

## Lower Peover C of E Primary School



Progression in PSHE & RSE under the new 2020 National Curriculum statutory / non-statutory guidelines.

### EYFS

For children in Reception, the **Jigsaw PSHE & RSE Education Programme** clearly identifies the Early Learning Goal (ELG) and the Development Matters levels (D4 - D6) that need to be taught. Every plan has child-initiated and adult-led activity ideas for both the indoor and outdoor learning environment.

### Key Stage 1 & 2

During Key Stages 1 and 2, the **Jigsaw PSHE Education Programme** offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. It builds on the skills that pupils started to acquire during the Early Years Foundation Stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

This happens by giving children learning opportunities in:

- **Living in the Wider World**
  - Shared responsibilities
  - Communities
  - Media literacy and digital resilience
  - Economic wellbeing: money
  - Economic wellbeing: aspirations, work and career
- **Health and Wellbeing:**
  - Healthy lifestyles (physical wellbeing)
  - Mental health
  - Ourselves, growing and changing
  - Keeping safe
  - Drugs, alcohol and tobacco
- **Relationships:**
  - Families and close positive relationships
  - Friendships
  - Managing hurtful behaviour and bullying
  - Safe relationships
  - Respecting self and others

## EYFS, Key Stage 1 & Key Stage 2

### Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions: 'Pupils will be able to...'
EYFS	Piece 3 Growing Up	Understand how they have changed since they were babies
	Piece 4 Growth and Change	Understand and respect the changes they see in other people
1	Piece 3 My Changing Body	Understand that growing and changing is natural and it happens to everybody at different rates
	Piece 4 Boys' and Girls' Bodies	Identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina Respect their body and understand which parts are private

2	Piece 3 The Changing Me	Recognise how my body has changed since I was a baby and where I am on the continuum from young to old Feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private Tell you what they like / don't like about being a boy/girl
3	Piece 1 How Babies Grow	Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby Express how they feel when they see babies or baby animals
	Piece 2 Babies	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies Identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up Recognise how they feel about these changes happening to them and how to cope with these feelings

4	Piece 2 Having A Baby	Correctly label the internal and external parts of male and female bodies that are necessary for making a baby Understand that having a baby is a personal choice and express how they feel about having children when they are an adult
	Piece 3 Girls and Puberty	Describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally Understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	Describe how boys' and girls' bodies change during puberty Express how they feel about the changes that will happen to them during puberty
	Piece 4 Conception	Understand that sexual intercourse can lead to conception and that is how babies are usually made Understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways

6	Piece 2 Puberty	Explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Express how they feel about the changes that will happen to them during puberty
	Piece 3 Girl Talk/Boy Talk	Ask the questions they need answers to about changes during puberty Reflect on how they feel about asking the questions and about the answers they receive
	Piece 4 Babies – Conception to Birth	Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Recognise how they feel when they reflect on the development and birth of a baby

**In Key Stage 1, Sex Education is also taught through science.**

**Pupils are taught to:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults

**In Key Stage 2, Sex Education is also taught through science.**

**Pupils are taught to:**

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- understand the changes experienced in puberty

Pupils learn to:	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Living in the Wider World</b></p> <p><b>Knowledge Puzzle 1: Being Me in My World</b></p>	<p>Know special things about themselves</p> <p>Know that some people are different from themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know that being kind is good</p> <p>Know they have a right to learn and play, safely and happily</p>	<p>Understand the rights and responsibilities of a member of a class</p> <p>Understand that their views are important</p> <p>Understand that their choices have consequences</p> <p>Understand their own rights and responsibilities with their classroom</p>	<p>Identifying hopes and fears for the year ahead</p> <p>Understand the rights and responsibilities of class members</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p>	<p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p> <p>Know that the school has a shared set of values</p>	<p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know that their own actions affect themselves and others</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how an individual's behaviour can affect a group and the consequences of this</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>	<p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Know about children's universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p>

