

St Peter's of Eaton Square C of E Primary School **PSHE Curriculum Overview**

IMPLEMENTATION - How We Will Deliver Our Curriculum

Pupils are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work. In the Foundation Stage, PSHE is embedded throughout the curriculum. The objectives taught are the Personal. Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials.

At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me **Summer 1: Relationships**

Summer 2: Changing Me (including Sex Education)

IMPACT – How We Will Evaluate Our Curriculum

By the time children leave St Peter's, they will be on their way to becoming healthy, open minded, respectful, socially and morally responsible, active members of society who appreciate diversity and difference. They will be able to recognise and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty. Through the PSHE skills and knowledge developed throughout their time at St Peter's, the children will be able to understand and manage their emotions, and be able to look after their mental health and wellbeing. They will be able to develop positive, healthy relationship with their peers both now and in the future. The children will understand the physical aspects involved in RSE at an age appropriate level, have respect for themselves and others, and have a positive self esteem

INTENT - Our Curriculum Intent

At St Peter's C of E Primary School, PSHE enables our children to become independent, confident, healthy and responsible members of society, as well as developing the children intellectually, morally, socially and spiritually. Our Jigsaw PSHE curriculum content has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever changing society, we are able to provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. At the heart of our PSHE teaching, is a commitment to enhancing and promoting our core Christian Values; Wisdom, hope, forgiveness, service, love and faith.

EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PERSONAL,	-Show an understanding	-Show an understanding	-Set and work towards	-Set and work towards	-Show an understanding	-Set and work towards
SOCIAL AND	of their own feelings	of their own feelings		simple goals, being able	of their own feelings	simple goals, being ab
EMOTIONAL	and those of others, and	and those of others, and	to wait for what they	to wait for what they	and those of others, and	to wait for what they
EARLY	begin to regulate their	begin to regulate their	want and control their	want and control their	begin to regulate their	want and control thei
LEARNING	behaviour accordingly	behaviour accordingly	immediate impulses	immediate impulses	behaviour accordingly	immediate impulses
GOALS	-Set and work towards	-Set and work towards	when appropriate	when appropriate		when appropriate
		simple goals, being able	Give focused attention		simple goals, being able	Give focused attentio
	to wait for what they	to wait for what they	to what the teacher	to what the teacher	to wait for what they	to what the teacher
	want and control their	want and control their	says, responding	says, responding	want and control their	says, responding
	immediate impulses	immediate impulses	appropriately even	appropriately even	immediate impulses	appropriately even
	when appropriate	when appropriate	when engaged in	when engaged in	when appropriate	when engaged in
	-Give focused attention		activity, and show an	activity, and show an	Give focused attention	activity, and show an
	to what the teacher	to what the teacher	ability to follow	ability to follow	to what the teacher	ability to follow
	says, responding	says, responding	instructions involving	instructions involving		instructions involving
	appropriately even	appropriately even	several ideas or actions	several ideas or actions	appropriately even	several ideas or action
	when engaged in	when engaged in	- Be confident to try	- Be confident to try	when engaged in	- Be confident to try
	activity, and show an	activity, and show an	new activities and show	new activities and show	activity, and show an	new activities and sho
	ability to follow	ability to follow	independence,	independence,	ability to follow	independence,
	instructions involving	instructions involving	resilience and	resilience and	instructions involving	resilience and
	several ideas or actions	several ideas or actions	perseverance in the face	perseverance in the face	several ideas or actions	perseverance in the fa
	-Be confident to try new	-Be confident to try new	of challenge	of challenge	- Be confident to try	of challenge
	activities and show	activities and show	- Work and play	-Manage their own	new activities and show	- Work and play
	independence,	independence,	cooperatively and take	basic hygiene and	independence,	cooperatively and tak
	resilience and	resilience and	turns with others	personal needs,	resilience and	turns with others
	perseverance in the face	perseverance in the face	-Form positive	including dressing,	perseverance in the face	-Form positive
	of challenge	of challenge	attachments to adults	going to the toilet and	of challenge	attachments to adults
	-Explain the reasons for	-Work and play	and friendships with	understanding the	- Work and play	and friendships with
	rules, know right from	cooperatively and take	peers	importance of healthy	cooperatively and take	peers
	wrong and try to	turns with others	-Show sensitivity to	food choices	turns with others	-Show sensitivity to
	behave accordingly	-Form positive	their own and to others'	- Work and play	-Form positive	their own and to othe
	-Work and play	attachments to adults	needs	cooperatively and take	attachments to adults	needs
	cooperatively and take	and friendships with		turns with others	and friendships with	
	turns with others	peers		-Form positive	peers	
	-Form positive	-Show sensitivity to		attachments to adults	-Show sensitivity to	

