



**EYFS progression map from Nursery (3-4 years) to the end of Reception**

**Area of Learning: Communication and Language**  
**Educational Programme from the EYFS framework:** The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively  
**Concept: Listening, Attention and Understanding, Speaking**

**Area of Learning: Personal, Social and Emotional Development**  
**Educational Programme from the EYFS framework:** Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.  
**Concept: Building Relationships, Self-Regulation, Managing Self**

**Area of Learning: Physical Development**  
**Educational Programme from the EYFS framework:** Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.  
**Concept: Gross Motor Skills**

**Area of Learning: Understanding the World**  
**Educational Programme from the EYFS framework:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.  
**Concept: Past and Present**

**EYFS Vocabulary:** myself, special, like, dislike, same, different, families, home, rights, responsibilities, share, feelings, sad, happy, kind, friends, friendly, healthy, body, teeth, sleep, clean.

| Nursery   |  |   |
|---|--|---|
| Autumn  | Spring   | Summer  |
| Me and why I am special<br>Celebrating differences<br>My family<br>Sharing and being respectful | Exploring emotions<br>Caring for others<br>Not giving up | Making healthy choices<br>Teeth brushing<br>Friendships<br>Solving problems<br>Achievements and how we have grown |

Nursery’s curriculum ensures all relevant skills from the Development Matters Pathway are met through the inclusion of stories, circle times, adult directed activities, continuous and enhanced provision and activities planned in response to children’s needs.

***Development Matters Pathway***



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| <p><b>Communication and Language</b><br/> <i>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.<br/>         Start a conversation with an adult or a friend and continue it for many turns.</i></p> | <p><b>Personal, Social and Emotional Development</b><br/> <i>Develop their sense of responsibility and membership of a community.<br/>         Become more outgoing with unfamiliar people, in the safe context of their setting.<br/>         Show more confidence in new social situations.<br/>         Play with one or more other children, extending and elaborating play ideas.<br/>         Help to find solutions to conflicts and rivalries.<br/>         Increasingly follow rules, understanding why they are important.<br/>         Remember rules without needing an adult to remind them.<br/>         Develop appropriate ways of being assertive.<br/>         Talk with others to solve conflicts.<br/>         Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.<br/>         Understand gradually how others might be feeling.<br/>         Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.<br/>         Make healthy choices about food, drink, activity and toothbrushing.</i></p> | <p><b>Physical Development</b><br/> <i>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</i></p> | <p><b>Understanding the World</b><br/> <i>Begin to make sense of their own life-story and family's history.<br/>         Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</i></p> |
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**Reception (Jigsaw approach)**

|                      |                        |                  |            |               |             |
|----------------------|------------------------|------------------|------------|---------------|-------------|
| Autumn 1             | Autumn 2               | Spring 1         | Spring 2   | Summer 1      | Summer 2    |
| Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |

**Development Matters Pathway**

|  |   |  |  |
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| <p><b>Communication and Language</b><br/> <i>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<br/>         Develop social phrases.</i></p> | <p><b>Personal, Social and Emotional Development</b><br/> <i>See themselves as a valuable individual. Build constructive and respectful relationships.<br/>         Express their feelings and consider the feelings of others.<br/>         Show resilience and perseverance in the face of challenge.</i></p> | <p><b>Physical Development</b><br/> <i>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</i></p> | <p><b>Understanding the World</b><br/> <i>Talk about members of their immediate family and community.<br/>         Name and describe people who are familiar to them.<br/>         Recognise that people have different beliefs and celebrate special times in different ways.</i></p> |
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|   | <p><i>Identify and moderate their own feelings socially and emotionally.</i><br/> <i>Think about the perspectives of others. Manage their own needs. - personal hygiene.</i><br/> <i>Know and talk about the different factors that support their overall health and wellbeing.</i></p> |  |  |
| <p><b>Early Learning Goal:</b><br/> <b>Communication and Language: Listening, Attention and Understanding</b><br/>         Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul> <p><b>Communication and Language: Speaking</b><br/>         Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul> |   | <p><b>Early Learning Goal:</b><br/> <b>Personal, Social and Emotional Development: Building Relationships</b><br/>         Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and others’ needs.</li> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> </ul> <p><b>Personal, Social and Emotional Development: Self-Regulation</b><br/>         Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• 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.</li> </ul> <p><b>Personal, Social and Emotional Development: Managing Self</b><br/>         Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> |  |
| <p><b>Early Learning Goal:</b><br/> <b>Physical Development: Gross Motor Skills</b><br/>         Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>  |   | <p><b>Early Learning Goal:</b><br/> <b>Understanding the World: Past and Present</b><br/>         Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>   |  |



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 the each Puzzle (unit of work) including the key vocabulary used in each year group

|  | JIGSAW – the 6 Puzzles |                        |                  |            |               |             |
|--|------------------------|------------------------|------------------|------------|---------------|-------------|
|  | Being Me in My World   | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 1, | ✓                      | ✓                      | ✓                | ✓          | ✓             | ✓           |
| PSHE Association Core Theme 2 – Relationships In Key Stage 1,        | ✓                      | ✓                      | ✓                | ✓          | ✓             | ✓           |
| PSHE Association Core Theme 3 – Living in the world In Key Stage 1,  | ✓                      | ✓                      | ✓                | ✓          | ✓             | ✓           |

**Year 1 PSHE ARE BM CD DG HM RS CM**

|   |   |
|---|---|
| <p>I can explain why my class is a happy and safe place to learn.<br/>I can give different examples where I or others make my class happy and safe.</p>   | <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.<br/>I can explain what bullying is and how being bullied might make somebody feel.</p>  |
| <p>I can explain how I feel when I am successful and how this can be celebrated positively.<br/>I can say why my internal treasure chest is an important place to store positive feelings.</p>  | <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.<br/>I can give examples of when being healthy can help me feel happy.</p>   |
| <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself.<br/>I can also explain how my qualities help these relationships.<br/>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like</p> | <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.<br/>I can use the correct names for penis, testicles, vagina, and give reasons why they are private.<br/>I can explain why some changes I might experience might feel better than others.</p> |

**Year 2 PSHE ARE BM CD DG HM RS CM**

|   |   |
|---|---|
| <p>I can explain why my behaviour can impact on other people in my class.<br/>I can compare my own and my friends' choices and can express why some choices are better than others.</p>   | <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.<br/>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p> |
| <p>I can explain how I played my part in a group and the parts other people played to create an end product.<br/>I can explain how our skills complemented each other.<br/>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p> | <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.<br/>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>  |



