



# Jigsaw PSHE 3-11 progression map

In PSHE we equip our pupils with the knowledge and skills to become healthy, independent and responsible members of society as well as developing the “whole child” intellectually, morally, socially and emotionally. We aim to equip for pupils to use this knowledge to make informed decisions about their well-being, health and relationships and to build their self-efficacy. In lessons pupils have the opportunity to put this knowledge into practice and develop the capacity to make sound decisions when facing risks, challenges and real life scenarios.

Our ambitious, high quality and progressive curriculum starts in the Early Years and develops children’s substantive knowledge alongside disciplinary knowledge. Careful sequencing of PSHE units ensures clear progression so that children are building on their prior knowledge, skills and experiences in an age appropriate way.

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

|   |   | Being Me in My World Puzzle – Autumn 1                       |   |  |  |  |   |   |
|---|---|--|---|--|--|--|---|---|
| Puzzle overview   | Nursery   | Reception  | Year 1  | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
| <b>Being Me in My World</b><br><br><b>Taught knowledge</b><br><br><b>(Key objectives are in bold)</b> | I understand how it feels to belong and that we are similar and different                               | Know they have a right to learn and play, safely and happily | Understand their own rights and responsibilities with their classroom | Understand the rights and responsibilities of class members                              | Know that the school has a shared set of values                            | Know their place in the school community                               | Understand how democracy and having a voice benefits the school community   | Know about children’s universal rights (United Nations Convention on the Rights of the Child) |
|   | I understand how feeling happy and sad can be expressed   | Know that some people are different from themselves          | Understand that their choices have consequences                       | Know about rewards and consequences and that these stem from choices                     | Know why rules are needed and how these relate to choices and consequences | Know what democracy is (applied to pupil voice in school)              | Understand how to contribute towards the democratic process   | Know about the lives of children in other parts of the world                                  |
|   | I can work together and consider other people’s feelings  | Know that hands can be used kindly and unkindly              | Understand that their views are important                             | Know that it is important to listen to other people                                      | Know that actions can affect others’ feelings                              | Know how groups work together to reach a consensus                     | Understand the rights and responsibilities associated with being a citizen in the wider community and their country | Know that personal choices can affect others locally and globally                             |
|   | I can use gentle hands and understand that it is good to be kind to people                              | Know special things about themselves                         | Understand the rights and responsibilities of a member of a class     | Understand that their own views are valuable   | Know that others may hold different views                                  | Know that having a voice and democracy benefits the school community   | Know how to face new challenges positively  | Know how to set goals for the year ahead  |
|   | I am starting to understand children’s rights and this means we should all be allowed to learn and play | Know how happiness and sadness can be expressed              |   | Know that positive choices impact positively on self-learning and the learning of others | Understand that they are important   | Know how individual attitudes and actions make a difference to a class | Understand how to set personal goals  | Understand what fears and worries are   |
|   |   | Know that being kind is good                                 |   |  | Know what a personal goal is   | Know about the different roles in the school community                 | Know how an individual’s behaviour can affect a group and the consequences of this                                  | Understand that their own choices result in different consequences and rewards                |
|   | I am learning what being responsible means  |  |   | Identifying hopes and fears for the year ahead   | Understanding what a challenge is  | Know that their own actions affect themselves and others               |   | Understand how democracy and having a voice benefits the school community                     |
|   |   |  |   |  | <b>Final week of the half term: Fire and fireworks lesson</b>              |  |   | Understand how to contribute towards the democratic process                                   |

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| <div><div>Social and Emotional skills</div><div>(Key objectives are in bold)</div></div> | Express feelings of happy and sad            | Identify feelings associated with belonging | Understand that they are safe in their class                          | Know how to make their class a safe and fair place         | Make other people feel valued   | Identify the feelings associated with being included or excluded                             | Empathy for people whose lives are different from their own -separated parents/families living apart | Know own wants and needs   |
|  | Follow the Golden rules                      | Skills to play co-operatively with others   | Identifying helpful behaviours to make the class a safe place         | Show good listening skills                                 | Develop compassion and empathy for others   | Be able to take on a role in a group discussion / task and contribute to the overall outcome | Consider their own actions and the effect they have on themselves and others                         | Be able to compare their life with the lives of those less fortunate |
