



Jigsaw Strand: Being Me In My World

National Curriculum Aims: Relationships Education
By end of primary, pupils should know:

Caring friendships
 (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
 (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
 (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
 (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships
 (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
 (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
 (R14) the conventions of courtesy and manners
 (R15) the importance of self-respect and how this links to their own happiness
 (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
 (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships
 (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous
 Being safe
 (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
 (R32) where to get advice e.g. family, school and/or other sources.

National Curriculum Aims: Physical Health and Well-Being
By end of primary, pupils should know:

Mental well-being
 (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
 (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
 Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: MANAGING Explain the reasons for rules, know right from wrong and try to behave accordingly.

PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.
 Show sensitivity to their own and to others' needs.

STRAND	Nursery	Reception	Year 1	Year 2
<p>Jigsaw Strand: Being Me In My World</p> <p>(key objectives in bold)</p>	<ul style="list-style-type: none"> I know special things about myself. I know that some people are different from myself. I know that hands can be used kindly or unkindly. I know I have the right to learn and play. <ul style="list-style-type: none"> I understand how feeling happy and sad can be expressed. I have the skills to play co-operatively. I can consider the feelings of others. 	<ul style="list-style-type: none"> I know special things about myself. I know that some people are different from myself. I know that hands can be used kindly or unkindly. I know I have the right to learn and play. <ul style="list-style-type: none"> I understand how feeling happy and sad can be expressed. I have the skills to play co-operatively. I can consider the feelings of others. 	<ul style="list-style-type: none"> I understand my own rights and responsibilities with their classroom. I understand that my choices have consequences. I understand that my views are important. I can explain why the class is a happy and safe place to learn. <ul style="list-style-type: none"> I understand that I am safe in class. I can identify helpful behaviours to make the class a safe place. I understand that I have choices. I can give different examples where I or others make my class happy and safe. 	<ul style="list-style-type: none"> I understand the rights and responsibilities of class members. I know about rewards and consequences and that these stem from choices. I know that it is important to listen to other people. I understand that my own views are valuable. I can explain how behaviour can impact on other people in the class. <ul style="list-style-type: none"> I know how to make my class a safe and fair place. I can show good listening skills. I can work co-operatively. I can compare my own and my friends' choices and can express why some choices are better than others.
Wider PSHE Opportunities	Food tasting, songs, stories, continuous provision; PRIDE Rules and Values; rewards for kindness; our class rules; emotion coaching	Songs, stories, continuous provision, rewards for kindness; PRIDE Rules and Values; our class rules; emotion coaching	Healthy Eating sessions – School Nurse; School Council participation; Walk To School; PRIDE Rules and Values; Class Learning Charter; Jigsaw Charter; emotion coaching	School Council participation; Walk To School; PRIDE Rules and Values; Class Learning Charter; Jigsaw Charter; emotion coaching
Key Vocabulary	kind, gentle, friend, feelings, angry, happy, excited, nervous, sharing, taking-turns	similar, different, rights, rules, feelings, angry, happy, excited, nervous, sharing,	belonging, calm, disappointed, Learning Charter, proud, reward, safe, special, upset	actions, consequences, co-operate, fears, hopes, negative, positive, responsibility, rewards, worries
	Year 3	Year 4	Year 5	Year 6
<p>Jigsaw Strand: Being Me In My World</p> <p>(key objectives in bold)</p>	<ul style="list-style-type: none"> I know that the school has a shared set of values. I know why rules are needed and how these relate to choices and consequences. I know that actions can affect others' feelings. I know that others may hold different views. I can explain how my behaviour can affect how others feel and behave. I can link these choices to the need for rules, rights and responsibilities. <ul style="list-style-type: none"> I can make other people feel valued. I have compassion and empathy for others I can work collaboratively. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. 	<ul style="list-style-type: none"> I know my place in the school community. I know what democracy is (applied to pupil voice in school). I know how groups work together to reach a consensus. I know that having a voice and democracy benefits the school community. I can explain why being listened to and listening to others is important in my school community. <ul style="list-style-type: none"> I can identify the feelings associated with being included or excluded. I am able to take on a role in a group discussion / task and contribute to the overall outcome. I know how to regulate my emotions. I can explain why being democratic is important and can help me and others feel valued. 	<ul style="list-style-type: none"> I understand how democracy and having a voice benefits the school community. I understand how to contribute towards the democratic process. I understand the rights and responsibilities associated with being a citizen in the wider community and my country. I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to make school a fair place. <ul style="list-style-type: none"> I show empathy for people whose lives are different from my own. I can consider my own actions and the effect they have on myself and others. I am able to work as part of a group, listening and contributing effectively. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context. 	<ul style="list-style-type: none"> I know about children's universal rights (United Nations Convention on the Rights of the Child). I know about the lives of children in other parts of the world. I know that personal choices can affect others locally and globally. I can explain how my choices can have an impact on people in my immediate community and globally. <ul style="list-style-type: none"> I know my own wants and needs. I am able to compare my life with the lives of those less fortunate. I can demonstrate empathy and understanding towards others. I can demonstrate attributes of a positive role-model. I can explain how my choices can have an impact on people in my immediate community and globally.
Wider PSHE Opportunities	Walk To School Focus; School Council participation; PRIDE Rules and Values; Class Learning Charter; Jigsaw Charter; emotion coaching	Walk To School Focus; School Council participation; PRIDE Rules and Values; Class Learning Charter; Jigsaw Charter; emotion coaching; Swimming lessons & Water Safety; Place 2 Be;	School Council participation; Walk to School; PRIDE Rules and Values; Class Learning Charter; Jigsaw Charter; emotion coaching; Place 2 Be; Forest School; Youth Support Team involvement	Forest School; Place 2 Be; School Council Leaders; PRIDE Rules and Values; Class Learning Charter; Jigsaw Charter; emotion coaching; Class Learning Charter; Second Step Programme (Youth Support Service); Crucial Crew
Key Vocabulary	achievements, acknowledge, affirm, co-operate, fairness, personal goal, relationships, solution, valued	authority, contribution, democracy, democratic, excluded, included, job description, observer, rights, UNCRC, valued	asylum seeker, citizen, conflict, collective, democracy, migrant, opinion, persecution, prejudice, refugee, UNCRC.	collaboration, democracy, empathy, empathise, illegal, lawful, legal, Maslow's hierarchy of human needs, needs, obstacles, wants