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| <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships</p> | <p>I can use the correct terms to describe penis, testicles, vagina and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p> |
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| Year 1            |   |  |  |   |  |  |
|-------------------|---|--|--|---|--|--|
|                   | Being Me  | Celebrating Difference   | Dreams and Goals   | Healthy Me  | Relationships  | Changing Me  |
| <b>Vocabulary</b> | safe, special, calm, belonging, special, rights, responsibilities, learning charter, jigsaw charter, rewards, proud, consequences, upset, disappointed, illustration.   | similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique.  | proud, success, achievement, goal, treasure, coins, goal, learning, stepping-stones, process, working together, team work, celebrate, learning, stretchy, challenge, feelings, obstacle, overcome, achieve, dreams, goals  | healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, Green Cross Code, eyes, ears, look, listen, wait  | family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate.  | changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, learn, new, grow, feelings, anxious, worried, excited, coping.   |
| <b>Skills</b>     | <ul style="list-style-type: none"> <li>•Understand that they are safe in their class</li> <li>•Identifying helpful behaviours to make the class a safe place</li> <li>•Understand that they have choices</li> <li>•Understanding that they are special</li> <li>•Identify what it's like to feel proud of an achievement</li> <li>•Recognise feelings associated with positive</li> </ul> | <ul style="list-style-type: none"> <li>•Identify what is bullying and what isn't</li> <li>•Understand how being bullied might feel</li> <li>•Recognise ways in which they are the same as their friends and ways they are different</li> <li>•Know ways to help a person who is being bullied</li> <li>•Identify emotions associated with making a new friend</li> </ul> | <ul style="list-style-type: none"> <li>•Recognise things that they do well</li> <li>•Explain how they learn best</li> <li>•Recognise their own feelings when faced with a challenge/obstacle</li> <li>•Recognise how they feel when they overcome a challenge/obstacle</li> <li>•Celebrate an achievement with a friend</li> </ul> | <ul style="list-style-type: none"> <li>•Keep themselves safe</li> <li>•Recognise how being healthy helps them to feel happy</li> <li>•Recognise ways to look after themselves if they feel poorly</li> <li>•Recognise when they feel frightened and know how to ask for help</li> <li>•Feel good about themselves when they make healthy choices</li> </ul> | <ul style="list-style-type: none"> <li>•Can express how it feels to be part of a family and to care for family members</li> <li>•Can say what being a good friend means</li> <li>•Can identify forms of physical contact they prefer</li> <li>•Can say no when they receive a touch they don't like</li> <li>•Can show skills of friendship</li> </ul> | <ul style="list-style-type: none"> <li>•Understand and accept that change is a natural part of getting older</li> <li>•Can suggest ways to manage change, e.g. moving to a new class</li> <li>•Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>•Can express why they enjoy learning</li> </ul> |



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|                                    | and negative consequences  | <ul style="list-style-type: none"> <li>•Verbalise some of the attributes that make them unique and special</li> </ul>  | <ul style="list-style-type: none"> <li>•Can store feelings of success so that they can be used in the future</li> </ul>  | <ul style="list-style-type: none"> <li>•Realise that they are special</li> </ul>  | <ul style="list-style-type: none"> <li>•Can praise themselves and others</li> <li>•Can recognise some of their personal qualities</li> <li>•Can say why they appreciate a special relationship</li> </ul>   |   |
| <b>Knowledge and Understanding</b> | <ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> <li>• Understand that their views are important</li> <li>• Understand that their choices have consequences</li> <li>• Understand the rights and responsibilities of a member of a class</li> </ul> | <ul style="list-style-type: none"> <li>•Know what bullying means</li> <li>•Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>•Know that people are unique and that it is OK to be different</li> <li>•Know skills to make friendships</li> <li>•Know that people have differences and similarities</li> </ul> | <ul style="list-style-type: none"> <li>•Know how to set simple goals</li> <li>•Know how to achieve a goal</li> <li>•Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>•Know when a goal has been achieved</li> <li>•Know how to work well with a partner</li> <li>•Know that tackling a challenge can stretch their learning</li> </ul> | <ul style="list-style-type: none"> <li>•Know the difference between being healthy and unhealthy</li> <li>•Know some ways to keep healthy</li> <li>•Know how to make healthy lifestyle choices</li> <li>•Know that all household products, including medicines, can be harmful if not used properly</li> <li>•Know that medicines can help them if they feel poorly</li> <li>•Know how to keep safe when crossing the road</li> <li>•Know how to keep themselves clean and healthy</li> <li>•Know that germs cause disease/illness</li> <li>•Know about people who can keep them safe</li> </ul> | <ul style="list-style-type: none"> <li>•Know that everyone's family is different</li> <li>•Know that families are founded on belonging, love and care</li> <li>•Know that physical contact can be used as a greeting</li> <li>•Know how to make a friend</li> <li>•Know who to ask for help in the school community</li> <li>•Know that there are lots of different types of families</li> <li>•Know the characteristics of healthy and safe friends</li> <li>•Know about the different people in the school community and how they help</li> </ul> | <ul style="list-style-type: none"> <li>•Know the names of male and female private body parts</li> <li>•Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>•Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>•Know who to ask for help if they are worried or frightened</li> <li>•Know that animals including humans have a life cycle</li> <li>•Know that changes happen when we grow up</li> <li>•Know that people grow up at different rates and that is normal</li> <li>•Know that learning brings about change</li> <li>•Know that learning brings about change</li> </ul> |



| Year 2            |  |   |  |  |   |   |
|-------------------|--|---|--|--|---|---|
|                   | Being Me   | Celebrating Difference  | Dreams and Goals   | Healthy Me   | Relationships   | Changing Me   |
| <b>Vocabulary</b> | worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, learning charter, problem-solving.   | worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, reward, consequence, positive, negative, choices, co-operate, learning charter, problem-solving.  | realistic, proud, success, celebrate, achievement, goal, strength, persevere, challenge, difficult, easy, learning together, partner, team work, product   | healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious.  | family, different, similarities, special, relationship, important, co-operate, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, appreciate. | change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy. |
| <b>Skills</b>     | <ul style="list-style-type: none"> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Be able to work co-operatively</li> <li>• Recognise own feelings and know when and where to get help</li> <li>• Recognise the feeling of being worried</li> </ul> | <ul style="list-style-type: none"> <li>• Explain how being bullied can make someone feel</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Understand that everyone's differences make them special and unique</li> <li>• Understand that boys and girls can be similar in</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Be able to describe their own achievements</li> </ul> | <ul style="list-style-type: none"> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Express how it feels to share healthy food with their friends</li> </ul> | <ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can identify the negative feelings</li> </ul>   | <ul style="list-style-type: none"> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to</li> </ul>                                      |