<p><b>Living in the Wider World</b></p> <p><b>Social &amp; Emotional Skills</b></p> <p><b>Puzzle 1: Being Me in My World</b></p>	<p>Identify feelings associated with belonging</p> <p>Identify feelings of happiness and sadness</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p> <p>Be responsible in the setting</p>	<p>Understanding that they are special</p> <p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p> <p>Understand that they have choices</p>	<p>Recognise own feelings and know when and where to get help</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively</p>	<p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Can make others feel valued and included</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Can make others feel cared for and welcomed</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Be able to make others feel welcomed and valued</p> <p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Demonstrate attributes of a positive role-model</p> <p>Take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p>
--	---	--	--	--	---	--	---

Pupils learn to:	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Living in the Wider World</b></p> <p><b>Knowledge Puzzle 2: Celebrating Difference</b></p>	<p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know what being unique means</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p>	<p>Know that people have differences and similarities</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know skills to make friendships</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Know there are stereotypes about boys and girls</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Know that friends can be different and still be friends</p> <p>Know where to get help if being bullied</p> <p>Know the difference between a one-off incident and bullying</p>	<p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p> <p>Know that conflict is a normal part of relationships</p> <p>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</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know what to do if they think bullying is, or might be taking place</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that first impressions can change</p>	<p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know what racism is and why it is unacceptable</p> <p>Know that rumour spreading is a form of bullying on and offline</p> <p>Know external forms of support in regard to bullying, e.g. Childline</p> <p>Know that bullying can be direct and indirect</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that being different could affect someone's life</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p> <p>Know that difference can be a source of celebration as well as conflict</p>

<p><b>Living in the Wider World</b></p> <p><b>Social &amp; Emotional Skills</b></p> <p><b>Puzzle 2: Celebrating Difference</b></p>	<p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others' successes</p> <p>Identify some ways they can be different and the same as others</p> <p>Recognise similarities and differences between their family and other families</p> <p>Identify and use skills to make a friend</p> <p>Identify and use skills to stand up for themselves</p> <p>Recognise emotions when they or someone else is upset, frightened or angry</p>	<p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Explain how being bullied can make someone feel</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Know how to stand up for themselves when they need to</p> <p>Recognise that they shouldn't judge people because they are different</p> <p>Understand that everyone's differences make them special and unique</p>	<p>Be able to show appreciation for their families, parents and carers</p> <p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Try to accept people for who they are</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Be comfortable with the way they look</p> <p>Identify when a first impression they had was right or wrong</p> <p>Be non-judgemental about others who are different</p>	<p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p> <p>Appreciate the value of happiness regardless of material wealth</p> <p>Develop respect for cultures different from their own</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>
--	---	--	--	---	--	--	--

Pupils learn to:	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Living in the Wider World</b></p> <p><b>Knowledge Puzzle 3: Dreams &amp; Goals</b></p>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group working looks like</p> <p>Know how to share success with other people</p>	<p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know what dreams and ambitions are important to them</p> <p>Know how they can best overcome learning challenges</p> <p>Know that they are responsible for their own learning</p> <p>Know what their own strengths are as a learner</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know what their own hopes and dreams are</p> <p>Know that hopes and dreams don't always come true</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work out the steps they need to take to achieve a goal</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know about a range of jobs that are carried out by people I know</p> <p>Know that different jobs pay more money than others</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know their own learning strengths</p> <p>Know how to set realistic and challenging goals</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know a variety of problems that the world is facing</p> <p>Know how to work with other people to make the world a better place</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p>