Jigsaw Strand: Celebrating Difference

National Curriculum Aims: Relationships Education

By end of primary, pupils should know:

Families and the people who care for me

- (R1) that families are important for children growing up because they can give love, security and stability
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

- (R20) that people sometimes behave differently online, including by pretending to be someone they are not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Being safe

- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
- (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
- (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
- (R32) where to get advice e.g. family, school and/or other sources.

National Curriculum Aims: Physical Health and Well-Being

By end of primary, pupils should know:

Mental well-being

- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).

Internet safety and harms

- (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- (H14) why social media, some computer games and online gaming, for example, are age restricted
- (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- (H17) where and how to report concerns and get support with issues online.

Early Years:

PSED – ELG: SELF-REGULATION

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED – ELG: BUILDING RELATIONSHIPS

Show sensitivity to their own and to others' needs.

STRAND	Nursery	Reception	Year 1	Year 2
Jigsaw Strand: Celebrating Difference (key objectives in bold)	<ul style="list-style-type: none"> I know how it feels to be proud of something I am good at. I can tell you one way I am special and unique. I know people can be good at different things. I know the names of some emotions such as happy, sad, frightened, angry. I know some qualities of a positive friendship. <ul style="list-style-type: none"> I can identify and use skills to make new friends. I can use words to stand up for myself. I can recognise emotions when I or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> I know how it feels to be proud of something I am good at. I can tell you one way I am special and unique. I know people can be good at different things. I know the names of some emotions such as happy, sad, frightened, angry. I know some qualities of a positive friendship. 	<ul style="list-style-type: none"> I know what bullying means. I know who to tell if I or someone else is being bullied or is feeling unhappy. I know that people are unique and that it is okay to be different. I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. <ul style="list-style-type: none"> I can identify what is bullying and what isn't. I can understand how being bullied might feel. I can recognise ways in which I am the same as my friends and ways they are different. I can explain what bullying is and how being bullied might make somebody feel. 	<ul style="list-style-type: none"> I know the difference between a one-off incident and bullying. I know that sometimes people get bullied because of difference. I know that friends can be different and still be friends. I can explain that sometimes people get bullied because they are seen to be different. I can explain why gender stereotypes are not always fair. <ul style="list-style-type: none"> I can explain how being bullied can make someone feel. I know how to stand up for myself when they need to. I understand that everyone's differences make them special and unique. I can explain how it feels to have a friend and be a friend. I can also explain why it is okay to be different from my friends.
Wider PSHE Opportunities	Songs, stories, continuous provision, rewards for kindness;	Songs, stories, continuous provision, rewards for kindness;	Walk To School Focus; School Council participation;	School Council participation; Walk To School;
Key Vocabulary	angry, different, friends, frightened, happy, kind, proud, sad, similar, special,	angry, different, friends, frightened, happy, kind, proud, sad, similar, special,	bully, bullied, deliberate, difference, different, included, similar, special, unique	assumptions, differences, diversity, fairness, shield, similarities, special, stereotypes, unique, value
	Year 3	Year 4	Year 5	Year 6
