



Hawes Primary School -PSHE Curriculum Framework



Year A/Year B

		KS1	LKS2	KKS2
Year A	<i>Autumn term</i>	Being Me in My World (Y1) Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter Celebrating Difference (Y1) Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Being Me in My World (Y3) Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives Celebrating Difference (Y3) Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Being Me in My World (Y5) Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating Celebrating Difference (Y5) Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures
	<i>Spring term</i>	Dreams and Goals (Y1) Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success Healthy Me (Y1) Keeping myself healthy Healthier lifestyle choices	Dreams and Goals (Y3) Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Contributing to the community Managing feelings Simple budgeting Healthy Me (Y3) Exercise Fitness challenges	Dreams and Goals (Y5) Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation Healthy Me (Y5) Smoking, including vaping Alcohol and vaping Alcohol and anti-social behaviour

		Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour
	<i>Summer term</i>	Relationships (Y1) Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships Changing Me(Y1) Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Relationships (Y3) Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends Changing Me(Y3) How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition	Relationships (Y5) Self-recognition/self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming SMARRT internet safety rules Changing Me(Y5) Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Year B	<i>Autumn term</i>	Being Me in My World (Y2) Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings Celebrating Difference (Y2)	Being Me in My World (Y4) Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Being Me in My World (Y6) Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour

		Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Celebrating Difference (Y4) Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Role-modelling Celebrating Difference (Y6) Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy
	<i>Spring term</i>	Dreams and Goals (Y2) Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success Healthy Me (Rec/Y2) Motivation Healthier choices Healthy eating and nutrition Safety in the house Safety out and about Medicines	Dreams and Goals (Y4) Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes Healthy Me (Y4) Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Dreams and Goals (Y6) Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments Healthy Me (Y6) Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
	<i>Summer term</i>	Relationships (Y2) Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation	Relationships (Y4) Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends	Relationships (Y6) Mental health Identifying mental health worries and sources of support Love and loss Managing feelings

		Expressing appreciation for special relationships Changing Me(Y2) Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition	Showing appreciation to people and animals Changing Me(Y4) Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change	Power and control Assertiveness Technology safety Take responsibility with technology use Changing Me(Y6) Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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EYFS-Year A and Year B

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Being Me in My World Reception Self-identity Understanding feelings Being in a classroom	Dreams and Goals Reception Challenges Perseverance Achieving and settling goals	Relationships Reception Family life Friendships Breaking friendships

Being gentle Rights and responsibilities Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Overcoming obstacles Seeking help Jobs Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Falling out Dealing with bullying Being a good friend Changing Me Reception Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
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Being Me in My World Puzzle – Autumn 1

About this Puzzle

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.

Key evidence sources for this Puzzle (and throughout the year)

- [EEF Improving SEL in Primary Schools \(2021\)](#) — Universal, explicit teaching of social and emotional learning in planned lesson time has a positive impact on both wellbeing and academic success, across the five CASEL competencies, also reflected in [HM Government and CYP Mental Health Coalition](#)'s report into the impact of a whole school approach to PSHE
- [NCB Belonging Matters \(2024\)](#) — Schools that actively foster belonging provide the foundation for confident, capable individuals — directly underpinning the Charter and community focus of this Puzzle.
- The Sutton Trusts [Life Lessons report 2024](#) brought together research and recommendations for developing oracy as part of improving communication, resilience, motivation and confidence for children from lower socio-economic backgrounds. Oracy is a building block for academic progression and preparation for citizenship; collaborative dialogue, as modelled through the Jigsaw Charter and class discussions, supports every child's engagement.
- Mental health is a core focus of Jigsaw PSHE, reflecting the growing recognition of its importance in children's overall development and academic success. Jigsaw's approach incorporates mindfulness practices, supported by research from [The Mindfulness Initiative](#)

Wider curriculum and enrichment

- Strong links to citizenship, British Values (democracy, rule of law, individual liberty, mutual respect) and the UNCRC
- Opportunities for pupil voice through School Council, class discussions and the Learning Charter
- Invite school leaders, local community representatives and local government figures to enrich learning