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|   |   | <p>lots of ways and that is OK</p> <ul style="list-style-type: none"> <li>•Understand that boys and girls can be different in lots of ways and that is OK</li> <li>•Can choose to be kind to someone who is being bullied</li> <li>•Recognise that they shouldn't judge people because they are different</li> </ul>  | <p>and the feelings linked to this</p> <ul style="list-style-type: none"> <li>•Recognise their own strengths as a learner</li> <li>•Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>  |  | <p>associated with keeping a worry secret</p> <ul style="list-style-type: none"> <li>•Can identify who they trust in their own relationships</li> <li>•Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>•Can identify the feelings associated with trust</li> <li>•Can give and receive compliments</li> <li>•Can say who they would go to for help if they were worried or scared</li> </ul>   | <p>express how they feel about changes</p> <ul style="list-style-type: none"> <li>•Show appreciation for people who are older</li> <li>•Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>•Can say what greater responsibilities and freedoms they may have in the future</li> <li>•Can say what they are looking forward to in the next year</li> </ul>  |
| <p><b>Knowledge and Understanding</b></p> | <ul style="list-style-type: none"> <li>•Understand the rights and responsibilities of class members</li> <li>•Know about rewards and consequences and that these stem from choices</li> <li>•Know that it is important to listen to other people</li> <li>•Understand that their own views are valuable</li> <li>•Know that positive choices impact positively on self-learning and the learning of others</li> </ul> | <ul style="list-style-type: none"> <li>•Know the difference between a one-off incident and bullying</li> <li>•Know that sometimes people get bullied because of difference</li> <li>•Know that friends can be different and still be friends</li> <li>•Know there are stereotypes about boys and girls</li> <li>•Know where to get help if being bullied</li> <li>•Know that it is OK not to conform to gender stereotypes</li> </ul> | <ul style="list-style-type: none"> <li>•Know how to choose a realistic goal and think about how to achieve it</li> <li>•Know that it is important to persevere</li> <li>•Know how to recognise what working together well looks like</li> <li>•Know what good group-working looks like</li> <li>•Know how to share success with other people</li> </ul> | <ul style="list-style-type: none"> <li>•Know what their body needs to stay healthy</li> <li>•Know what relaxed means</li> <li>•Know why healthy snacks are good for their bodies</li> <li>•Know which foods given their bodies energy</li> <li>•Know that it is important to use medicines safely</li> <li>•Know what makes them feel relaxed/stressed</li> <li>•Know how medicines work in their bodies</li> <li>•Know how to make some healthy snacks</li> </ul> | <ul style="list-style-type: none"> <li>•Know that there are lots of forms of physical contact within a family</li> <li>•Know how to stay stop if someone is hurting them</li> <li>•Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>•Know what trust is</li> <li>•Know that everyone's family is different</li> <li>•Know that families function well when there is trust, respect, care, love and co-operation</li> </ul> | <ul style="list-style-type: none"> <li>•Know the physical differences between male and female bodies</li> <li>•Know that private body parts are special and that no one has the right to hurt these</li> <li>•Know who to ask for help if they are worried or frightened</li> <li>•Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>•Know the correct names for private body parts</li> <li>•Know that life cycles exist in nature</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>Identifying hopes and fears for the year ahead</li> </ul> | <ul style="list-style-type: none"> <li>Know it is good to be yourself</li> <li>Know the difference between right and wrong and the role that choice has to play in this</li> </ul> |  |  | <ul style="list-style-type: none"> <li>Know some reasons why friends have conflicts</li> <li>Know that friendships have ups and downs and sometimes change with time</li> <li>Know how to use the Mending Friendships or Solve it together problem-solving methods</li> </ul> | <ul style="list-style-type: none"> <li>Know that aging is a natural process including old age</li> <li>Know that some changes are out of an individual's control</li> <li>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul> |
|--|--|--|--|--|---|--|

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 the each Puzzle (unit of work) including the key vocabulary used in each year group

|  | JIGSAW – the 6 Puzzles |                        |                  |            |               |             |
|--|------------------------|------------------------|------------------|------------|---------------|-------------|
|  | Being Me in My World   | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| PSHE Association Core Theme 1 – Health and Wellbeing In Key Stage 2, | ✓                      | ✓                      | ✓                | ✓          | ✓             | ✓           |
| PSHE Association Core Theme 2 – Relationships In Key Stage 2,        | ✓                      | ✓                      | ✓                | ✓          | ✓             | ✓           |
| PSHE Association Core Theme 3 – Living in the world In Key Stage 2,  | ✓                      | ✓                      | ✓                | ✓          | ✓             | ✓           |

**Year 3 PSHE ARE** BM CD DG HM RS CM



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| <p>I can explain how my behaviour can affect how others feel and behave.<br/>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>   | <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.<br/>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>                            |
| <p>I can explain the different ways that help me learn and what I need to do to improve.<br/>I am confident and positive when I share my success with others.<br/>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>  | <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.<br/>I can express how being anxious/ scared and unwell feels.</p>  |
| <p>I can explain how my life is influenced positively by people I know and also by people from other countries.<br/>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>   | <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.<br/>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>                  |
| <p><b>Year 4 PSHE ARE BM CD DG HM RS CM</b></p>  |  |
| <p>I can explain why being listened to and listening to others is important in my school community.<br/>I can explain why being democratic is important and can help me and others feel valued.</p>  | <p>I can tell you a time when my first impression of someone changed as I got to know them.<br/>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.<br/>I can explain why it is good to accept myself and others for who we are.</p>   |
| <p>I can plan and set new goals even after a disappointment.<br/>I can explain what it means to be resilient and to have a positive attitude.</p>  | <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.<br/>I can identify feelings of anxiety and fear associated with peer pressure.</p>  |
| <p>I can recognise how people are feeling when they miss a special person or animal.<br/>I can give ways that might help me manage my feelings when missing a special person or animal.</p>  | <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.<br/>I can explain some of the choices I might make in the future and some of the choices that I have no control over.<br/>I can offer some suggestions about how I might manage my feelings when changes happen.</p>          |
| <p><b>Year 5 PSHE ARE BM CD DG HM RS CM</b></p>  |  |
| <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.<br/>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> | <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.<br/>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> |
| <p>I can compare my hopes and dreams with those of young people from different cultures.<br/>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>  | <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.<br/>I can summarise different ways that I respect and value my body.</p>                                       |