Jigsaw Strand: Celebrating Difference (key objectives in bold)	<ul style="list-style-type: none"> I 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. I know that conflict is a normal part of relationships. I know that some words are used in hurtful ways and that this can have consequences. I can describe different conflicts that might happen in family or friendship groups. I can describe how words can be used in hurtful or kind ways. <ul style="list-style-type: none"> I can use the 'solve it together' technique to calm and resolve conflicts with friends and family. I can 'problem-solve' a bullying situation and get appropriate support if necessary. I can show that I appreciate my family, parents and carers. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. 	<ul style="list-style-type: none"> I know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying. I know the reasons why witnesses sometimes join in with bullying and don't tell anyone. I know that sometimes people make assumptions about a person because of the way they look or act. I can tell you a time when my first impression of someone changed as I got to know them. <ul style="list-style-type: none"> I am comfortable with the way I look I try to accept people for who they are I am non-judgemental about others who are different. I can also explain why bullying might be difficult to spot and what to do about it. I can explain why it is good to accept myself and others for who we are. 	<ul style="list-style-type: none"> I know external forms of support in regard to bullying e.g. Childline. I know that bullying can be direct and indirect. I know what racism is and why it is unacceptable. I know what culture means. I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others. <ul style="list-style-type: none"> I can appreciate the value of happiness regardless of material wealth. I can identify my own culture and different cultures within the class community. I can identify my own attitudes about people from different faith and cultural backgrounds. I have respect for cultures different from my own. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<ul style="list-style-type: none"> I know that people can hold power over others individually or in a group. I know that power can play a part in a bullying or conflict situation. I know that there are different perceptions of 'being normal' and where these might come from. I know that difference can be a source of celebration as well as conflict. I can explain ways in which difference can be a source of conflict or a cause for celebration. <ul style="list-style-type: none"> I can empathise with people who are different and be aware of my own feelings towards them. I can identify feelings associated with being excluded. I am able to recognise when someone is using power negatively in a relationship. I am able to say my thoughts and feelings about prejudice, discrimination and why it happens. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
Wider PSHE Opportunities	Walk To School Focus; School Council participation;	Walk To School Focus; School Council participation; Swimming lessons & Water Safety; Place 2 Be;	School Council participation; Walk to School; Place 2 Be; Forest School; Transition Links with High Schools; Youth Support Team involvement	Forest School; Transition Links with High Schools; Second Step Programme (Youth Support Service); Place 2 Be.
Key Vocabulary	bully, bystander, compliment, conflict, connected, difference, consequences, gay, resolve, similarities, solutions, witness	accept, bully, bystander, cyberbullying, impression, influence, judgement, on-purpose, opinion, problem-solve, troll, witness	belong, banter, conflict, culture, cyberbullying, direct, discrimination, homophobic, indirect, prejudice, racism, rumour	ability, accolade, admiration, control, disability, diversity, gender diversity, harassment, imbalance, perception, recipient, stamina, transgender

Jigsaw Strand: Dreams and Goals

National Curriculum Aims: Relationships Education

By end of primary, pupils should know:

Respectful relationships

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
(R14) the conventions of courtesy and manners
(R15) the importance of self-respect and how this links to their own happiness
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Being safe

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.

National Curriculum Aims: Physical Health and Well-Being

By end of primary, pupils should know:

Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Early Years:

PSED ELG – SELF-REGULATION

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED ELG: MANAGING SELF

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

PSED – ELG: BUILDING RELATIONSHIPS

Work and play co-operatively and take turns with others.