Jigsaw+ and further resources

- Mapping overviews for [British Values](#) and [UNCRC](#) content
- Articles mapping non-statutory Citizenship Guidance and financial education to Jigsaw PSHE
- Additional teaching materials in [the Citizenship area](#) of Jigsaw+, including Democracy assemblies and whole-school focus ideas
- [Belonging content](#) and [Pupil Voice](#) materials in Jigsaw+
- [Additional lesson](#) on Fireworks in Jigsaw+
- Assemblies on Fireworks and Vaccinations coming Summer 2026

- Puzzle-specific weekly assemblies available in Whole School Resources

Statutory mapping

The most closely linked statutory expectations are summarised below, but for more thorough mapping and the full wording of every standard, go to the RSHE Mapping Document in the Community Area.

Strongest RSHE 2025 Relationships contributions	CF 2 – Importance of friendships, not excluding others. CF 3 – Feeling lonely is normal and not shameful. RKR 1 – Paying attention to other people's feelings and treating them with sensitivity. RKR 2 – How their behaviour affects other people. RKR 4 – Difference between assertive and controlling (enhanced 2026).			RKR 5 – Expecting to be treated with respect by others and treating others with respect. RKR 6 – Practical steps to improve or support relationships RKR 7 – Conventions of courtesy and manners (new explicit teaching 2026). RKR 8 – Self-respect and its link to happiness. .			BS 1 – Appropriate boundaries in friendships BS 4 – How to respond safely to adults. BS 6 – How to recognise and report unsafe feelings. BS 7 – Where to get advice.	
Strongest RSHE 2025 Health contributions	GW 1 – How to help others in an emergency. GW 3 – Range and scale of emotions; worrying and feeling down are normal.			GW 4 – Vocabulary to describe feelings to others and how to judge appropriate/proportionate responses. GW 5 – Benefits of community participation, volunteering.			GW 6 – Loneliness can affect children and how to address it (enhanced 2026). GW 9 – Where and how to seek support, including who in school to speak to. PS 1 – Identifying hazards and risks (contributing, Ages 10–11).	
Puzzle overview Being Me in	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	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special,	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of	In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation	In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued.	

My World	friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that	worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries.	emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter.	school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.	and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.	Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.
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		can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.	By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.				
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Taught knowle dge	Knowledge I belong in my class and am part of a group I understand that people are similar and different I am beginning to recognise and talk about different feelings I understand that my classroom is a place where we learn and play together I know that working together helps make school a good place to be I understand why kindness matters and how it affects others I know what using gentle hands looks like I know that everyone has the right to	Knowledge I know how to use my Jigsaw Journal I understand the rights and responsibilities as a member of my class I understand the rights and responsibilities for being a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences I understand my rights and responsibilities within our Learning Charter	Knowledge I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal I understand the rights and responsibilities for being a member of my class and the importance of making contributions I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences	Knowledge I recognise my worth and can identify positive things about myself and my achievements I can set personal goals I know how to use my Jigsaw Journal I can face new challenges positively, make responsible choices and ask for help when I need it I understand why rules are needed and how they relate to rights and responsibilities I understand that my actions affect myself and others and I care about other people's feelings I can make responsible choices and take action I understand my actions affect others and try to see things from their points of view	Knowledge I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I understand who is in my school community, the roles they play, how I fit in and how I can contribute I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community	Knowledge I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	Knowledge I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal I know that there are universal rights for all children but for many children these rights are not met I understand that my actions affect other people locally and globally I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community
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	learn and play I understand what being responsible means I know how we look after our classroom and resources I can describe how they help everyone feel safe and able to learn						
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Social and Emotional skills	Social and Emotional Skills I can name my feelings I know how work and play with others I know why it is important to be kind and gentle I understand why it is important to care about others' feelings I can make good choices I can follow our class rules	Social and Emotional Skills I feel special and safe in my class I know that I belong to my class I know how to make my class a safe place for everybody to learn I recognise how it feels to be proud of an achievement I recognise the range of feelings when I face certain consequences I understand my choices in following the Learning Charter	Social and Emotional Skills I can recognise when I feel worried and know who to ask for help I can help myself and others feel like we belong I can help make my class a safe and fair place I can listen to others and share my ideas I can work co-operatively with others I can follow our Learning Charter	Social and Emotional Skills I value myself and know how to make someone else feel welcome and valued I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions I know how to make others feel valued I understand that my behaviour brings rewards/consequences I can work cooperatively in a group I am choosing to follow the Learning Charter	Social and Emotional Skills I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued I can take on a role in a group and contribute to the overall outcome I can recognise my contribution to making a Learning Charter for the whole school I understand how rewards and consequences motivate people's behaviour I understand why our school community benefits from a Learning Charter and can help others to follow it	Social and Emotional Skills I know what I value most about my school and can identify my hopes for this school year I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it	Social and Emotional Skills I feel welcome and valued and know how to make others feel the same I understand my own wants and needs and can compare these with children in different communities I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I can contribute to the group and understand how we can function best as a whole I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself
Vocabulary							
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2