|   |   |
|---|---|
| <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> | <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> |
| <p><b>Year 6 PSHE ARE BM CD DG HM RS CM</b></p>   |   |
| <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>   | <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>  |
| <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>   | <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>   |
| <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations.</p> <p>I can offer strategies to help me manage these feelings and situations.</p>                        | <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>   |

| Year 3            |   |   |  |  |   |  |
|-------------------|---|---|--|--|---|--|
|                   | Being Me  | Celebrating Difference  | Dreams and Goals   | Healthy Me   | Relationships   | Changing Me  |
| <b>Vocabulary</b> | welcome, valued, achievements, proud, pleased, personal goal, <b>praise</b> , acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, learning charter, dream, behaviour, <b>rewards</b> , <b>consequences</b> , actions, | welcome, valued, achievements, proud, pleased, personal goal, <b>praise</b> , acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, <b>rights</b> , <b>responsibilities</b> , learning charter, dream, behaviour, <b>rewards</b> , <b>consequences</b> , actions, | perseverance, challenges, success, obstacles, dreams, <b>goals</b> , ambitions, future, aspirations, garden, decorate, <b>team work</b> , enterprise, design, cooperation, <b>product</b> , strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, 'solve it together' technique, | oxygen, energy, calories / kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, drugs, attitude, <b>safe</b> , anxious, scared, strategy, advice, harmful, risk, feelings, complex, appreciate, <b>body</b> , choice. | men, women, unisex, male, female, stereotype, career, job, role, responsibilities, respect, differences, <b>similarities</b> , <b>conflict</b> , win-win, solution, solve-it-together, problem-solve, internet, social media, online, risky, gaming, safe, unsafe, private messaging (pm), direct | <b>changes</b> , birth, animals, babies, mother, <b>growing up</b> , <b>baby</b> , grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, <b>male</b> , <b>female</b> , <b>testicles</b> , sperm, <b>penis</b> , ovaries, egg, ovum / ova, womb / uterus, <b>vagina</b> , stereotypes, task, roles, challenge, looking |



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|---------------|--|---|--|--|---|--|
|               | fairness, <b>choices, co-operate</b> , group dynamics, team work, view point, ideal school, belong.  | fairness, choices, co-operate, group dynamics, team work, view point, ideal school, belong.   | solutions, review, learning, celebrate, evaluate.  |  | messaging (dm), global, communication, fair trade, inequality, food journey, climate, transport, exploitation, rights, needs, wants, justice, united nations, equality, deprivation, hardship, appreciation, gratitude, <b>celebrate</b> .  | forward, <b>excited, nervous, anxious, happy</b>   |
| <b>Skills</b> | <ul style="list-style-type: none"> <li>•Make other people feel valued</li> <li>•Develop compassion and empathy for others</li> <li>•Be able to work collaboratively</li> <li>•Recognise self-worth</li> <li>•Identify personal strengths</li> <li>•Be able to set a personal goal</li> <li>•Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> </ul> | <ul style="list-style-type: none"> <li>•Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>•Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>•Be able to show appreciation for their families, parents and carers</li> <li>•Empathise with people who are bullied</li> <li>•Employ skills to support someone who is bullied</li> <li>•Be able to recognise, accept and give compliments</li> <li>•Recognise feelings associated with receiving a compliment</li> </ul> | <ul style="list-style-type: none"> <li>•Can break down a goal into small steps</li> <li>•Can manage feelings of frustration linked to facing obstacles</li> <li>•Imagine how it will feel when they achieve their dream/ambition</li> <li>•Recognise other people's achievements in overcoming difficulties</li> <li>•Recognise how other people can help them to achieve their goals</li> <li>•Can share their success with others</li> <li>•Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul> | <ul style="list-style-type: none"> <li>•Respect their own bodies and appreciate what they do</li> <li>•Can take responsibility for keeping themselves and others safe</li> <li>•Identify how they feel about drugs</li> <li>•Can express how being anxious or scared feels</li> <li>•Able to set themselves a fitness challenge</li> <li>•Recognise what it feels like to make a healthy choice</li> </ul> | <ul style="list-style-type: none"> <li>•Can identify the responsibilities they have within their family</li> <li>•Know how to access help if they are concerned about anything on social media or the internet</li> <li>•Can empathise with people from other countries who may not have a fair job or are less fortunate</li> <li>•Understand that they are connected to the global community in many different ways</li> <li>•Can use Solve it together in a conflict scenario and find a win-win outcome</li> <li>•Can identify similarities in children's rights around the world</li> <li>•Can identify their own wants and needs and</li> </ul> | <ul style="list-style-type: none"> <li>•Can express how they feel about puberty</li> <li>•Can say who they can talk to about puberty if they have any worries</li> <li>•Can suggest ways to help them manage feelings during changes they are more anxious about</li> <li>•Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</li> <li>•Can express how they feel about babies</li> <li>•Can describe the emotions that a new baby can bring to a family</li> <li>•Can identify changes they are looking forward to in the next year</li> </ul> |