|  | Be able to understand the feelings of others | Be able to consider others’ feelings        | Understand that they have choices                                     | Be able to work co-operatively                             | Be able to work collaboratively   | Know how to regulate my emotions   | Be able to work as part of a group, listening and contributing effectively                           | Demonstrate empathy and understanding towards others                 |
|  |  | Identify feelings of happiness and sadness  | Understanding that they are special                                   | Recognise own feelings and know when and where to get help | Recognise self-worth  | Can make others feel cared for and welcome   | Be able to identify what they value most about school  | Can demonstrate attributes of a positive role-model                  |
|  |  | Be responsible in the setting               | Identify what it’s like to feel proud of an achievement               | Recognise the feeling of being worried                     | Be able to set a personal goal  | Recognise the feelings of being motivated or unmotivated                                     | Identify hopes for the school year   | Can take positive action to help others                              |
|  |  |   | Recognise feelings associated with positive and negative consequences |  | Recognise feelings of happiness, sadness, worry and fear in themselves and others | Can make others feel valued and included   | Understand why the school community benefits from a Learning Charter                                 | Be able to contribute towards a group task                           |
|  |  |   |   |  |   | Understand why the school community benefits from a Learning Charter                         | Be able to help friends make positive choices  | Know what effective group work is                                    |
|  |  |   |   |  |   | Be able to help friends make positive choices  | Know how to regulate my emotions   | Know how to regulate my emotions                                     |
|  |  |   |   |  |   |  |  | Be able to make others feel welcomed and valued                      |
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|   |  | Celebrating Difference Puzzle – Autumn 2                                     |   |  |  |  |   |   |
|---|--|--|---|--|--|--|---|---|
| Puzzle overview<br>Celebrating Difference<br><br>Taught knowledge<br><br>(Key objectives are in bold) | Nursery  | Reception  | Year 1  | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|   | I know how it feels to be proud of something I am good at. | Know what being unique means   | Know what bullying means  | Know the difference between a one-off incident and bullying                              | Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do | Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying | Know external forms of support in regard to bullying e.g. Childline                 | Know that people can hold power over others individually or in a group  |
|   | I can tell you one way I am special and unique.            | Know the names of some emotions such as happy, sad, frightened, angry        | Know who to tell if they or someone else is being bullied or is feeling unhappy | Know that sometimes people get bullied because of difference                             |  | Know the reasons why witnesses sometimes join in with bullying and don't tell anyone           | Know that bullying can be direct and indirect                                       | Know that power can play a part in a bullying or conflict situation   |
|   | I know that all families are different.                    | Know why having friends is important   | Know that people are unique and that it is OK to be different                   | Know that friends can be different and still be friends                                  | Know that conflict is a normal part of relationships – <b>separated parents/families living apart</b>                    | Know that sometimes people make assumptions about a person because of the way they look or act | Know what racism is and why it is unacceptable                                      | Know that there are different perceptions of 'being normal' and where these might come from- <b>separated parents/families living apart</b> |
|   | I know there are lots of different houses and homes.       | Know some qualities of a positive friendship                                 | Know skills to make friendships   | Know there are stereotypes about boys and girls  | Know that some words are used in hurtful ways and that this can have consequences  | Know that differences in culture can sometimes be a source of conflict                         |   |   |
|   | I can tell you how I could make new friends.               | <b>Know that they don't have to be 'the same as' to be a friend</b>          | Know that people have differences and similarities                              | Know where to get help if being bullied  | Know why families are important  | Know there are influences that can affect how we judge a person or situation                   | Know that rumour-spreading is a form of bullying online and offline                 | <b>Know that difference can be a source of celebration as well as conflict</b>  |
|   | I can use my words to stand up for myself.                 | Know what being proud means and that people can be proud of different things |   | Know that it is OK not to conform to gender stereotypes                                  | Know that everybody's family is different  | Know what to do if they think bullying is or might be taking place                             | Know how their life is different from the lives of children in the developing world | Know that being different could affect someone's life   |
|   |  | Know that people can be good at different things                             |   | Know it is good to be yourself   | Know that sometimes family members don't get along and some reasons for this   | Know that first impressions can change   |   | Know why some people choose to bully others   |