STRAND	Nursery	Reception	Year 1	Year 2
Jigsaw Strand: Dreams and Goals (key objectives in bold)	<ul style="list-style-type: none"> I know what a challenge and goal is. I know that it is important to keep trying. I know how to set goals and work towards them. <ul style="list-style-type: none"> I understand that challenges can be difficult. I recognise the feelings linked to perseverance. I can be resilient. I recognise how kind words can encourage people. 	<ul style="list-style-type: none"> I know what a challenge and goal is. I know that it is important to keep trying. I know how to set goals and work towards them. <ul style="list-style-type: none"> I understand that challenges can be difficult. I recognise the feelings linked to perseverance. I can be resilient. I recognise how kind words can encourage people. 	<ul style="list-style-type: none"> I know how to set simple goals. I know how to achieve a goal. I know how to identify obstacles which make achieving goals difficult and work out how to overcome them. I know when a goal has been achieved. I can explain how I feel when I am successful and how this can be celebrated positively. <ul style="list-style-type: none"> I can recognise things that I do well. I can explain how I learn best. I can recognise my own feelings when faced with a challenge/obstacle. I can recognise how I feel when I overcome a challenge/obstacle. I can say why it is important to save positive feelings. 	<ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it. I know that it is important to persevere. I can recognise what working together well looks like. I can explain how I played my part in a group and the parts other people played. <ul style="list-style-type: none"> I can recognise how working with others can be helpful. I can work effectively with a partner. I can choose a partner that I work well with. I can work as part of a group. I can explain how it felt to be part of a group.
Wider PSHE Opportunities	Songs, stories, continuous provision, rewards for kindness; New Year Resolutions	Songs, stories, continuous provision, rewards for kindness; New Year Resolutions	Walk To School Focus; School Council participation; New Year Resolutions	School Council participation; Walk To School; New Year Resolutions
Key Vocabulary	challenge, dream, goal, happy, kind, job,	achievement, challenge, dream, encourage, goal, happy, kind, job,	achievement, challenge, dream, celebrate, feelings, goal, job, obstacle, overcome, teamwork	achievement, co-operation, difficult, easy, goal, learning together, partner, persevere, realistic, strength, success
	Year 3	Year 4	Year 5	Year 6
Jigsaw Strand: Dreams and Goals (key objectives in bold)	<ul style="list-style-type: none"> I know that I am responsible for my own learning. I know what an obstacle is and how it can stop achievement. I know how to take steps to overcome obstacles. I know which dreams and ambitions are important to me. I can explain the different ways that help me learn and what I need to do to improve. <ul style="list-style-type: none"> I can break down a goal into small steps. I can manage feelings of frustration linked to facing obstacles. I can imagine how it will feel when I achieve a dream/ambition. I am confident and positive when I share my success with others. 	<ul style="list-style-type: none"> I know how to make a new plan and set new goals even if I have been disappointed. I know how to work as part of a successful group. I know how to share in the success of a group. I can plan and set new goals even after a disappointment. <ul style="list-style-type: none"> I can have a positive attitude. I can identify the feeling of disappointment. I can cope with disappointment. I can identify what resilience is. I can explain what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> I know about a range of jobs that are carried out by people I know. I know the types of job I might like to do when I am older. I know that young people from different cultures may have different dreams and goals. I can compare my hopes and dreams with those of young people from different cultures. <ul style="list-style-type: none"> I can say what I would like my life to be like when I am grown up. I can appreciate the contribution made by people in different jobs. I can reflect on the differences between my own learning goals and those of someone from a different culture. I can appreciate the differences between myself and someone from a different culture. I can reflect on the hopes and dreams of young people from another culture. 	<ul style="list-style-type: none"> I know my own learning strengths. I know what my classmates like and can say what I admire about them. I know a variety of problems that the world is facing. I know some ways in which I could work with others to make the world a better place. I can explain different ways to work with others to help make the world a better place. <ul style="list-style-type: none"> I understand why it is important to stretch the boundaries of my current learning. I can give praise and compliments to other people when I recognise that person's achievements. I can empathise with people who are suffering or living in difficult situations. I can explain what motivates me to make the world a better place.
Wider PSHE Opportunities	Walk To School Focus; School Council participation; New Year Resolutions	Walk To School Focus; School Council participation; New Year Resolutions; Swimming lessons & Water Safety; Place 2 Be;	School Council participation; Walk to School; New Year Resolutions; Place 2 Be; Forest School; Transition Links with High Schools; Youth Support Team involvement	Forest School; Transition Links with High Schools; Second Step Programme (Youth Support Service); Place 2 Be.
Key Vocabulary	ambition, aspiration, celebrate, challenges, co-operation, enthusiastic, evaluate, frustration, motivated, perseverance, responsible,	cope, commitment, determination, disappointment, enterprise, hope, motivation, positive attitude, positive experience, resilience, self-belief	aspiration, career, communication, contribution, culture, hope, motivation, perseverance, rallying, salary, sponsorship	compliment, concern, contribution, empathy, global issue, hardship, hope, learning strengths, realistic, recognition, suffering, unrealistic

Jigsaw Strand: Healthy Me

National Curriculum Aims: Relationships Education

By end of primary, pupils should know:

Caring friendships

- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R15) the importance of self-respect and how this links to their own happiness
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Online relationships

- (R20) that people sometimes behave differently online, including by pretending to be someone they are not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- (R24) how information and data is shared and used online.

Being safe

- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
- (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
- (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
- (R32) where to get advice e.g. family, school and/or other sources.

National Curriculum Aims: Physical Health and Well-Being

By end of primary, pupils should know:

Mental well-being

- (H1) that mental well-being is a normal part of daily life, in the same way as physical health
- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
- (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- (H11) that for most people the internet is an integral part of life and has many benefits
- (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being
- (H17) where and how to report concerns and get support with issues online.

Physical health and fitness

- (H18) the characteristics and mental and physical benefits of an active lifestyle
- (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- (H20) the risks associated with an inactive lifestyle (including obesity)
- (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- (H22) what constitutes a healthy diet (including understanding calories and other nutritional content)
- (H23) the principles of planning and preparing a range of healthy meals
- (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol

- (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- (H31) the facts and science relating to allergies, immunisation and vaccination.