|                                    |  |   |  |  |   |  |
|------------------------------------|--|---|--|--|---|--|
|                                    |  |   |  |  | how these may be similar or different from other children in school and the global community  |  |
| <b>Knowledge and Understanding</b> | <ul style="list-style-type: none"> <li>• Know that the school has a shared set of values</li> <li>• Know why rules are needed and how these relate to choices and consequences</li> <li>• Know that actions can affect others' feelings</li> <li>• Know that others may hold different views</li> <li>• Understand that they are important</li> <li>• Know what a personal goal is</li> <li>• Understanding what a challenge is</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Know that conflict is a normal part of relationships</li> <li>• Know that some words are used in hurtful ways and that this can have consequences</li> <li>• Know why families are important</li> <li>• Know that everybody's family is different</li> <li>• Know that sometimes family members don't get along and some reasons for this</li> </ul> | <ul style="list-style-type: none"> <li>• Know that they are responsible for their own learning</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know what their own strengths are as a learner</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul> | <ul style="list-style-type: none"> <li>• Know how exercise affects their bodies</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know when something feels safe or unsafe</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know that their bodies are complex and need taking care of</li> </ul> | <ul style="list-style-type: none"> <li>• Know that different family members carry out different roles or have different responsibilities within the family</li> <li>• Know some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>• Know some strategies for keeping themselves safe online</li> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know the lives of children around the world can be different from their own</li> </ul> | <ul style="list-style-type: none"> <li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>• Know some of the outside body changes that happen during puberty</li> <li>• Know some of the changes on the inside that happen during puberty</li> <li>• Know that in animals and humans lots of changes happen between conception and growing up</li> <li>• Know that in nature it is usually the female that carries the baby</li> <li>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>• Know that babies need love and care from their parents/carers</li> <li>• Know some of the changes that happen</li> </ul> |



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|  |  |  |  |  |  | between being a baby and a child |
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| Year 4            |   |  |  |  |   |   |
|-------------------|---|--|--|--|---|---|
|                   | Being Me  | Celebrating Difference   | Dreams and Goals   | Healthy Me   | Relationships   | Changing Me   |
| <b>Vocabulary</b> | included, excluded, <b>welcome, valued</b> , team, charter, role, job description, school community, <b>responsibility, rights</b> , democracy, democratic, <b>reward, consequence</b> , decisions, voting, authority, learning charter, contribution, observer, UN Convention on Rights of Child (UNCRC).  | character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, text message, website, troll, special, unique, physical features, impression, changed.   | dream, hope, goal, determination, <b>perseverance</b> , resilience, positive attitude, disappointment, fears, hurts, positive experiences, plans, cope, help, self-belief, motivation, commitment, enterprise, design, cooperation, <b>success, celebrate, evaluate</b> .  | friendship, emotions, healthy, relationships, friendship groups, value, roles, leader, follower, assertive, agree, disagree, smoking, pressure, peers, guilt, <b>advice</b> , alcohol, liver, disease, anxiety, fear, believe, assertive, opinion, right, wrong.   | relationship, close, jealousy, problem-solve, emotions, positive, negative, loss, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hope, souvenir, memento, memorial, acceptance, relief, remember, negotiate, compromise, trust, loyal, empathy, betrayal, amicable, <b>appreciation</b> , love   | personal, unique, characteristics, parents, <b>sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus</b> , ovaries, fertilise, conception, <b>puberty</b> , menstruation, periods, circle, seasons, <b>change</b> , control, emotions, acceptance, looking forward, <b>excited, nervous, anxious, happy</b>  |
| <b>Skills</b>     | <ul style="list-style-type: none"> <li>•Identify the feelings associated with being included or excluded</li> <li>•Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>•Know how to regulate my emotions</li> <li>•Can make others feel cared for and welcome</li> <li>•Recognise the feelings of being motivated or unmotivated</li> </ul> | <ul style="list-style-type: none"> <li>•Be comfortable with the way they look</li> <li>•Try to accept people for who they are</li> <li>•Be non-judgemental about others who are different</li> <li>•Identify influences that have made them think or feel positively/negatively about a situation</li> <li>•Identify feelings that a bystander might feel in a bullying situation</li> </ul> | <ul style="list-style-type: none"> <li>•Have a positive attitude</li> <li>•Can identify the feeling of disappointment</li> <li>•Be able to cope with disappointment</li> <li>•Can identify what resilience is</li> <li>•Can identify a time when they have felt disappointed</li> <li>•Can talk about their hopes and dreams and the feelings associated with these</li> </ul> | <ul style="list-style-type: none"> <li>•Can identify the feelings that they have about their friends and different friendship groups</li> <li>•Recognise negative feelings in peer pressure situations</li> <li>•Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>•Can tap into their inner strength and know-how to be assertive</li> </ul> | <ul style="list-style-type: none"> <li>•Can identify feelings and emotions that accompany jealousy</li> <li>•Can suggest positive strategies for managing jealousy</li> <li>•Can identify people who are special to them and express why</li> <li>•Can identify the feelings and emotions that accompany loss</li> <li>•Can suggest strategies for managing loss</li> </ul> | <ul style="list-style-type: none"> <li>•Can appreciate their own uniqueness and that of others</li> <li>•Can express any concerns they have about puberty</li> <li>•Have strategies for managing the emotions relating to change</li> <li>•Can express how they feel about having children when they are grown up</li> <li>•Can say who they can talk to about puberty if they are worried</li> </ul> |