|   |  | Know that families can be different  |   | Know the difference between right and wrong and the role that choice has to play in this |  |  |   | Know that people with disabilities can lead amazing lives   |
|   |  | Know that people have different homes and why they are important to them     |   |  |  |  |   |   |
|   |  | Know different ways of making friends  |   |  |  |  |   |   |
|   |  | Know different ways to stand up for myself                                   |   |  |  |  |   |   |

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



|   |   | Dreams and Goals Puzzle – Spring 1   |   |   |   |   |  |  |
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| Puzzle overview<br>Taught knowledge<br><br>(Key objectives are in bold) | Nursery   | Reception  | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|   | I understand what a challenge means                                   | Know what a challenge is   | Know how to set simple goals  | Know how to choose a realistic goal and think about how to achieve it   | Know that they are responsible for their own learning   | Know how to make a new plan and set new goals even if they have been disappointed                 | Know about a range of jobs that are carried out by people I know   | Know their own learning strengths  |
|   | I can keep trying until I can do something                            | Know that it is important to keep trying   | Know how to achieve a goal  | Know that it is important to persevere  | Know what an obstacle is and how they can hinder achievement  | Know how to work as part of a successful group  | Know the types of job they might like to do when they are older  | Know what their classmates like and admire about them  |
|   | I can set a goal and work towards it                                  | Know what a goal is  | Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them | Know how to recognise what working together well looks like   | Know how to take steps to overcome obstacles  | Know how to share in the success of a group   | Know that young people from different cultures may have different dreams and goals                               | Know a variety of problems that the world is facing  |
|   | I know some kind words to encourage people with                       | Know how to set goals and work towards them  |   | Know what good group-working looks like   | Know what dreams and ambitions are important to them  | Know what their own hopes and dreams are  | Know that they will need money to help them to achieve some of their dreams                                      | Know some ways in which they could work with others to make the world a better place   |
|   | I can start to think about the jobs I might like to do when I’m older | Know which words are kind  | Know when a goal has been achieved  | Know how to share success with other people   | Know about specific people who have overcome difficult challenges to achieve success  | Know that hopes and dreams don’t always come true   | Know that different jobs pay more money than others  | Know what the learning steps are they need to take to achieve their goal   |
|   | I can feel proud when I achieve a goal                                | Know some jobs that they might like to do when they are older  | Know how to work well with a partner  | <b>Jigsaw portal:<br/>           Additional lessons:<br/>           Financial Education -<br/>           How we get money and how we keep it safe</b> | Know how they can best overcome learning challenges   | Know that reflecting on positive and happy experiences can help them to counteract disappointment | Know that communicating with someone from a different culture means that they can learn from them and vice versa | Know how to set realistic and challenging goals  |
|   |   | Know that they must work hard now in order to be able to achieve the job they want when they are older | Know that tackling a challenge can stretch their learning   |   | Know what their own strengths are as a learner  | Know how to work out the steps they need to take to achieve a goal                                | Know ways that they can support young people in their own culture and abroad                                     | <b>Jigsaw portal:<br/>           Additional lessons:<br/>           Financial Education -<br/>           Attitudes towards money</b> |
|   |   | Know when they have achieved a goal  |   |   | Know how to evaluate their own learning progress and identify how it can be better next time  |   |  |  |
|   |   |  |   |   | <b>Jigsaw portal:<br/>           Additional lessons:<br/>           Financial Education -<br/>           Keeping track of Money</b> |   |  |  |

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| <b>Social and Emotional skills</b><br><br><b>(Key objectives are in bold)</b> | Keep on trying when putting on my coat or pulling my trouser up | Understand that challenges can be difficult                    | Recognise things that they do well                                   | Recognise how working with others can be helpful                                  | Can break down a goal into small steps  | Have a positive attitude  | Verbalise what they would like their life to be like when they are grown up                               | Understand why it is important to stretch the boundaries of their current learning   |
|   | Try new activities in PE lessons                                | Resilience   | Explain how they learn best  | Be able to work effectively with a partner  | Can manage feelings of frustration linked to facing obstacles                               | Can identify the feeling of disappointment  | Appreciate the contributions made by people in different jobs   | Be able to give praise and compliments to other people when they recognise that person's achievements                                |
|   | Say when something is tricky                                    | Recognise some of the feelings linked to perseverance          | Recognise their own feelings when faced with a challenge/obstacle    | Be able to choose a partner with whom they work well                              | Imagine how it will feel when they achieve their dream/ambition                             | Can identify what resilience is   | Reflect on the differences between their own learning goals and those of someone from a different culture | Empathise with people who are suffering or living in difficult situations  |