		their own and to others' needs		and friendships with peers -Show sensitivity to their own and to others' needs	their own and to others' needs	
	Being me in my own world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Jigsaw Pieces (units taught)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Perseverance Goal-setting Overcoming obstacles	Exercising bodies Physical activity Healthy food Sleep Keeping clean	Breaking friendships Falling out Dealing with bullying	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Skills Progress ions	about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly	Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different	Know that it is important to keep trying Know what a goal is Know how to set goals	Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy	Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe	Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help
	Know they have a	Know that people have different homes and why they are important to them Know different ways to make friends	Know some jobs that they might like to do when they are older	Know how to help themselves go to sleep and that sleep is good for them		solve a worry Know that remembering happy times can help us move on

September 2021

	use				
Social and Emotional		to be able to achieve the			skills
Skills	stand up for themselves		wash their hands		Can identify how they
	Know the names of	they are older	properly		have changed from a
Identify feelings	some emotions such as				baby
associated with	happy, sad, frightened,	Know when they have		help when feeling angry	
belonging	angry	achieved a goal	get lost		Can say what might
Identify feelings of	Know that they don't	Casial and Frantismal		Know some reasons why	-
happiness and	have to 'be the same as'	Social and Emotional skills	·	others get angry	get older
sadness	to be a friend	Understand that	strangers	Casial and Functional	December that above inc
Skills to play	Know why having		Casial and Emotional	Social and Emotional skills	Recognise that changing
· ·	friends is important	challenges can be difficult	Social and Emotional skills		class can illicit
	·				happy and/or sad
	Know some qualities of a	Recognise some of the feelings linked to	_	they do in their family and those carried out by	emotions
Be able to consider	positive friendship	perseverance		parents/carers and	Can say how they feel
others' feelings		l'	Recognise how different	•	about changing class/
Be responsible in the	Social and Emotional		foods can make them	_	growing up Can identify
setting		achieved a goal			positive memories from
	Identify feelings	Be ambitious		,	the past
	associated with being	Resilience		· ·	year in school/ home
	proud		need to do to stay	Someone who is lonely	year in sensoly morne
		words can encourage	healthy	Can use different ways	
	Identify things they are	people		to mend a friendship	
	good at	Feel proud	Can give examples of	to mena a menasmp	
	Be able to vocalise	Celebrate success	•	Can recognise what	
	success for themselves		l	being angry feels like	
	and about others		Can explain how they	0 0 0 7	
	successes		might feel if they don't	Can use Calm Me when	
	Identify some ways they			angry or upset	
	can be different and the				
	same as others		Can explain what to do		
	Recognise similarities		if a stranger approaches		
	and differences between		them		
	their family and other				
	families				
	Identify and use skills to				
	make a friend				

Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry		
		September 2021

YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National	(R7)- Know how	(R7)- Know how	R12)- know the	(R15)- Know the	- (R1) Know that	- (R1) Know that
Curriculum	important friendships	important friendships	importance of	importance of self-	families are important	families are important
	are in making us feel	are in making us feel	respecting others, even	respect and how this	for children growing up	for children growing u
	happy and secure, and	happy and secure, and	when they are very	links to their own	because they can give	because they can give
	how people choose and	how people choose	different from them (for	happiness.	love, security and	love, security and
	make friends.	and make friends.	example, physically, in	(H1)- Know that mental	stability.	stability.
	(R9)- Know that healthy	R8)- Know the	character, personality	wellbeing is a normal	-(R2) Know the	-(R6) Know how to
	friendships are positive	characteristics of	or backgrounds) or	part of daily life, in the	characteristics of	recognise if family
	and welcoming towards	friendships, including	make different choices	same way as physical	healthy family life,	relationships are
	others, and do not	mutual respect,	or have different	health.	commitment to each	making them feel
	make others feel lonely	truthfulness,	preferences or beliefs.	(H2)- Know that there is	other, including in times	unhappy or unsafe, a
	or excluded.	trustworthiness,	(R16)- Know that in	a normal range of	of difficulty, protection	how to seek help or
	(R12)- know the	loyalty, kindness,	school and in wider	emotions (e.g.	and care for children	advice from others if
	importance of	generosity, trust,	society they can	happiness, sadness,	and other family	needed.
	respecting others, even	sharing interests and	expect to be treated	anger, fear, surprise,	members, the	(R15)- Know the
	when they are very	experiences and	with respect by	nervousness) and scale	importance of spending	importance of self-
	different from them (for	support with	others, and that in	of emotions that all	time together and	respect and how this
	example, physically, in	problems and	turn they should show	humans experience in	sharing each other's	links to their own
	character, personality	difficulties.	due respect to others,	relation to different	lives.	happiness.
	or backgrounds) or	(R9)- Know that	including those in	experiences and	-(R3) know that others'	(R19)- Know the
	make different choices	healthy friendships	position of authority.	situations.	families, either in	importance of
		are positive and	(R30)- Know how to	(H3)- Know how to	school, or the wider	permission-seeking
	preferences or beliefs.	welcoming towards	ask for advice or help	recognize and talk	world, sometimes look	and giving in
	· ·	others, and do not	for themselves or	about there emotions,	different from their	relationships with
	conventions of courtesy		others, and to keep	including having a	family, but that they	friends, peers and
	and manners.	lonely or excluded.	trying until they are	varied vocabulary of	should respect those	adults.
	(R16)- Know that in	(R10) – Know that	heards.	words to use when	differences and know	(R25) –Know what
	•	most friendships have	(H2)- Know that there	talking about their	that other children's	sorts of boundaries
		ups and downs, and	is a normal range of	own and other's	families are also	are appropriate in
	• •	that these can be	emotions (e.g.	feelings.	characterised by love	friendships with peer
	•	worked through so	happiness, sadness,	(H5)- Know the	and care.	and others (including
	• • •	that the friendship is	anger, fear, surprise,	benefits of physical	- (R4) Know that stable,	•
	· · · · · · · · · · · · · · · · · · ·	repaired or even	nervousness) and	exercise, time	caring relationships,	(R26) –Know about

due respect to others. including those in position of authority. (H2)- Know 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)- Know how to recognize and talk about there emotions. including having a varied vocabulary of words to use when talking about their own and other's feelings. (H4)- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H7) –Know isolation and loneliness can affect children and that it is verv important for children to discuss their feelings with an adult and seek support.

strengthened, and that resorting to violence is never right. (R11)- Know how to recognize 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. R12)- know the importance of respecting others. even when thev are verv different from them (for example. physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. (R16)- Know that in school and in wider

scale of emotions that all humans experience in relation to different experiences and situations. (H3)- Know how to recognize and talk about there emotions. including having a varied vocabulary of words to use when talking about their own and other's feelings. (H4)- Know how to iudge whether what they are feeling and how thev are behaving is appropriate and proportionate.

outdoors, community participation. voluntary and servicebased activity on mental wellbeing and happiness. (H6)- Know simple self-care techniques. including the importance of rest. time spent with friends and family and the benefits of hobbies and interests. (H18)-Know the characteristics and metal and physical benefits of an active lifecvcle. (H19)-Know 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. (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health.