Whole School Personal, Social and Health Education Curriculum

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|   | <ul style="list-style-type: none"> <li>•Can make others feel valued and included</li> <li>•Understand why the school community benefits from a Learning Charter</li> <li>•Be able to help friends make positive choices</li> </ul>   | <ul style="list-style-type: none"> <li>•Identify reasons why a bystander might join in with bullying</li> <li>•Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios</li> <li>•Identify their own uniqueness</li> <li>•Identify when a first impression they had was right or wrong</li> </ul>   | <ul style="list-style-type: none"> <li>•Help others to cope with disappointment</li> <li>•Enjoy being part of a group challenge</li> <li>•Can share their success with others</li> <li>•Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>  | <ul style="list-style-type: none"> <li>•Recognise how different people and groups they interact with impact on them</li> <li>•Identify which people they most want to be friends with</li> </ul>  | <ul style="list-style-type: none"> <li>•Can tell you about someone they no longer see</li> <li>•Can suggest ways to manage relationship changes including how to negotiate</li> </ul>  | <ul style="list-style-type: none"> <li>•Can apply the circle of change model to themselves to have strategies for managing change</li> </ul>  |
| <p><b>Knowledge and Understanding</b></p> | <ul style="list-style-type: none"> <li>•Know their place in the school community</li> <li>•Know what democracy is (applied to pupil voice in school)</li> <li>•Know how groups work together to reach a consensus</li> <li>•Know that having a voice and democracy benefits the school community</li> <li>•Know how individual attitudes and actions make a difference to a class</li> <li>•Know about the different roles in the school community</li> <li>•Know that their own actions affect themselves and others</li> </ul> | <ul style="list-style-type: none"> <li>•Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>•Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone</li> <li>•Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>•Know there are influences that can affect how we judge a person or situation</li> <li>•Know what to do if they think bullying is or might be taking place</li> <li>•Know that first impressions can change</li> </ul> | <ul style="list-style-type: none"> <li>•Know how to make a new plan and set new goals even if they have been disappointed</li> <li>•Know how to work as part of a successful group</li> <li>•Know how to share in the success of a group</li> <li>•Know what their own hopes and dreams are</li> <li>•Know that hopes and dreams don’t always come true</li> <li>•Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>•Know how to work out the steps they need to take to achieve a goal</li> </ul> | <ul style="list-style-type: none"> <li>•Know that there are leaders and followers in groups</li> <li>•Know the facts about smoking and its effects on health</li> <li>•Know the facts about alcohol and its effects on health, particularly the liver</li> <li>•Know ways to resist when people are putting pressure on them</li> <li>•Know what they think is right and wrong</li> <li>•Know how different friendship groups are formed and how they fit into them</li> <li>•Know which friends they value most</li> <li>•Know that they can take on different roles according to the situation</li> </ul> | <ul style="list-style-type: none"> <li>•Know some reasons why people feel jealousy</li> <li>•Know that loss is a normal part of relationships</li> <li>•Know that negative feelings are a normal part of loss</li> <li>•Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</li> <li>•Know that jealousy can be damaging to relationships</li> <li>•Know that memories can support us when we lose a special person or animal</li> </ul> | <ul style="list-style-type: none"> <li>•Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>•Know that babies are made by a sperm joining with an ovum</li> <li>•Know the names of the different internal and external body parts that are needed to make a baby</li> <li>•Know how the female and male body change at puberty</li> <li>•Know that change can bring about a range of different emotions</li> <li>•Know that personal hygiene is important</li> </ul> |



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|  |  |  |  | <ul style="list-style-type: none"> <li>• Know some of the reasons some people start to smoke</li> <li>• Know some of the reasons some people drink alcohol</li> </ul> |  | <p>during puberty and as an adult</p> <ul style="list-style-type: none"> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> </ul> |
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| Year 5            |  |  |   |  |   |   |
|-------------------|--|--|---|--|---|---|
|                   | Being Me   | Celebrating Difference   | Dreams and Goals  | Healthy Me   | Relationships   | Changing Me   |
| <b>Vocabulary</b> | goals, worries, fears, value, <b>welcome</b> , choice, Ghana, west Africa, cocoa plantation, cocoa pods, machete, <b>rights</b> , <b>community</b> , education, wants, needs, Maslow, empathy, comparison, opportunities, education, choices, behaviour, <b>responsibilities</b> , <b>rewards</b> , <b>consequences</b> , empathise, <b>learning charter</b> , obstacles, cooperation, collaboration, legal, illegal, lawful, laws, participation, motivation, | culture, conflict, difference, similarity, belong, culture wheel, racism, colour, race, discrimination, ribbon, bullying, rumour, name-calling, racist, homophobic, <b>cyber bullying</b> , texting, problem solving, indirect, direct, happiness, developing world, celebration, artefacts, display, presentation | <b>dream</b> , <b>hope</b> , <b>goal</b> , feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, <b>determination</b> , <b>perseverance</b> , motivation, aspiration, culture, country, sponsorship, communication, support, rallying, team work, cooperation, difference | choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, media, influence, emergency, procedure, recovery position, calm, level-headed, body image, media, social media, celebrity, altered, self-respect, comparison, eating problem, eating disorder, respect, debate, <b>opinion</b> , fact, motivation. | personal attributes, qualities, characteristics, self-esteem, unique, comparison, negative self-talk, social media, online, community, risky, positive, <b>negative</b> , safe, unsafe, rights, responsibilities, social network, gaming, violence, grooming, troll, gambling, betting, trustworthy, appropriate, screen time, physical health, mental health, off-line, social, peer pressure, influences, personal information, passwords, privacy, | body-image, self-image, <b>characteristics</b> , looks, personality, perception, self-esteem, affirmation, comparison, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, <b>vagina</b> , <b>vulva</b> , hips, <b>penis</b> , <b>testicles</b> , Adam's apple, scrotum, genitals, hair, broader, wider, <b>sperm</b> , semen, erection, ejaculation, urethra, growth spurt, larynx, facial hair, pubic hair, hormones, scrotum, testosterone, |



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|---------------|--|--|--|---|---|--|
|               | democracy, decision, proud.  |  |  |   | settings, profile, SMARTT rules.  | circumcised, uncircumcised, foreskin, epididymis, ovaries, egg (ovum), period, fertilised, unfertilised, conception, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights.  |
| <b>Skills</b> | <ul style="list-style-type: none"> <li>•Empathy for people whose lives are different from their own</li> <li>•Consider their own actions and the effect they have on themselves and others</li> <li>•Be able to work as part of a group, listening and contributing effectively</li> <li>•Be able to identify what they value most about school</li> <li>•Identify hopes for the school year</li> <li>•Understand why the school community benefits from a Learning Charter</li> </ul> | <ul style="list-style-type: none"> <li>•Appreciate the value of happiness regardless of material wealth</li> <li>•Identify their own culture and different cultures within their class community</li> <li>•Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>•Develop respect for cultures different from their own</li> <li>•Identify a range of strategies for managing their own feelings in bullying situations</li> <li>•Identify some strategies to encourage children</li> </ul> | <ul style="list-style-type: none"> <li>•Verbalise what they would like their life to be like when they are grown up</li> <li>•Appreciate the contributions made by people in different jobs</li> <li>•Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>•Appreciate the differences between themselves and someone from a different culture</li> <li>•Understand why they are motivated to make a positive contribution to supporting others</li> </ul> | <ul style="list-style-type: none"> <li>•Respect and value their own bodies</li> <li>•Can reflect on their own body image and know how important it is that this is positive</li> <li>•Recognise strategies for resisting pressure</li> <li>•Can identify ways to keep themselves calm in an emergency</li> <li>•Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>•Can make informed decisions about whether they choose to drink</li> </ul> | <ul style="list-style-type: none"> <li>•Can suggest strategies for building self-esteem of themselves and others</li> <li>•Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</li> <li>•Can suggest strategies for staying safe online/ social media</li> <li>•Can say how to report unsafe online/social network activity</li> <li>•Can identify when an online game is safe or unsafe</li> <li>•Can suggest ways to monitor and reduce screen time</li> </ul> | <ul style="list-style-type: none"> <li>•Can celebrate what they like about their own and others' self-image and body image</li> <li>•Can suggest ways to boost self-esteem of self and others</li> <li>•Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>•Can ask questions about puberty to seek clarification</li> <li>•Can express how they feel about having a romantic relationship when they are an adult</li> </ul> |