<p><b>Living in the Wider World</b></p> <p><b>Social &amp; Emotional Skills</b></p> <p><b>Puzzle 3: Dreams &amp; Goals</b></p>	<p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Resilience</p> <p>Recognise how kind words can encourage people</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Celebrate an achievement with a friend</p> <p>Recognise their own feelings when faced with a challenge</p> <p>Recognise their own feelings when they are faced with an obstacle</p> <p>Recognise how they feel when they overcome an obstacle</p> <p>Store feelings of success so that they can be used in the future</p>	<p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Recognise other people's achievements in overcoming difficulties</p> <p>Imagine how it will feel when they achieve their dream / ambition</p> <p>Break down a goal into small steps</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Manage feelings of frustration linked to facing obstacles</p> <p>Share their success with others</p> <p>Store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Talk about their hopes and dreams and the feelings associated with these</p> <p>Identify the feeling of disappointment</p> <p>Identify a time when they have felt disappointed</p> <p>Be able to cope with disappointment</p> <p>Help others to cope with disappointment</p> <p>Identify what resilience is</p> <p>Have a positive attitude</p> <p>Enjoy being part of a group challenge</p> <p>Share their success with others</p> <p>Store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Appreciate the opportunities learning and education can give them</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p>
--	---	---	--	--	---	---	--

Pupils learn to:	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Health &amp; Wellbeing</b></p> <p><b>Knowledge</b> Puzzle 4: Healthy Me</p>	<p>Know the names for some parts of their body</p> <p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know that they need to exercise to keep healthy</p> <p>Know how to help themselves go to sleep and that sleep is good for them</p> <p>Know when and how to wash their hands properly</p> <p>Know what to do if they get lost</p> <p>Know how to say No to strangers</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know some ways to keep healthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know how to keep themselves clean and healthy</p> <p>Know that germs cause disease / illness</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know that medicines can help them if they feel poorly</p> <p>Know how to keep safe when crossing the road</p> <p>Know about people who can keep them safe</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know what makes them feel relaxed / stressed</p> <p>Know how medicines work in their bodies</p> <p>Know that it is important to use medicines safely</p> <p>Know how to make some healthy snacks</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p>	<p>Know how exercise affects their bodies</p> <p>Know why their hearts and lungs are such important organs</p> <p>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know a range of strategies to keep themselves safe</p> <p>Know when something feels safe or unsafe</p> <p>Know that their bodies are complex and need taking care of</p>	<p>Know how different friendship groups are formed and how they fit into them</p> <p>Know which friends they value most</p> <p>Know that there are leaders and followers in groups</p> <p>Know that they can take on different roles according to the situation</p> <p>Know the facts about smoking and its effects on health</p> <p>Know some of the reasons some people start to smoke</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know some of the reasons some people drink alcohol</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>Know the health risks of smoking</p> <p>Know how smoking tobacco affects the lungs, liver and heart</p> <p>Know some of the risks linked to misusing alcohol, including antisocial behaviour</p> <p>Know basic emergency procedures including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>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</p> <p>Know what makes a healthy lifestyle</p>	<p>Know how to take responsibility for their own health</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know about different types of drugs and their uses</p> <p>Know how these different types of drugs can affect people's bodies, especially their liver and heart</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p> <p>Know what it means to be emotionally well</p> <p>Know that stress can be triggered by a range of things</p> <p>Know that being stressed can cause drug and alcohol misuse</p>



Pupils learn to:	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Relationships</b></p> <p><b>Knowledge Puzzle 5: Relationships</b></p>	<p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendship</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw's Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p>	<p>Know that everyone's family is different</p> <p>Know that there are lots of different types of families</p> <p>Know that families are founded on belonging, love and care</p> <p>Know how to make a friend</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know that physical contact can be used as a greeting</p> <p>Know about the different people in the school community and how they help</p> <p>Know who to ask for help in the school community</p>	<p>Know that everyone's family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve-it-together problem-solving methods</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work, etc</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know the lives of children around the world can be different from their own</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships / friendship</p> <p>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</p>	<p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p>