|   |   | Recognise how kind words can encourage people                  | Recognise how they feel when they overcome a challenge/obstacle      | Be able to work as part of a group  | Recognise other people's achievements in overcoming difficulties                            | Can identify a time when they have felt disappointed  | Appreciate the differences between themselves and someone from a different culture                        | Set success criteria so that they know when they have achieved their goal  |
|   | Talk about a time that they kept on trying and achieved a goal  | Talk about a time that they kept on trying and achieved a goal |  | Be able to describe their own achievements and the feelings linked to this        | Recognise how other people can help them to achieve their goals                             | Can talk about their hopes and dreams and the feelings associated with these                | Understand why they are motivated to make a positive contribution to supporting others                    | Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances |
|   | Be ambitious  | Be ambitious   | Celebrate an achievement with a friend                               | Recognise their own strengths as a learner  | Can share their success with others   | Help others to cope with disappointment   | Appreciate the opportunities learning and education can give them   |  |
|   | Feel proud  | Feel proud   | Can store feelings of success so that they can be used in the future | Recognise how it feels to be part of a group that succeeds and store this feeling | Can store feelings of success (in their internal treasure chest) to be used at another time | Enjoy being part of a group challenge   |   |  |
|   | Celebrate success   | Celebrate success  |  |   |   | Can share their success with others   |   |  |
|   |   |  |  |   |   | Can store feelings of success (in their internal treasure chest) to be used at another time |   |  |
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| Healthy Me Puzzle – Spring 2   |   |   |   |  |  |   |  |   |
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| Puzzle overview<br>Healthy Me Taught knowledge<br><br>(Key objectives are in bold) | Nursery   | Reception   | Year 1  | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
|  | I know the names for some parts of my body and am starting to understand that I need to be active to be healthy | Know what the word ‘healthy’ means<br><br>Know some things that they need to do to keep healthy | Know the difference between being healthy and unhealthy<br><br>Know some ways to keep healthy | Know what their body needs to stay healthy<br><br>Know what relaxed means<br><br>Know why healthy snacks are good for their bodies | Know how exercise affects their bodies<br><br>Know that the amount of calories, fat and sugar that they put into their bodies will affect their health | Know that there are leaders and followers in groups<br><br>Know the facts about smoking and its effects on health | Know basic emergency procedures, including the recovery position<br><br>Know the health risks of smoking   | Know how to take responsibility for their own health<br><br>Know what it means to be emotionally well |
|  | I can tell you some of the things I need to do to be healthy  | Know the names for some parts of their body   | Know how to make healthy lifestyle choices  | Know which foods given their bodies energy   | Know that there are different types of drugs   | Know the facts about alcohol and its effects on health, particularly the liver                                    | Know how smoking tobacco affects the lungs, liver and heart  | Know how to make choices that benefit their own health and well-being                                 |
|  | I know what the word ‘healthy’ means and that some foods are heathier than others                               | Know when and how to wash their hands properly  | Know that all household products, including medicines, can be harmful if not used properly    | Know that it is important to use medicines safely  | Know that there are things, places and people that can be dangerous  | Know ways to resist when people are putting pressure on them  | Know how to get help in emergency situations   | Know about different types of drugs and their uses  |
|  | I know how to help myself go to sleep and that sleep is good for me   | Know how to say no to strangers   | Know that medicines can help them if they feel poorly   | Know what makes them feel relaxed/stressed   | Know when something feels safe or unsafe   | Know what they think is right and wrong   | Know that the media, social media and celebrity culture promotes certain body types  | Know how these different types of drugs can affect people’s bodies, especially their liver and heart  |
|  | I can wash my hands and know it is important to do this before I eat and after I go to the toilet               | Know that they need to exercise to keep healthy   | Know how to keep safe when crossing the road  | Know how medicines work in their bodies  | Know why their hearts and lungs are such important organs  | Know how different friendship groups are formed and how they fit into them  | Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure | Know that stress can be triggered by a range of things  |
|  | I know what to do if I get lost and how to say NO to strangers  | Know how to help themselves go to sleep and that sleep is good for them                         | Know how to keep themselves clean and healthy   | Know how to make some healthy snacks   | Know a range of strategies to keep themselves safe   | Know which friends they value most  | Know some of the risks linked to misusing alcohol, including antisocial behaviour  | Know that being stressed can cause drug and alcohol misuse  |