(H22)-Know what

which may be of different types, are the and the implications and are important for children's security as they grow up. (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and feelings of being make friends. (R8)- Know the characteristics of friendships, including mutual respect. truthfulness. kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9)- Know that healthy friendships are positive and welcoming towards others. and do not make others feel lonely or excluded. (R10) - Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and

the concept of privacy heart of happy families, of it for both children and adults: including that it is not alwavs right to keep secrets if they relate to being safe. (R29)- Know how to recognize and report unsafe or feeling bad about an adult. (R32)- Know where to get advice e.g. family, school and /or other sources. trustworthiness, lovalty, (H2)- Know 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)- Know how to recognize and talk about there emotions. including having a varied vocabulary of words to use when talking about their own and other's feelings. (H4)- Know how to

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 position of authority. (R17) Know about different types of bullving (including cvberbullving). responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R25) -Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context. (R29)- Know how to recognize and report feelings of being unsafe or feeling bad about an adult. (R31)- Know how to report concerns or abuse, and the

constitutes a healthy diet (including understanding calories and other nutritional content) (H23)-Know the principles of planning and preparing a range of healthy meals. (H24)-Know 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) (H25)-Know the facts about legal and illegal harmful substances and associated risks. including smoking, alcohol use and drugtaking (H28)-Know 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)-Know about personal hygene and germs including

that resorting to violence is never right. (R11)- Know how to recognize 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. R12)- know the importance of respecting others. even when thev are very different from them (for example. physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. (R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. R14)- Know the conventions of

courtesy and

judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

vocabulary and confidence needed to do so. (R32)- Know where to get advice e.g. family. school and /or other sources. (H2)- Know 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)- Know how to recognize and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and other's feelings. (H7) –Know 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) -Know that bullying (including cyberbullying) has a

bacteria, viruses, how they are spread and treated, and the importance of handwashing

manners. (R15)- Know the importance of selfrespect and how this links to their own happiness. (R16)- Know 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 position of authority. (R19)- Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R25) –Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context. (R26) –Know 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.

negative and often lasting impact on mental wellbeing. (H9)-know where and how to seek support (including recognizing 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 wellbeing or ability to control their emotions (including issues arising online).

(R28)- Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (R30)- Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (R32)- Know where to get advice e.g. family, school and /or other sources. (H2)- Know 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)- Know how to recognize and talk about there emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings.

					(H6)- Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (H9)-know where and how to seek support (including recognizing 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 wellbeing or ability to control their emotions (including issues arising online).	
Jigsaw Pieces	Being me in my own world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
(units taught)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone		Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Physical contact preferences	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning

			Feelings of success		Celebrating special relationships	Transition
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Skills	Understand the rights	Know that people	Know how to set simple		Know that everyone's	Know that animals
Progress	and responsibilities of a	have differences	goals	between being healthy	family is different	including humans have a
ions	member of a class	and similarities	Know how to achieve a	and unhealthy		life cycle
			goal		Know that there are lots	
	Understand that their	Know what	Know how to work well	Know some ways to	of different types of	Know that changes
	views are important	bullying means	with a partner	keep healthy	families	happen when we grow
			Know that tackling a			up
		Know who to tell if	challenge can stretch	Know how to make	Know that families are	
		they or someone	their learning	· ·	founded on belonging,	Know that people grow
		else is being bullied	Know how to identify		love and care	up at different rates
		or is feeling	obstacles which make	Know how to keep		and that is normal
		unhappy	achieving their goals		Know how to make a	Know the names of
	rights and	Know skills to		healthy		male and female private
	responsibilities with	make friendships	how to overcome them			body parts
	their classroom		Know when a goal has		Know the characteristics	
		Know that people	been achieved		of healthy and safe	Know that there are
		are unique and that	Casial and Furational			correct names for
		it is OK to be	Social and Emotional	Know that all household		private body parts and
	they are special	different		products, including	Know that physical contact can be used as a	nicknames, and when to
	, i	Social and		·	greeting	use them
	Understand that they	Emotional skills		properly	greeting	Know which parts of the
	are safe in their class	Recognise ways in which	1 .	property	Know about the	body are private
	Identifying helpful	they are the same as	Celebrate an	Know that medicines		and that they belong to
	behaviours to make the	1			· ·	that person and that
	ciass a sate niace	they are different			how they help	nobody has the right to
	Identify what it's like to	Identify what is bullying	Recognise their own			hurt these
	feel proud of an	and what isn't	feelings when faced with	Know how to keep safe	Know who to ask for	
	achievement	and What 1911 t	_		help in the school	Know who to ask for
			_	_	Community	help if they are worried
						September 2021