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|   | <ul style="list-style-type: none"> <li>•Be able to help friends make positive choices</li> <li>•Know how to regulate my emotions</li> </ul>   | <p>who use bullying behaviours to make other choices</p> <ul style="list-style-type: none"> <li>•Be able to support children who are being bullied</li> </ul>  | <ul style="list-style-type: none"> <li>•Appreciate the opportunities learning and education can give them</li> </ul>   | <p>alcohol when they are older</p> <ul style="list-style-type: none"> <li>•Accept and respect themselves for who they are</li> <li>•Be motivated to keep themselves healthy and happy</li> </ul>   | <ul style="list-style-type: none"> <li>•Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>   | <ul style="list-style-type: none"> <li>•Can express how they feel about having children when they are an adult</li> <li>•Can express how they feel about becoming a teenager</li> <li>•Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>   |
| <p><b>Knowledge and Understanding</b></p> | <ul style="list-style-type: none"> <li>•Understand how democracy and having a voice benefits the school community</li> <li>•Understand how to contribute towards the democratic process</li> <li>•Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>•Know how to face new challenges positively</li> <li>•Understand how to set personal goals</li> <li>•Know how an individual's behaviour can affect a group and the consequences of this</li> </ul> | <ul style="list-style-type: none"> <li>•Know external forms of support in regard to bullying e.g. Childline</li> <li>•Know that bullying can be direct and indirect</li> <li>•Know what racism is and why it is unacceptable</li> <li>•Know what culture means</li> <li>•Know that differences in culture can sometimes be a source of conflict</li> <li>•Know that rumour-spreading is a form of bullying online and offline</li> <li>•Know how their life is different from the lives of children in the developing world</li> </ul> | <ul style="list-style-type: none"> <li>•Know about a range of jobs that are carried out by people I know</li> <li>•Know the types of job they might like to do when they are older</li> <li>•Know that young people from different cultures may have different dreams and goals</li> <li>•Know that they will need money to help them to achieve some of their dreams</li> <li>•Know that different jobs pay more money than others</li> <li>•Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>•Know ways that they can support young people</li> </ul> | <ul style="list-style-type: none"> <li>•Know basic emergency procedures, including the recovery position</li> <li>•Know the health risks of smoking</li> <li>•Know how smoking tobacco affects the lungs, liver and heart</li> <li>•Know how to get help in emergency situations</li> <li>•Know that the media, social media and celebrity culture promotes certain body types</li> <li>•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</li> <li>•Know some of the risks linked to misusing</li> </ul> | <ul style="list-style-type: none"> <li>•Know that there are rights and responsibilities in an online community or social network</li> <li>•Know that there are rights and responsibilities when playing a game online</li> <li>•Know that too much screen time isn't healthy</li> <li>•Know how to stay safe when using technology to communicate with friends</li> <li>•Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>•Know that belonging to an online community can have positive and negative consequences</li> </ul> | <ul style="list-style-type: none"> <li>•Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>•Know that some people need help to conceive and might use IVF</li> <li>•Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>•Know what perception means and that perceptions can be right or wrong</li> </ul> |



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|  |  |  | in their own culture and abroad | alcohol, including antisocial behaviour<br>•Know what makes a healthy lifestyle |  |  |
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| Year 6            |   |  |  |  |  |  |
|-------------------|---|--|--|--|--|--|
|                   | Being Me  | Celebrating Difference   | Dreams and Goals   | Healthy Me   | Relationships  | Changing Me  |
| <b>Vocabulary</b> | challenge, <b>goal</b> , attitude, actions, rights and <b>responsibilities</b> , united nations convention on the rights of the child, citizen, <b>choices</b> , consequences, views, opinion, <b>collaboration</b> , collective <b>decision</b> , <b>democracy</b> . | normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, male, female, diversity, transgender, gender diversity, courage, fairness, rights, responsibilities, power, struggle, imbalance, harassment, <b>bullying</b> , bullying behaviour, <b>direct</b> , <b>indirect</b> , argument, recipient, para-olympian, achievement, accolade, perseverance, sport, admiration, stamina, celebration, <b>conflict</b> . | <b>dream</b> , <b>hope</b> , <b>goal</b> , learning, strengths, stretch, <b>achievement</b> , personal, realistic, unrealistic, <b>feeling</b> , success, criteria, learning steps, <b>money</b> , global issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, <b>contribution</b> , recognition. | responsibility, <b>choice</b> , immunisation, prevention, drugs, effects, motivation, 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. | mental health, ashamed, stigma, stress, anxiety, support, <b>worried</b> , signs, warning, self-harm, emotions, <b>feelings</b> , sadness, loss, grief, denial, despair, guilt, shock, hopelessness, anger, acceptance, bereavement, coping strategies, power, control, authority, bullying, script, assertive, risks, pressure, influences, self-control, real / fake, true / untrue, assertiveness, judgement, communication, technology, power, <b>cyber-bullying</b> , abuse, safety | <b>body-image</b> , <b>self-image</b> , characteristics, looks, <b>personality</b> , <b>perception</b> , <b>self-esteem</b> , <b>affirmation</b> , <b>comparison</b> , negative body-talk, mental health, uterus, <b>womb</b> , <b>oestrogen</b> , <b>fallopian tube</b> , <b>cervix</b> , <b>develops</b> , <b>puberty</b> , <b>breasts</b> , <b>vagina</b> , <b>vulva</b> , <b>hips</b> , <b>penis</b> , <b>testicles</b> , <b>Adam’s apple</b> , <b>scrotum</b> , <b>genitals</b> , hair, broader, wider, <b>sperm</b> , <b>semen</b> , <b>erection</b> , <b>ejaculation</b> , <b>urethra</b> , <b>growth spurt</b> , <b>larynx</b> , <b>facial hair</b> , <b>pubic hair</b> , <b>hormones</b> , <b>scrotum</b> , <b>testosterone</b> , <b>circumcised</b> , <b>uncircumcised</b> , <b>foreskin</b> , <b>epididymis</b> , <b>ovaries</b> , <b>egg</b> |