|  |   | Know what to do if they get lost  | Know that germs cause disease/illness   |  | Know that their bodies are complex and need taking care of   | Know that they can take on different roles according to the situation   | Know what makes a healthy lifestyle  | Know that some people can be exploited and made to do things that are against the law                 |
|  |   |   | Know about people who can keep them safe  |  | Understanding link between feelings and behaviour  | Know some of the reasons some people start to smoke   | Neuroscience –Dan Siegel’s ‘flipping the lid’  | Know why some people join gangs and the risk that this can involve                                    |
|  |   |   |   |  |  | Know some of the reasons some people drink alcohol  |  |   |

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| <div>Social and Emotional skills</div> <div>(Key objectives are in bold)</div> | Enjoy fruit form the snack table                      | Can explain what they need to do to stay healthy               | Keep themselves safe   | Feel positive about caring for their bodies and keeping it healthy | Respect their own bodies and appreciate what they do           | Can identify the feelings that they have about their friends and different friendship groups | Respect and value their own bodies   | Are motivated to care for their own physical and emotional health                          |
|  | Try new fruits and enjoy tasting differnet food       | Recognise how exercise makes them feel                         | Recognise how being healthy helps them to feel happy             | Have a healthy relationship with food                              | Can take responsibility for keeping themselves and others safe |  | Can reflect on their own body image and know how important it is that this is positive     | Suggest strategies someone could use to avoid being pressured                              |
|  | Talk about food I like and dislike                    | Can give examples of healthy food                              | Recognise ways to look after themselves if they feel poorly      | Desire to make healthy lifestyle choices                           | Identify how they feel about drugs                             | Recognise negative feelings in peer pressure situations                                      | Recognise strategies for resisting pressure  | Can use different strategies to manage stress and pressure                                 |
|  | Wash my hands after using the toilet and before I eat | Can explain what to do if a stranger approaches them           | Recognise when they feel frightened and know how to ask for help | Identify when a feeling is weak and when a feeling is strong       | Can express how being anxious or scared feels                  | Can identify the feelings of anxiety and fear associated with peer pressure                  | Can identify ways to keep themselves calm in an emergency                                  | Are motivated to find ways to be happy and cope with life’s situations without using drugs |
|  | Recognize strangers in a story                        | Can explain how they might feel if they don’t get enough sleep | Feel good about themselves when they make healthy choices        | Express how it feels to share healthy food with their friends      | Able to set themselves a fitness challenge                     | Can tap into their inner strength and know-how to be assertive                               | Can make informed decisions about whether or not they choose to smoke when they are older  | Identify ways that someone who is being exploited could help themselves                    |
|  |   | Recognise how different foods can make them feel               | Realise that they are special                                    |  | Recognise what it feels like to make a healthy choice          | Recognise how different people and groups they interact with impact on them                  | Can make informed decisions about whether they choose to drink alcohol when they are older | Recognise that people have different attitudes towards mental health/illness               |
|  |   |  |  |  |  | Identify which people they most want to be friends with                                      | Accept and respect themselves for who they are   |  |
|  |   |  |  |  |  |  | Be motivated to keep themselves healthy and happy  |  |
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|   |   | Relationships Puzzle – Summer 1   |   |  |   |   |  |   |
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| Puzzle Overview<br>Relationships Taught knowledge<br><br>(Key objectives are in bold) | Nursery   | Reception   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
|   | I can tell you about my family                            | <b>Know what a family is</b>  | Know that everyone’s family is different - <b>separated parents/families living apart</b> | Know that there are lots of forms of physical contact within a family                        | Know that different family members carry out different roles or have different responsibilities within the family | Know some reasons why people feel jealousy  | Know that there are rights and responsibilities in an online community or social network | Know that it is important to take care of their own mental health   |
|   | I understand how to make friends if I feel Lonely         | Know that different people in a family have different responsibilities (jobs) | Know that families are founded on belonging, love and care                                | Know how to stay stop if someone is hurting them   |   | Know that loss is a normal part of relationships  | Know that there are rights and responsibilities when playing a game online               | Know ways that they can take care of their own mental health  |
|   | I can tell you some of the things I like about my friends | <b>Know some of the characteristics of healthy and safe friendships</b>       | Know that physical contact can be used as a greeting                                      | Know there are good secrets and worry secrets and why it is important to share worry secrets | Know some of the skills of friendship, e.g. taking turns, being a good listener                                   | Know that negative feelings are a normal part of loss   | Know that too much screen time isn’t healthy   | Know the stages of grief and that there are different types of loss that cause people to grieve                               |