Puzzle vocabulary	angry	achievement	actions	achievements	authority	appreciation	behaviour
	choice	belong	assertive	actions	charter	asylum	choice
	different	belonging	belong	acknowledge	choices	challenge	choices
	excited	calm	belonging	affirm	community	choices	collaboration
	feelings	choice	boundaries	assertive	conflict	citizen	community
	friend	choices	choices	behaviour	consequence	collaboration	comparison
	gentle	consequences	consequence	belong	contribution	cooperation	consequences
	happy	disappointed	consequences	challenge	courtesy	conflict	cooperation
	kind	feelings	controlling	choices	decisions	consequences	cocoa plantation
	learn	learn	contributions	controlling	democracy	courtesy	cocoa pods
	learn	learning charter	fair	courtesy	democratic	deprive	courtesy
	nervous	proud	fears	consequences	excluded	denied	decision
	responsibilities	responsibilities	hopes	dream	friend	education	democracy
	rights	rewards	learning charter	emotions	friendship	empathise	discernment
	sad	rights	negative	exclude	healthy	goals	education
	share	safe	positive	fairness	help	hopes	empathise
	similar	safe place	praise	feelings	included	leadership	empathy
	taking turns	special	problem solving	fears	job description	learning charter	fears
	turn taking	upset	responsible	friendship	learning charter	manners	Ghana
	unique	valued	responsibilities	group dynamics	observer	migrant	goals
		views	reward	ideal school	proud	motivation	hazard/risk
			rewards	include	responsibility	opportunities	illegal
			rights	kind	responsibilities	participation	lawful
			safe	learning	respect	persecution	laws
			worried	learning charter	rights	poverty	learning charter
			worries	loneliness	role	prejudice	legal
				lonely	school	privilege	manners
				manners	self-respect	refugee	Maslow
				nightmare	solution	responsibilities	motivation
				personal goal	team	rewards	needs
				pleased	trusted adult	rights	obstacles
				praise	un convention on	self-respect	opportunities
				pride	rights of the child	vision	participation
				proud	valued	wealth	proud
				responsibilities	violence		report
				rewards	voting		resilience

				rights self-respect solutions support team work valued view point welcome wellbeing worries	welcome wellbeing		responsibilities rewards rights trusted adult value welcome wants west Africa worries
Emotional Literacy	We have a section to support Emotional Literacy with a whole-school progression document which includes words which have been carefully chosen to help pupils explore the topics within each Puzzle, whilst also equipping them with language that matters for their relationships and understanding of the world around them. By using this vocabulary consistently, teachers will be actively supporting children's emotional literacy, giving them the words they need to understand and express how they feel.						