Basic first aid

- (H32) how to make a clear and efficient call to emergency services if necessary
- (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Early Years:

PSED – ELG: SELF-REGULATION

Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED - ELG: MANAGING SELF

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

STRAND	Nursery	Reception	Year 1	Year 2
Jigsaw Strand: Healthy Me (key objectives in bold)	<ul style="list-style-type: none"> I know what the word 'healthy' means. I know some things that I need to do to keep healthy. I know the names for some parts of my body. I know when and how to wash my hands properly. I know how to say no to strangers. <ul style="list-style-type: none"> I can explain what I need to do to stay healthy. I recognise how exercise makes me feel. I can give examples of healthy food. I can explain what to do if a stranger approaches me. 	<ul style="list-style-type: none"> I know what the word 'healthy' means. I know some things that I need to do to keep healthy. I know the names for some parts of my body. I know when and how to wash my hands properly. I know how to say no to strangers. <ul style="list-style-type: none"> I can explain what I need to do to stay healthy. I recognise how exercise makes me feel. I can give examples of healthy food. I can explain what to do if a stranger approaches me. 	<ul style="list-style-type: none"> I know the difference between being healthy and unhealthy. I know how to make healthy lifestyle choices. I know that all household products, including medicines, can be harmful if not used properly. I know how to keep safe when crossing the road. I can explain why I think my body is amazing and can tell you how to keep it safe and healthy. <ul style="list-style-type: none"> I can keep myself safe. I recognise how being healthy helps me to feel happy. I recognise ways to look after myself if I feel poorly. I recognise when I feel frightened and know how to ask for help. I can give examples of when being healthy can help me to feel happy. 	<ul style="list-style-type: none"> I know what my body needs to stay healthy. I know what relaxed means. I know why healthy snacks are good for our bodies. I know which foods give our bodies energy. I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. <ul style="list-style-type: none"> I feel positive about caring for my body and keeping it healthy. I have a healthy relationship with food. I have the desire to make healthy lifestyle choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.
Wider PSHE Experiences	Food tasting, songs, stories, continuous provision, rewards for kindness; It's a Spring Thing – Parental Engagement event;	Food tasting, songs, stories, continuous provision, rewards for kindness; It's a Spring Thing – Parental Engagement event;	Healthy Eating sessions – School Nurse; School Council participation; It's a Spring Thing – Parental Engagement event	Plan and prepare a healthy recipe; Neurodiversity Week; School Council participation; It's a Spring Thing – Parental Engagement event
Key Vocabulary	head, shoulders, knees, toes, sleep, wash, clean	healthy, exercise, wash, stranger, scare	balanced, choices, clean, exercise, Green Cross Code, healthy, hygienic, medicines, safety, sleep, toiletry items, unhealthy	balanced diet, calm, dangerous, energy, fuel, healthy, lifestyle, nutritious, portion, relax, tense
	Year 3	Year 4	Year 5	Year 6
Jigsaw Strand: Healthy Me (key objectives in bold)	<ul style="list-style-type: none"> I know how exercise affects my body. I know that there are different types of drugs. I know that there are things, places and people that can be dangerous. I know when something feels safe or unsafe. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. <ul style="list-style-type: none"> I feel positive about caring for my body and keeping it healthy. I have a healthy relationship with food. I have the desire to make healthy lifestyle choices. I can express how being anxious/ scared and unwell feels. 	<ul style="list-style-type: none"> I know that there are leaders and followers in groups. I know the facts about smoking and its effects on health. I know the facts about alcohol and its effects on health, particularly the liver. I know ways to resist when people are putting pressure on me. I know what I think is right and wrong I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. <ul style="list-style-type: none"> I can identify the feelings that I have about friends and different friendship groups. I can recognise negative feelings in peer pressure situations. I can identify the feelings of anxiety and fear associated with peer pressure. I can tap into my inner strength and know how to be assertive. I can identify feelings of anxiety and fear associated with peer pressure. 	<ul style="list-style-type: none"> I know basic emergency procedures, including the recovery position. I know how to get help in emergency situations. I know that the media, social media and celebrity culture promotes certain body types. I 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. I can explain different roles that food and substances can play in people's lives. <ul style="list-style-type: none"> I respect and value my own body. I can reflect on my own body image and know how important it is that this is positive. I recognise strategies for resisting pressure I can identify ways to keep myself calm in an emergency. I can summarise different ways that I respect and value my body. 	<ul style="list-style-type: none"> I know how to take responsibility for my own health. I know what it means to be emotionally well. I know how to make choices that benefit my own health and well-being. I know that some people can be exploited and made to do things that are against the law. I know why some people join gangs and the risk that this can involve. I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. <ul style="list-style-type: none"> I am motivated to care for my own physical and emotional health. I can suggest strategies someone could use to avoid being pressured. I can use different strategies to manage stress and pressure. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Wider PSHE Opportunities	School Council participation; Neurodiversity Week – including pupils talking about their own experiences; It's a Spring Thing – Parental Engagement event	Swimming lessons & Water Safety; Neurodiversity Week – including pupils talking about their own experiences; School Council participation; It's a Spring Thing – Parental Engagement event	Forest School; Place 2 Be; First Aid Sessions; School Council Participation; Neurodiversity Week – including pupils talking about their own experiences; It's a Spring Thing – Parental Engagement event	Wider PSHE Experiences: Forest School; Place 2 Be; Neurodiversity Week – including pupils talking about their own experiences; School Council Participation; Second Step Programme
Key Vocabulary	anxious, attitude, calories, choice, complex, drugs, fat (and saturated fat), oxygen, risk, scared	advice, alcohol, anxiety, assertive, emotions, fear, follower, leader, liver, opinion, peers, pressure	altered, body image, celebrity, comparison, debate, eating disorder, emergency, fact, opinion, recovery position, respect, social media, unhealthy behaviour	anti-social behaviour, criminal, exploited, gangs, illegal, legal highs, managing stress, mental health, pressure, reputation, triggers, vulnerable