|   | I know what to say and do if somebody is mean to me       | Know that friends sometimes fall out  | Know how to make a friend   | Know what trust is   | Know some strategies for keeping themselves safe online   | Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe- <b>separated parents/families living apart</b> | Know how to stay safe when using technology to communicate with friends                  | Know that sometimes people can try to gain power or control them – <b>So called Honour based violence and forced marriage</b> |
|   | I can use Calm Me time to manage my Feelings              | <b>Know some ways to mend a friendship</b>                                    | Know who to ask for help in the school community  | Know that everyone’s family is different - <b>separated parents/families living apart</b>    | Know that they and all children have rights (UNCRC)   | Know that a personality is made up of many different characteristics, qualities and attributes  | Know that belonging to an online community can have positive and negative consequences   |   |
|   | I can work together and enjoy being with my friends       | <b>Know that unkind words can never be taken back and they can hurt</b>       | Know that there are lots of different types of families                                   | Know that families function well when there is trust, respect, care, love and co-operation   | Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc             | Know that jealousy can be damaging to relationships   |  | Know some of the dangers of being ‘online’  |
|   |   | Know how to use Jigsaw’s Calm Me to help when feeling angry                   | Know the characteristics of healthy and safe friends                                      | Know some reasons why friends have conflicts   | Know that friendships have ups and downs and sometimes change with time   | Know that memories can support us when we lose a special person or animal   |  | Know how to use technology safely and positively to communicate with their friends and family                                 |
|   |   | Know some reasons why others get angry  | Know about the different people in the school community and how they help                 |  |   |   |  |   |
|   |   |   |   | Know how to use the Mending Friendships or Solve it together problem-solving methods         | Know the lives of children around the world can be different from their own                                       |   |  |   |

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| <b>Social and Emotional skills</b><br><br><b>(Key objectives are in bold)</b> | Show understanding of others’ feelings | <b>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</b> | <b>Can express how it feels to be part of a family and to care for family members</b> | Can identify the different roles and responsibilities in their family   | Can identify the responsibilities they have within their family  | Can identify feelings and emotions that accompany jealousy                        | Can suggest strategies for building self-esteem of themselves and others                              | <b>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</b>                       |
|   | Extend games with friends              |  |   | Can recognise the value that families can bring   | <b>Know how to access help if they are concerned about anything on social media or the internet</b>  | Can suggest positive strategies for managing jealousy                             | <b>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</b> | Can help themselves and others when worried about a mental health problem  |
|   | Show respect during play               | <b>Can suggest ways to make a friend or help someone who is lonely</b>                                     | <b>Can say what being a good friend means</b>   | <b>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</b>                    | Can empathise with people from other countries who may not have a fair job or are less fortunate   | Can identify people who are special to them and express why                       | Can suggest strategies for staying safe online/ social media  | Recognise when they are feeling grief and have strategies to manage them   |
|   | Can use Calm me when upset             | Can use different ways to mend a friendship  | <b>Can identify forms of physical contact they prefer</b>                             | <b>Can say no when they receive a touch they don’t like</b>   | <b>Can identify the negative feelings associated with keeping a worry secret</b>   | <b>Can identify the feelings and emotions that accompany loss</b>                 | <b>Can say how to report unsafe online/social network activity</b>                                    | Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control |
|   | Tell a grown up when upset by someone  | <b>Can recognise what being angry feels like</b>   | Can show skills of friendship   | <b>Can identify who they trust in their own relationships</b>   | Understand that they are connected to the global community in many different ways  | <b>Can suggest strategies for managing loss</b>                                   | <b>Can identify when an online game is safe or unsafe</b>   |  |
|   | Talk about my friends                  | Can use Calm Me when angry or upset  | Can praise themselves and others  | Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict | Can use Solve it together in a conflict scenario and find a win-win outcome  | Can tell you about someone they no longer see                                     | Can suggest ways to monitor and reduce screen time  | <b>Can resist pressure to do something online that might hurt themselves or others</b>   |
|   |  |  | Can recognise some of their personal qualities  | Can identify the feelings associated with trust   | Can identify similarities in children’s rights around the world  | <b>Can suggest ways to manage relationship changes including how to negotiate</b> | <b>Can suggest strategies for managing unhelpful pressures online or in social networks</b>           | <b>Can take responsibility for their own safety and well-being</b>   |