|               |   |   |   |  |   |  |
|---------------|---|---|---|--|---|--|
|               |   |   |   |  |   | (ovum), period, fertilised, unfertilised, conception, embryo, umbilical cord, IVF, foetus, contraception, pregnancy, midwife, labour, menstruation, sanitary products, tampon, pad, towel, liner, hygiene, age appropriateness, legal, laws, responsible, teenager, responsibilities, rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement. |
| <b>Skills</b> | <ul style="list-style-type: none"> <li>•Know own wants and needs</li> <li>•Be able to compare their life with the lives of those less fortunate</li> <li>•Demonstrate empathy and understanding towards others</li> <li>•Can demonstrate attributes of a positive role-model</li> <li>•Can take positive action to help others</li> </ul> | <ul style="list-style-type: none"> <li>•Empathise with people who are different and be aware of my own feelings towards them</li> <li>•Identify feelings associated with being excluded</li> <li>•Be able to recognise when someone is exerting power negatively in a relationship</li> <li>•Be able to vocalise their thoughts and feelings about prejudice and</li> </ul> | <ul style="list-style-type: none"> <li>•Understand why it is important to stretch the boundaries of their current learning</li> <li>•Be able to give praise and compliments to other people when they recognise that person’s achievements</li> <li>•Empathise with people who are suffering or living in difficult situations</li> </ul> | <ul style="list-style-type: none"> <li>•Are motivated to care for their own physical and emotional health</li> <li>•Suggest strategies someone could use to avoid being pressured</li> <li>•Can use different strategies to manage stress and pressure</li> <li>•Are motivated to find ways to be happy and cope with life’s situations without using drugs</li> </ul> | <ul style="list-style-type: none"> <li>•Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>•Can help themselves and others when worried about a mental health problem</li> <li>•Recognise when they are feeling grief and have strategies to manage them</li> </ul> | <ul style="list-style-type: none"> <li>•Recognise ways they can develop their own self-esteem</li> <li>•Can express how they feel about the changes that will happen to them during puberty</li> <li>•Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn’t feel pressured into doing something that they don’t want to</li> </ul>  |



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|   | <ul style="list-style-type: none"> <li>•Be able to contribute towards a group task</li> <li>•Know what effective group work is</li> <li>•Know how to regulate my emotions</li> <li>•Be able to make others feel welcomed and valued</li> </ul>  | <p>discrimination and why it happens</p> <ul style="list-style-type: none"> <li>•Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>•Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>•Appreciate people for who they are</li> <li>•Show empathy</li> </ul>   | <ul style="list-style-type: none"> <li>•Set success criteria so that they know when they have achieved their goal</li> <li>•Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> </ul>  | <ul style="list-style-type: none"> <li>•Identify ways that someone who is being exploited could help themselves</li> <li>•Recognise that people have different attitudes towards mental health/illness</li> </ul>   | <ul style="list-style-type: none"> <li>•Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>•Can resist pressure to do something online that might hurt themselves or others</li> <li>•Can take responsibility for their own safety and well-being</li> </ul>   | <ul style="list-style-type: none"> <li>•Recognise how they feel when they reflect on the development and birth of a baby</li> <li>•Can celebrate what they like about their own and others' self-image and body image</li> <li>•Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>  |
| <p><b>Knowledge and Understanding</b></p> | <ul style="list-style-type: none"> <li>•Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>•Know about the lives of children in other parts of the world</li> <li>•Know that personal choices can affect others locally and globally</li> <li>•Know how to set goals for the year ahead</li> <li>•Understand what fears and worries are</li> <li>•Understand that their own choices result in different consequences and rewards</li> <li>•Understand how democracy and having a</li> </ul> | <ul style="list-style-type: none"> <li>•Know that people can hold power over others individually or in a group</li> <li>•Know that power can play a part in a bullying or conflict situation</li> <li>•Know that there are different perceptions of 'being normal' and where these might come from</li> <li>•Know that difference can be a source of celebration as well as conflict</li> <li>•Know that being different could affect someone's life</li> <li>•Know why some people choose to bully others</li> </ul> | <ul style="list-style-type: none"> <li>•Know their own learning strengths</li> <li>•Know what their classmates like and admire about them</li> <li>•Know a variety of problems that the world is facing</li> <li>•Know some ways in which they could work with others to make the world a better place</li> <li>•Know what the learning steps are they need to take to achieve their goal</li> <li>•Know how to set realistic and challenging goals</li> </ul> | <ul style="list-style-type: none"> <li>•Know how to take responsibility for their own health</li> <li>•Know what it means to be emotionally well</li> <li>•Know how to make choices that benefit their own health and well-being</li> <li>•Know about different types of drugs and their uses</li> <li>•Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that stress can be triggered by a range of things</li> </ul> | <ul style="list-style-type: none"> <li>•Know that it is important to take care of their own mental health</li> <li>•Know ways that they can take care of their own mental health</li> <li>•Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>•Know that sometimes people can try to gain power or control them</li> <li>•Know some of the dangers of being 'online'</li> <li>•Know how to use technology safely and positively to communicate with their friends and family</li> </ul> | <ul style="list-style-type: none"> <li>•Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>•Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>•Know how being physically attracted to someone changes the nature of the relationship</li> <li>•Know the importance of self-esteem and what they can do to develop it</li> </ul> |



## Whole School Personal, Social and Health Education Curriculum

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|  | <p>voice benefits the school community</p> <ul style="list-style-type: none"><li>• Understand how to contribute towards the democratic process</li></ul> | <ul style="list-style-type: none"><li>• Know that people with disabilities can lead amazing lives</li></ul> |  | <ul style="list-style-type: none"><li>• Know that being stressed can cause drug and alcohol misuse</li><li>• Know that some people can be exploited and made to do things that are against the law</li><li>• Know why some people join gangs and the risk that this can involve</li></ul> |  | <ul style="list-style-type: none"><li>• 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</li></ul> |
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