a & f JIGSAW LINKS Ages 11-12 Healthy Me Piece 1 How to recognise and deal with anxiety and stress
PSHE How to recognise and deal with anxiety and stress	PSHE Learning Intentions I can explain ways to help myself when I feel stressed Social and Emotional Skills Learning Intentions I can describe techniques I use to manage my emotions			4.1 Explain why people need to take responsibility for their health 4.2 Describe techniques some people could use to manage their emotions 4.4 I can explain some ways to manage stress			JIGSAW LINKS Ages 11-12 Healthy Me Piece 2 Healthy choices on... managing stress
RSE How to recognise and deal with anxiety and stress	4.3 I can state some of the changes that happen in the body when it experiences stress	Workbook 1 year 7 LO 4 Part 2 / 3		4.1 Explain why people need to take responsibility for their health 4.2 Describe techniques some people could use to manage their emotions			JIGSAW LINKS Ages 11-12 Healthy Me Piece 1 How to recognise and deal with anxiety and stress
PSHE Healthy choices on... substances	PSHE Learning Intentions I know about different substances and the effects they have on the body and why some people use them Social and Emotional Skills Learning Intentions I know what makes me feel good and know how to enjoy myself (e.g. to feel calm, elated, energised, focused, engaged, have fun, etc.) - in ways that are not damaging to myself and others	Workbook 1 year 7 LO 4 Part 2 / 3		4.2 Describe techniques some people could use to manage their emotions			JIGSAW LINKS Ages 11-12 Healthy Me Piece 3 Healthy choices on... substances
PSHE Healthy lifestyle choices: Good nutrition, exercise and sleep	PSHE Learning Intentions I understand the positive impact of healthy lifestyle choices such as good nutrition, exercise and sleep on my body and mind Social and Emotional Skills Learning Intentions I can explain why everyone needs to take responsibility for their health			4.5 I can give examples of healthy and less healthy lifestyle choices Workbook 1 year 7 LO 4 Part 3			JIGSAW LINKS Ages 11-12 Healthy Me Piece 4 Healthy lifestyle choices: Good nutrition, exercise and sleep
RSE Healthy choices on... substances	4.6 I can give examples of healthy and less healthy lifestyle choices			PSHE Learning Intentions I understand the role of vaccinations and can explain differing views on this Social and Emotional Skills Learning Intentions I can recognise that decisions about my health depend on having access to accurate information			JIGSAW LINKS Ages 11-12 Healthy Me Piece 5 Healthy choices on... substances
Assessment Jigsaw I can summarise some key things I can do to sustain my wellbeing I can express my emotions and empathise with others							
Work book 1 (year 7) Unit 4 part 1,2 ,3							
Relationships							

PSE Big Question What can make a relationship healthy or unhealthy?							
RSE I will understand what can make a relationship healthy or unhealthy.							
Term 5	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
RSE Positive qualities of healthy relationships	PSHE Learning Intentions I can identify the characteristics and benefits of positive, strong, supportive, relationships I understand what expectations might be of having a romantic/ attraction relationship I understand what is meant by consent Social and Emotional Skills Learning Intentions I understand/recognise the range of positive qualities people bring to relationships I understand why respect for the other person's wishes is important in relationships	Workbook 1 year 7 LO 5 Part 1/2 / 3		5.1 I can describe behaviour help make relationships healthy			JIGSAW LINKS Ages 11-12 Relationships Piece 1. Positive qualities of healthy relationships
RSE My changing supportive relationships	PSHE Learning Intentions I can identify the supportive relationships in my life I know that relationships change and suggest how to manage this Social and Emotional Skills Learning Intentions I understand/recognise the characteristics of some of the supportive relationships in my life I can recognise that my emotions and feelings can change regularly I can achieve an appropriate level of independence from others while maintaining positive relationships with them	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.2 I can describe attitudes that help make relationships healthy			JIGSAW LINKS Ages 11-12 Relationships 2. My changing supportive relationships
RSE Getting on and falling out	PSHE Learning Intentions I can identify why people sometimes fall out I can suggest ways to manage conflict within my friendship group Social and Emotional Skills Learning Intentions I can identify emotions that can be associated with falling out	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.3 I can describe behaviours that could make relationships unhealthy			JIGSAW LINKS Ages 11-12 Relationships Piece 3 Getting on and falling out
RSE Discerning external factors in relationships	PSHE Learning Intentions I can understand that discernment is an important skill when being a consumer of media Social and Emotional Skills Learning Intentions I can understand discernment and how it is important in relationships	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.4 I can describe attitudes that could make relationships unhealthy 5.6 I can explain why being discerning is important to people's wellbeing			JIGSAW LINKS Ages 11-12 Relationships 4. Discerning external factors in relationships
RSE Assertiveness in relationships	PSHE Learning Intentions I can recognise when to use assertiveness in some of my relationships I can understand the personal and legal consequences of sexting I can understand what it meant by consent Social and Emotional Skills Learning Intentions I can suggest skills which will keep my relationships happy and healthy I can apply assertiveness to my relationships when appropriate	Workbook 1 year 7 LO 5 Part 1/ 2 / 3		5.6 I can give examples of skills people can use to stay happy and healthy in their relationships			JIGSAW LINKS Ages 11-12 Relationships 5. Assertiveness in relationships
ASSESSMENT Jigsaw I can summarise behaviours and attitudes that could make a relationship healthy or unhealthy and can explain what discernment is I can explain my understanding of respect and authenticity							
Work book 1 (year 7) Unit 5 part 1,2 ,3							