Jigsaw Strand: Relationships

National Curriculum Aims: Relationships Education

By end of primary, pupils should know:

Families and the people who care for me

- (R1) that families are important for children growing up because they can give love, security and stability
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R14) the conventions of courtesy and manners
- (R15) the importance of self-respect and how this links to their own happiness
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
- (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

- (R20) that people sometimes behave differently online, including by pretending to be someone they are not
- (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- (R24) how information and data is shared and used online.

Being safe

- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
- (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
- (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
- (R32) where to get advice e.g. family, school and/or other sources.

National Curriculum Aims: Physical Health and Well-Being

By end of primary, pupils should know:

Mental well-being

- (H1) that mental well-being is a normal part of daily life, in the same way as physical health
- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
- (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- (H11) that for most people the internet is an integral part of life and has many benefits
- (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being
- (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- (H14) why social media, some computer games and online gaming, for example, are age restricted
- (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- (H17) where and how to report concerns and get support with issues online.

Physical health and fitness

- (H18) the characteristics and mental and physical benefits of an active lifestyle
- (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

Early Years:

PSED – ELG SELF-REGULATION

To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED – ELG: BUILDING RELATIONSHIPS

To form positive attachments to adults and friendships with peers.

STRAND	Nursery	Reception	Year 1	Year 2
Jigsaw Strand: Relationships (key objectives in bold)	<ul style="list-style-type: none"> I know what a family is. I know that friends sometimes fall out. I know some ways to mend a friendship. <ul style="list-style-type: none"> I can suggest ways to make a friend or help someone who is lonely. I can talk about what being angry feels like. 	<ul style="list-style-type: none"> I know what a family is. I know some of the characteristics of healthy and safe friendships. I know that friends sometimes fall out. I know some ways to mend a friendship. I know that unkind words can never be taken back and they can hurt. <ul style="list-style-type: none"> I can say what jobs I do in my family and those carried out by parents/carers and siblings. I can suggest ways to make a friend or help someone who is lonely. I can recognise what being angry feels like. 	<ul style="list-style-type: none"> I can name the members of my family and understand that there are lots of different types of families. I can talk about what being a good friend means to me. I know that physical contact can be used as a greeting. I know who can help me in the school community. <ul style="list-style-type: none"> I can talk about my special relationships with some people and how these relationships help me to feel safe and good about myself. I can say how it feels to be part of a family and how to care for family members. I know how to make a new friend. I know which physical contact is okay and not okay for me. I know when I need help and know how to ask for it. I can give examples of behaviour in other people that I appreciate and behaviours that I do not like. 	<ul style="list-style-type: none"> I know that there are lots of forms of physical contact within a family. I know how to stay stop if someone is hurting me. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a worry secret. I know what trust is. I can talk about how some relationships make me feel safe and special and why some things might make me feel uncomfortable in a relationship. <ul style="list-style-type: none"> I accept that everyone's family is different and understand that most people value their family. I know which types of physical contact I like and don't like and can talk about this. I can talk about how to resolve conflicts with my friends. I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this. I understand how it feels to trust someone. I can talk about different ways of solving problems in conflicts in my relationships.
Wider PSHE Opportunities	Songs, stories, continuous provision, rewards for kindness;	Songs, stories, continuous provision, rewards for kindness;	Walk To School Focus; School Council participation;	Walk To School Focus; School Council participation;
Key Vocabulary	angry, argue, family, fall-out, feelings, friend, lonely,	angry, argue, breathing, calm, fall-out, family, feelings, friends, jobs, lonely, relationship, upset, words	appreciate, belong, caring, celebrate, community, different, greeting, praise, proud, qualities, self-belief, sharing, special	acceptable, appreciate, compliment, conflict, honesty, hugs, not acceptable, physical contact, point of view, problem-solving, trust, worry secret
	Year 3	Year 4	Year 5	Year 6