<p><b>Relationships</b></p> <p><b>Social &amp; Emotional Skills</b></p> <p><b>Puzzle 5: Relationships</b></p>	<p>Identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Suggest ways to make a friend or help someone who is lonely</p> <p>Use different ways to mend a friendship</p> <p>Recognise what being angry feels like</p> <p>Use Calm Me when angry or upset</p>	<p>Express how it feels to be part of a family and to care for family members</p> <p>Say what being a good friend means</p> <p>Show skills of friendship</p> <p>Identify forms of physical contact they prefer</p> <p>Say no when they receive a touch they don't like</p> <p>Praise themselves and others</p> <p>Recognise some of their personal qualities</p> <p>Say why they appreciate a special relationship</p>	<p>Identify the different roles and responsibilities in their family</p> <p>Recognise the value that families can bring</p> <p>Recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</p> <p>Identify the negative feelings associated with keeping a worry secret</p> <p>Identify the feelings associated with trust</p> <p>Identify who they trust in their own relationships</p> <p>Give and receive compliments</p> <p>Say who they would go to for help if they were worried or scared</p>	<p>Identify the responsibilities they have within their family</p> <p>Use Solve-it-together in a conflict scenario and find a win-win outcome</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Empathise with people from other countries who may not have a fair job/less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Identify similarities in children's rights around the world</p> <p>Identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Identify feelings and emotions that accompany jealousy</p> <p>Suggest positive strategies for managing jealousy</p> <p>Identify people who are special to them and express why</p> <p>Identify the feelings and emotions that accompany loss</p> <p>Suggest strategies for managing loss</p> <p>Tell you about someone they no longer see</p> <p>Suggest ways to manage relationship changes including how to negotiate</p>	<p>Suggest strategies for building self-esteem of themselves and others</p> <p>Identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>Suggest strategies for staying safe online/ social media</p> <p>Say how to report unsafe online / social network activity</p> <p>Identify when an online game is safe or unsafe</p> <p>Suggest ways to monitor and reduce screen time</p> <p>Suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Resist pressure to do something online that might hurt themselves or others</p> <p>Take responsibility for their own safety and well-being</p>
---	--	--	---	---	--	--	---

Pupils learn to:	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Relationships &amp; Sex Education</b></p> <p><b>Knowledge Puzzle 6: Changing Me</b></p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>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</p>

<p><b>Relationships &amp; Sex Education</b></p> <p><b>Social &amp; Emotional Skills</b></p> <p><b>Puzzle 6: Changing Me</b></p>	<p>Identify how they have changed from a baby</p> <p>Say what might change for them they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Say how they feel about changing class/ growing up</p> <p>Identify positive memories from the past year in school/ home</p>	<p>Understand and accepts that change is a natural part of getting older</p> <p>Identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Express why they enjoy learning</p> <p>Suggest ways to manage change e.g. moving to a new class</p>	<p>Appreciate that changes will happen and that some can be controlled and others not</p> <p>To express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Say what greater responsibilities and freedoms they may have in the future</p> <p>Say who they would go to for help if worried or scared</p> <p>Say what types of touch they find comfortable/ uncomfortable</p> <p>To confidently ask someone to stop if they are being hurt or frightened</p> <p>Say what they are looking forward to in the next year</p>	<p>Express how they feel about babies</p> <p>Describe the emotions that a new baby can bring to a family</p> <p>Express how they feel about puberty</p> <p>Say who they can talk to about puberty if they have any worries</p> <p>Identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>	<p>Appreciate their own uniqueness and that of others</p> <p>Express how they feel about having children when they are grown up</p> <p>Express any concerns they have about puberty</p> <p>Say who they can talk to about puberty if they are worried</p> <p>Apply the circle of change model to themselves to have strategies for managing change</p> <p>Strategies for managing the emotions relating to change</p>	<p>Celebrate what they like about their own and others' self-image and body-image</p> <p>Suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</p> <p>Ask questions about puberty to seek clarification</p> <p>Express how they feel about having a romantic relationship when they are an adult</p> <p>Express how they feel about having children when they are an adult</p> <p>Express how they feel about becoming a teenager</p> <p>Say who they can talk to if concerned about puberty or becoming a teenager / adult</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Express how they feel about the changes that will happen to them during puberty</p> <p>Recognise how they feel when they reflect on the development and birth of a baby</p> <p>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</p> <p>Celebrate what they like about their own and others' self-image and body-image</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p>
---	--	---	--	--	---	---	--