Recognise feelings	Understand how being	feelings when they are			or frightened
ŭ	bullied might feel	faced with an obstacle	Know about people who	l .	o l
and negative	Know ways to help a	Recognise how they feel	can keep them safe	skills	Know that learning
consequences	person who is being	when they overcome		Can express how it feels	brings about change
Understand that	bullied	an obstacle	Social and Emotional	to be part of a family	
they have		Can store feelings of		and to care for family	Social and Emotional
-1:	Identify emotions	success so that they can	Feel good about	members	skills
Choices	associated with making	be used in the future	themselves when they		Understand and accepts
	a new friend		make healthy choices	Can say what being a	that change is a natural
	Verbalise some of		·	good friend means	part of getting older
	the attributes that		Realise that they are		
	make them unique		special	Can show skills of	Can identify some
	and special			friendship	things that have
			Keep themselves safe		changed and some
				Can identify forms of	things that have stayed
			Recognise ways to look	physical contact they	the same since being a
			after themselves if	prefer	baby (including the
			they feel poorly		body)
				Can say no when they	
			Recognise when they	receive a touch they	Can express why they
			feel frightened and	don't like	enjoy learning
			know how to ask for		
			help	Can praise themselves	Can suggest ways to
				and others	manage change e.g.
			Recognise how being		moving to a new class
			healthy helps them to	Can recognise some of	
			feel happy	their personal qualities	
				Can say why they	
				appreciate a special	
				relationship	

YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ational	R12)- know the	(R7)-Know how	R12)- know the	(H1)-Know that mental	- (R1) Know that	(R15)-Know the
urriculum	importance of	important friendships	importance of	wellbeing is a normal	families are important	importance of self-
	respecting others,	are in making us feel	respecting others,	part of daily life, in the	for children growing up	respect and how this
	even when they are	happy and secure, and	even when they are	same way as physical	because they can give	links to their own
	very different from	how people choose and	very different from	health.	love, security and	happiness.
	them (for example,	make friends.	them (for example,	(H2)-Know that there is	stability.	(R19)-Know the
	physically, in	(R8)- Know the	physically, in	a normal range of	-(R2) Know the	importance of
	character, personality	characteristics of	character, personality	emotions (e.g.	characteristics of	permission-seeking
	or backgrounds) or	friendships, including	or backgrounds) or	happiness, sadness,	healthy family life,	and giving in
	make different	mutual respect,	make different	anger, fear, surprise,	commitment to each	relationships with
	choices or have	truthfulness,	choices or have	nervousness) and scale	other, including in times	•
	different preferences	trustworthiness, loyalty	different preferences	of emotions that all		· •
	or beliefs.	kindness, generosity,	or beliefs.	humans experience in	and care for children	(R25)-Know what
	(R13)- Know practical	trust, sharing interests	(R13)- Know practical	relation to different	and other family	sorts of boundaries
	steps they can take in	and experiences and	steps they can take in	experiences and	members, the	are appropriate in
	a range of different		a range of different	situations	importance of spending	
	context to improve or	and difficulties.	context to improve or	(H3)-Know how to	time together and	and others (including
	support respectful	(R9)- Know that	support respectful	recognize and talk	sharing each other's	in a digital context)
	relationships.	healthy friendships	relationships.	about their emotions,	lives.	(R26)-Know about the
	R14)- Know the	are positive and	R14)- Know the	including having a	-(R3) know that others'	concept of privacy
	conventions of	welcoming towards	conventions of	varied vocabulary of	families, either in	and the implications
	courtesy and	others, and do not	courtesy and	words to use when	school, or the wider	of it for both children
	manners.	make others feel	manners.		· ·	
	(R15)-Know the	lonely or excluded.	(R15)-Know the	and others' feelings	different from their	that it is not always
	importance of self-	(R10) – Know that	importance of self-	_	family, but that they	right to keep secrets i
	respect and how this	most friendships have	respect and how this	of physical exercise,	should respect those	they relate to being
	links to their own	ups and downs, and	links to their own	time outdoors,	differences and know	safe
	happiness.	that these can be	happiness.	community	that other children's	(R27)-Know that each
	(R16)-Know that in	worked through so	(R16)-Know that in	participation, voluntary	families are also	person's body belong
	school and in wider	that the friendship is	school and in wider	and service-based	characterised by love	to them, and the
	society they can	repaired or even	society they can	activity on mental	and care.	differences between
		•		•		
	expect to be treated	strengthened, and	expect to be treated	wellbeing and	- (R4) Know that stable,	7 7 7
	with respect by	that resorting to	with respect by	happiness	caring relationships,	inappropriate or September 2