Component: Being Me in My World Autumn 1							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Y1- 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 Y2 Understand the rights and responsibilities of class members		Y3 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 Y4 Know their place in the school community		Y5- 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 Y6-		

	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 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	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
, Similar(ity), Different, Rights, Responsibilities, Feelings, Excited, Nervous, Sharing, Taking Turns	Y1- Belonging, Learning Charter, Jigsaw Charter, Rewards, , Consequences, Y2- Worries, Responsible , Praise, Positive, Negative, Choices, problem Co-Operate, Problem-Solving	Y3-Welcome, Valued, Achievements, , Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong Y4- Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Y5- Challenge, Attitude, Citizen, Views, Opinion, Collective, motivation, appreciation, refugee, prejudice, persecution, conflict, migrant, wealthy, privilege, deprive, co-operation Y6- Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Legal, Illegal, Lawful, Laws, Participation,

Component: Celebrating Difference Autumn 2

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know what bullying means	Year 1 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 Year 2 Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference	Year 3 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 Year 4 Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying	Year 5 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 Year 6				
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 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 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 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
Different, Special, Proud, Friends, , Same, Similar, , Frightened,, Family, Unique	Y1- Similarity, Same as, Different from, Difference, Bullying, , Deliberate, On purpose, Unfair, Included, Celebrations, Y2- Similarities, Assumptions, Shield, Stereotypes, , Differences, , Unkind, Feelings,, Lonely, Stand up for, Male, Female, Diversity, Fairness, Kindness.	Y3- Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, , Tell, Consequences, Hurtful, Compliment, Y4- Character, Judgement, Different, Appearance, , Influence, Opinion, Attitude, , Deliberate, Bystander, , Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Y5-, Conflict, , Racism, Colour, Race, Discrimination, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Indirect, Direct, Developing World, Celebration, ethnicity Y6- Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights ,disability, empathy, admiration

Component: Dreams and Goals Spring 1							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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	Year 1 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 Year 2 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	Year 3 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 Year 4 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	Year 5 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 Year 6 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
Dream, Goal, Challenge, Job, proud, Perseverance, Achievement, Happy, Kind, Encourage	Y1- Success, , Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, , Obstacle, Overcome, dreams Y2-	Y3- Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration,' Solutions, Review, Respect, Admire, Ambition, Evaluate Y4-	Y5- Lifestyle, Career, Profession, Salary, Contribution, Society, , Culture, Country, Sponsorship, Communication, Support, Rallying, Difference, Aspiration Y6-

	Realistic, Strength, Persevere, Difficult Learning Together, Partner, Product, challenge, problem solve	Hope, Determination, Resilience, Positive attitude, Disappointment, , Positive experiences, Self-belief, Commitment,	Personal, Realistic, Unrealistic, , Criteria, Learning steps, Global issue, Suffering, Concern, Hardship,, Empathy,Praise, Compliment, Contribution, Recognition
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Component: Healthy Me Spring 2							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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	Year 1 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 Year 2 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	Year 3 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 Year 4 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	Year 5 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 type 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 Year 6 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
Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Y1- Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush,	Y3- Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared,	Y5- Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery

	shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait Y2- Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice Y4- 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	position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation Y6- 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
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Component: Relationships Summer 1							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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	Year 1 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 Year 2 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	Year 3 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 Year 4 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	Year 5- 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 Year 6- 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
Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words,	Y1- Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting,	Y3- Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role,	Y5- Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media,

Feelings, Angry, Upset, Calm me, Breathing	Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate Y2- Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, 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 Y4- 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, Empathy, Betrayal, Amicable, Love.	Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules Y6- Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, 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
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Component: Changing Me Summer 2

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know the 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	Year 1 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	Year 3 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	Year 5 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 that remembering happy times can help us move on	Know that people grow up at different rates and that is normal Know that learning brings about change Year 2 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 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 Year 4 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 what perception means and that perceptions can be right or wrong Year 6 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
Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Y1- Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping Y2- 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	Y3- Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge Y4- Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	Y5- 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 Y6- Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement
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Also see School overviews for Pupils as Leaders and Pupil Safety, Health and Wellbeing Journey.

Our Assemblies across the year also cover many areas of the PSHE Curriculum with half-termly whole school Assemblies launching our Jigsaw for the term.