Jigsaw Strand: Relationships (key objectives in bold)	<ul style="list-style-type: none"> I know that different family members carry out different roles or have different responsibilities within the family. I know some of the skills of friendship, e.g. taking turns, being a good listener. I know some strategies for keeping myself safe online. I know that all children, including myself, have rights (UNCRC). I can talk about how my life is influenced positively by people I know and also by people from other countries. <ul style="list-style-type: none"> I know the responsibilities I have within my family. I know how to access help if I am concerned about anything on social media or the internet. I can empathise with people from other countries who may not have a fair job or are less fortunate. I can identify my own wants and needs and how these may be similar or different from other children in school and the global community. I can explain why my choices might affect my family, friendships and people around the world who I do not know. 	<ul style="list-style-type: none"> I know some reasons why people feel jealousy. I can talk about someone I love and why they are special to me. I can talk about someone I know that I no longer see. I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. I can recognise how people are feeling when they miss a special person or animal. <ul style="list-style-type: none"> I can identify the feelings and emotions that accompany loss. I can suggest strategies for managing loss. I can tell you about someone I no longer see. I can suggest ways to manage relationship changes including how to compromise. I can give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> I know that there are rights and responsibilities in an online community or social network. I know that there are rights and responsibilities when playing a game online. I know that too much screen time is not healthy. I know how to stay safe when using technology to communicate with friends. I can compare different types of friendships and the feelings I may have. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself and to resist peer pressure. <ul style="list-style-type: none"> I can identify when an online community/ social media group feels risky, uncomfortable, or unsafe. I can say how to report unsafe online/ social network activity. I can identify when an online game is safe or unsafe. I can suggest strategies for managing unhelpful pressures online or in social networks. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<ul style="list-style-type: none"> I know that it is important to take care of my own mental health. I know ways that I can take care of my own mental health. I know the stages of grief and that there are different types of loss that cause people to grieve. I can talk about how people may experience feelings associated with loss and also notice when people are trying to gain power or control. <ul style="list-style-type: none"> I recognise that people can experience mental ill-health and that it is nothing to be ashamed of. I can resist pressure to do something online that might hurt myself or others. I can take responsibility for my own safety and well-being. I can explain the feelings I might experience if I lose somebody special. I know when I need to stand up for myself and my friends, in real or online situations. I can give strategies to help me to manage these feelings and situations.
Wider PSHE Opportunities	Walk To School Focus; School Council participation;	Swimming lessons & Water Safety; Forest School; Place 2 Be Counselling; Walk To School Focus; School Council participation	Forest School; Place 2 Be; Journey of Hope; Walk To School Focus; School Council Participation;	Forest School; Place 2 Be; School Council Participation; Second Step Programme, Walk To School Focus; School Council Participation.
Key Vocabulary	appreciation, career, deprivation, direct messaging, equality, gaming, job, justice, problem-solving, stereotype, social media, unisex, unsafe	acceptance, appreciation, betrayal, compromise, denial, despair, disbelief, empathy, emotions, jealousy, loss, memento, remember	age-appropriate, characteristics, gambling, grooming, online, peer pressure, screen time, self-esteem, social media, SMART rules, troll, trustworthy	ashamed, anxiety, assertive, bereavement, denial, despair, genuine, guilt, mental health, power, stigma, technology,

Jigsaw Strand: Changing Me

National Curriculum Aims: Relationships Education
By end of primary, pupils should know:

Families and the people who care for me

- (R1) that families are important for children growing up because they can give love, security and stability
- (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

Respectful relationships

- (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- (R15) the importance of self-respect and how this links to their own happiness
- (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive
- (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

Being safe

- (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult
- (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard
- (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so
- (R32) where to get advice e.g. family, school and/or other sources.

National Curriculum Aims: Physical Health and Well-Being
By end of primary, pupils should know:

Mental well-being

- (H1) that mental well-being is a normal part of daily life, in the same way as physical health
- (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness
- (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being
- (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online)
- (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Changing adolescent body

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

Early Years:

PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED – ELG: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.