Change Me							
PSE How do I feel about becoming an adult?							
RSE I will understand the range of changes which are preparing me for adulthood							
Term 6	What specific knowledge do they need?	Lesson When/how knowledge assessed	Core Vocab	Revisiting Prior Knowledge	Literacy links	Numeracy Links	Links to RSE & HE statutory guidance
My changing body PSHE	PSHE Learning Intentions I can understand the changes that happen during puberty I understand that practices such as Female Genital Mutilation and breast ironing are forms of abuse I know where to access help if I am worried or concerned about puberty or abuse Social and Emotional Skills Learning Intentions I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned			6.1 I can describe the range of changes people may experience during puberty			JIGSAW LINKS Ages 11-12 Change Me Piece 1. My Changing body
Having a baby PSHE	PSHE Learning Intentions I know how a baby is conceived naturally I know that there are other ways a baby can be conceived e.g. IVF I understand how a baby develops inside the uterus and is born Social and Emotional Skills Learning Intentions I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby I can appreciate that a baby comes with responsibilities			6.3I can describe how a baby can be conceived and born			JIGSAW LINKS Ages 11-12 Change Me 2. Having a baby
Types of relationships and their impact PSHE	PSHE Learning Intentions I know there are different types of committed stable relationships and that some people may choose to have children or not I can make links between positive, healthy family relationships and effective parenting I can identify some of the roles and responsibilities of being a parent Social and Emotional Skills Learning Intentions I can understand that stable intimate relationships can be linked to happiness			6.4I can outline the most important things I would need to consider when thinking about having my own children			JIGSAW LINKS Ages 11-12 Change Me Piece 3. Types of relationships and their impact
Image and self-esteem PSHE	PSHE Learning Intentions I know that the media can have a positive or negative impact on a person's self-esteem or body image I know where to go for help if I am worried about my body image or self-esteem Social and Emotional Skills Learning Intentions I understand how self-image is linked to self-esteem I can apply strategies to build my self-esteem			6.2I can explain why developing a positive body-image is important			JIGSAW LINKS Ages 11-12 Change Me Piece 4. Image and self-esteem
My changing feelings	PSHE Learning Intentions			Trauma curriculum			JIGSAW LINKS

PSHE	I know some of the changes in my brain during puberty I understand some of the emotional changes during puberty I know where to access support if I am worried about adolescence Social and Emotional Skills Learning Intentions I know some ways to support myself and others during times of change						Ages 11-12 Change Me Piece 5 My changing Feelings
Assessment Jigsaw I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes I can stay positive and boost my own self- esteem Work book 1 (year 7) Unit 6 part 1,2 ,3							



YEAR GROUP: 8

DATE: 22-23

Being in my world Puzzle Piece 1							
PSHE Big Question: Can I choose how I fit into the world?							
RSE UNIT 1 Understand how I manage influences on my relationships							
Term 1	What specific knowledge do they need?	Lesson	Core Vocab	Revisiting Prior or linked Knowledge	Literacy links	Numeracy Links	Jigsaw
PSHE Who am I?	PSHE Learning Intentions I can recognize that identity is affected by a range of factors Social and Emotional Skills Learning Intentions I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)	Mingle Bingo Who am I? activity Being Unique – activity		Changing Me – Jigsaw 10-11 Puzzle piece 1 My Self Image Understand that everyone is unique and special			JIGSAW LINKS Ages 11-12 Being in My world Piece 1 Who am I?
PSHE Peer pressure and belonging	PSHE Learning Intentions I understand how peer pressure operates within groups Social and Emotional Skills Learning Intentions I can achieve an appropriate level of independence from others while maintaining positive relationships with them			Being in my world– Jigsaw 10-11 – Puzzle piece 5 Work well with others			JIGSAW LINKS Ages 11-12 Being in My world Piece 3 Peer pressure and belonging
RSE internal and external influences in my life	1.1 I can identify internal and external influences in my life PSHE Learning Intentions I can understand that identity is affected by a range of factors Social and Emotional Skills Learning Intentions I can identify what or who influences my life				Leaflets Reading of case studies	Profit / not for profit – meaning	Ages 11-12 Being in My world Piece 2. My influences
RSE Online influences that might affect me and my decisions	1.2 I can give examples of things that might influence my behaviour online 1.3 I can explain how to maintain positive relationships with others both on and offline PSHE Learning Intentions I can recognise how I present myself online Social and Emotional Skills Learning Intentions I understand how my online identity can affect what others think and feel about me				Students to understand and use words relating to: safety, internet, online and related jargon		•Online and media a •Being safe a JIGSAW LINKS Ages 11-12 Being in My world Piece 4. My online identity
RSE Explain how to maintain positive relationships with others both online and offline State how to report online risks	1.2 .I can give examples of things that might influence my behaviour online 1.3 I can explain how to maintain positive relationships with others both on and offline 1.4 I can state how to report online risks PSHE Learning Intentions I understand what can influence my behaviour online Social and Emotional Skills Learning Intentions I understand that what I say and do online can have consequences for myself and others					Data interpretation	JIGSAW LINKS Ages 11-12 Being in My world Piece 5. What are the consequences of what I do or say online?
Assessment Jigsaw I can maintain positive on and offline relationships I understand that what I say and do online can have consequences for myself and others							
Workbook 1 (year 7) Unit 1 part 1,2,3.							