|   |  |  | Can say why they appreciate a special relationship                                    | Can give and receive compliments  | <b>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</b> |   |   |  |
|   |  |  |   | Can say who they would go to for help if they were worried or scared  |  |   |   |  |
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|   |  | Changing Me Puzzle – Summer 2   |   |  |   |   |   |  |
|---|--|---|---|--|---|---|---|--|
| Puzzle Overview<br>Changing Me Taught knowledge<br><br>(Key objectives are in bold) | Nursery  | Reception   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|   | <p>I can name parts of my body and show respect for myself</p> <p>I can tell you some things I can do and some food I can eat to be healthy</p> <p>I understand that we all start as babies and grow into children and then adults</p> <p>I know that I grow and change</p> <p>I can talk about how I feel moving to School from Nursery</p> <p>I can remember some fun things about Nursery this year</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 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 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 that learning brings about change</p> | <p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these – <b>Additional Lesson. Jigsaw Portal - KS1 FGM lesson</b></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 the correct names for private body parts</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 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 how the female and male body change at puberty</p> <p>Know that change can bring about a range of different emotions</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 how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that babies are made by a sperm joining with an ovum</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 the names of the different internal and external body parts that are needed to make a baby</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 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 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>Additional Lesson – Jigsaw Portal - KS2 FGM lesson</b></p> |
| Social and Emotional skills   | <p>Enjoy talking about my time in nursery</p> <p>Can name parts of their bodies</p>  | <p>Recognise that changing class can elicit happy and/or sad emotions</p> <p>Can say how they feel</p>  | <p>Understand and accept that change is a natural part of getting older</p>   | <p>Can say who they would go to for help if worried or scared</p>  | <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>   | <p>Can appreciate their own uniqueness and that of others</p>   | <p>Can celebrate what they like about their own and others’ self-image and body image</p>   | <p>Recognise ways they can develop their own self-esteem</p>   |

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| <b>(Key objectives are in bold)</b> | Talk about how I have grown and changed since being a baby  | about changing class/ growing up                                 | Can suggest ways to manage change, e.g. moving to a new class  | Can say what types of touch they find comfortable/uncomfortable   | Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry | Can express any concerns they have about puberty   | Can suggest ways to boost self-esteem of self and others  | Can express how they feel about the changes that will happen to them during puberty  |
|                                     | Talk about the foods I enjoy and which ones are good for me | Can identify how they have changed from a baby                   | Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) | Be able to confidently ask someone to stop if they are being hurt or frightened<br>Can appreciate that changes will happen and that some can be controlled and others not | Can express how they feel about babies<br><br>Can describe the emotions that a new baby can bring to a family         | Have strategies for managing the emotions relating to change<br>Can express how they feel about puberty<br>Can say who they can talk to about puberty if they have any worries | Recognise that puberty is a natural process that happens to everybody and that it will be OK for them   | 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 |
|                                     |   | Can say what might change for them they get older                |  | Be able to express how they feel about changes  | Can identify changes they are looking forward to in the next year   | Can say who they can talk to about puberty if they are worried   | Can ask questions about puberty to seek clarification   |  |
|                                     |   | Can identify positive memories from the past year in school/home | Can express why they enjoy learning  | Show appreciation for people who are older  |   | Can apply the circle of change model to themselves to have strategies for managing change  | Can express how they feel about having children when they are grown up<br>Can express how they feel about having a romantic relationship when they are an adult | Recognise how they feel when they reflect on the development and birth of a baby   |
|                                     |   |  |  | Can recognise the independence and responsibilities they have now compared to being a baby or toddler   |   |  | Can express how they feel about having children when they are an adult  | Can celebrate what they like about their own and others' self-image and body image   |
|                                     |   |  |  | Can say what greater responsibilities and freedoms they may have in the future  |   |  | Can express how they feel about becoming a teenager   | Use strategies to prepare themselves emotionally for the transition (changes) to secondary school  |
|                                     |   |  |  | Can say what they are looking forward to in the next year   |   |  | Can say who they can talk to if concerned about puberty or becoming a teenager/adult  |  |
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