STRAND	Nursery	Reception	Year 1	Year 2
Jigsaw Strand: Changing Me (key objectives in bold)	<ul style="list-style-type: none"> I know the names and functions of some parts of the body. I know that we grow from baby to adult. I know who to talk to if I am feeling worried. I recognise that changing class can bring happy and/or sad emotions. I can say how I feel about changing class/ growing up. I can identify how I have changed from a baby. 	<ul style="list-style-type: none"> I know the names and functions of some parts of the body. I know that we grow from baby to adult. I know who to talk to if I am feeling worried. I recognise that changing class can bring happy and/or sad emotions. I can say how I feel about changing class/ growing up. I can identify how I have changed from a baby. 	<ul style="list-style-type: none"> I know the names of male and female private body parts. I know that there are correct names for private body parts and nicknames, and when to use them. I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. I know who to ask for help if I am worried or frightened. I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for parts of the body that are private. I understand that change is a natural part of getting older. I can talk about ways to manage change, e.g. moving to a new class. I can talk about some things that have changed and some things that have stayed the same since being a baby (including the body). I can explain why some changes I might experience might feel better than others. 	<ul style="list-style-type: none"> I know the physical differences between male and female bodies. I know that private body parts are special and that no one has the right to hurt these. I know there are different types of touch and that some are acceptable and some are unacceptable. I can use the correct terms to describe parts of the body that are private. I can say who I would go to for help if I was worried or scared. I can say what types of touch find I comfortable /uncomfortable. I can confidently ask someone to stop if I am being hurt or frightened. I can tell you what I like and don't like about being a boy/ girl and getting older.
Wider PSHE Experiences	Songs, stories, continuous provision, rewards for kindness; Bug and Animal experience; Safe 4 Summer activities; Transition events.	Songs, stories, continuous provision, rewards for kindness; Curriculum enrichment: Farm visit; Safe 4 Summer activities; Transition events.	Bug and animal experience; Enrichment school trip to Eureka; Transition events; Safe 4 Summer: Water Safety, Road Safety, Sun Safety, Rail Safety	Curriculum enrichment – visit to Dunham Massey for Outdoor Learning experience; School Council participation; Safe 4 Summer activities; Transition events
Key Vocabulary	arm, baby, ear, eye, finger, foot, grown-up, hand, knee, leg, mouth, nose, toe	adult, change, chest, excited, eyebrow, forehead, memories, stomach, tongue, worry	anus, anxious, female, life cycle, male, mature, penis, testicles, vagina, vulva, worried	anus, change, cuddle, freedom, respect, testicles, unacceptable, uncomfortable, vagina, vulva
	Year 3	Year 4	Year 5	Year 6
Jigsaw Strand: Changing Me (key objectives in bold)	<ul style="list-style-type: none"> I know that the male and female body needs to change at puberty so their bodies can make babies when they are adults. I know some of the outside body changes that happen during puberty. I know some of the changes on the inside that happen during puberty. I can explain how boys' and girls' bodies change on the inside/outside during the growing up process. I can talk about how I feel about puberty. I can say who I can talk to about puberty if I have any worries. I can suggest ways to help myself to manage feelings during changes that I feel more anxious about. I can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the washing. I can talk about how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. 	<ul style="list-style-type: none"> I know that personal characteristics are inherited from birth parents. I know that babies are made by a sperm joining with an ovum. I know the names of the different internal and external body parts. I can talk about the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can appreciate that I am unique and the unique qualities of others. I can express any concerns I have about puberty. I have strategies for managing the emotions relating to change. I can explain some of the choices I might make in the future and some of the choices that I have no control over. 	<ul style="list-style-type: none"> I know how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. I can summarise the process of conception. I know that becoming a teenager involves various changes and also brings growing responsibility. I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can celebrate what I like about my own self-image and body image. I can suggest ways to boost the self-esteem of myself and others. I recognise that puberty is a natural process that happens to everybody and that it will be okay for me. I can ask questions about puberty if I am unsure. I can talk about how I feel about the changes that will happen to me during puberty and I understand these changes might happen at different times to my friends. 	<ul style="list-style-type: none"> I know how a baby develops from conception through the nine months of pregnancy and how it is born. I know about different kinds of relationships. I know the importance of self-esteem and what I can do to develop it. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise ways that I can develop my own self-esteem. I can express how I feel about the changes that will happen to me during puberty. I understand that mutual respect is essential in a relationship. I can reflect upon my feelings on becoming a teenager and how I feel about the development and birth of a baby.
Wider PSHE Opportunities	Curriculum enrichment – visit to Llangollen; School Council participation; Safe 4 Summer activities; Transition events.	Swimming lessons & Water Safety; Forest School; Place 2 Be Counselling; School Council participation; Safe 4 Summer activities; Transition events.	Forest School; Place 2 Be; School Council Participation; Safe 4 Summer activities; Transition events.	Forest School; Place 2 Be; School Council Participation; Second Step Youth Support Programme; Residential Trip; Other enrichment experiences (Graystones); Transition to High School visits; Police Workshop: Actions Have Consequences; Y6 Leaver Celebration events.
Key Vocabulary	affection, anxious, egg, nutrients, ovaries, penis, puberty, sperm, uterus/womb, vagina, vulva	characteristics, conception, egg/ovum, fertilise, ovaries, periods/menstruation, pregnant, puberty, sperm, unique, uterus/womb	Adam's apple, body image, fallopian tube, fertilised, genitals, menstruation, periods, pubic hair, sanitary towel, sperm, tampon, testosterone	age appropriateness, body image, comparison, growth spurt, ejaculation, fallopian tube, fertilised, genitals, menstruation