others, and that in turn they should show due respect to others. including those in positions of authority. (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in importance of a digital context) (R32)-Know where to get advice e.g. family. school and/or other sources (H2)-Know that there is character, personality a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale or beliefs. of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of

violence is never right. (R11)- Know how to recognize 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. R12)- know the respecting others. even when thev are very different from them (for example. physically, in or backgrounds) or make different choices or have different preferences (R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. R14)- Know the conventions of courtesy and manners.

others, and that in turn they should show due respect to others. including those in positions of authority. (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (H2)-Know that there is characteristics and a normal range of emotions (e.g. happiness, sadness. anger, fear, surprise, of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognize and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and others' feelings

(H6)-Know simple selfcare techniques. including the importance of rest, time and are important for spent with friends and family and the benefits they grow up. of hobbies and interests (R5)- Know that (H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact to be lifelong. of positive and negative -(R6) Know how to content online on their recognise if family own and others' mental relationships are and physical wellbeing (H18)-Know the mental and physical benefits of an active lifestyle (H19)-Know the nervousness) and scale importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily friendships, including active mile or other forms of regular, vigorous exercises (H20)-Know the risks associated with an inactive lifestyle (including obesity) (H21)-Know how and

which may be of different types, are the other, contact. heart of happy families. children's security as marriage represents a formal and legally recognized commitment for themselves or of two people to each other which is intended trying until they are making them feel unhappy or unsafe, and confidence needed to how to seek help or advice from others if needed. (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and emotions (e.g. make friends. (R8)- Know the characteristics of mutual respect, truthfulness. trustworthiness, loyalty, experiences and kindness, generosity. trust, sharing interests and experiences and support with problems and difficulties.

unsafe physical, and (R29)-Know how to recognize and report feelings of being unsafe or feeling bad about any adult (R30)-Know how to ask for advice or help others, and to keep heard. (R31)-Know how to report concerns or abuse. and how the vocabulary and do so (R32)-Know where to get advice e.g. family. school and/or other sources (H2)-Know that there is a normal range of happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different situations (H3)-Know how to recognize and talk about their emotions. including having a

words to use when (R16)-Know that in (H4)-Know how to when to seek support (R9)- Know that varied vocabulary of talking about their own school and in wider words to use when judge whether what including which adults healthy friendships and others' feelings society they can they are feeling and to speak to in school if are positive and talking about their expect to be treated how they are they are worried about welcoming towards own and others' with respect by behaving is their health others, and do not feelings others. and that in appropriate and (H22)-Know what make others feel (H34)-Know the key turn they should show proportionate constitutes a healthy lonely or excluded. facts about puberty due respect to others. diet (including and the changing (R10) - Know that (H7)-Know isolation including those in and loneliness can understanding calories most friendships have adolescent body. positions of authority. affect children and and other nutritional ups and downs, and particularly from age (R17) Know about that it is verv content) that these can be 9 through to age 11. different types of important for children (H23)-Know the worked through so including physical and bullving (including to discuss their principles of planning that the friendship is emotional changes cyberbullying), and preparing a range feelings with an adult repaired or even strengthened, and responsibilities of and seek support of healthy meals bystanders (primarily (h8)-Know that (H24)-Know the that resorting to characteristics of a poor violence is never reporting bullying to bullying (including an adult) and how to cyberbullying) has a diet and risks associated right. get help. negative and often with unhealthy eating (R11)- Know how to (R18)-Know what a lasting impact on (including, for example, recognize who to trust stereotype is, and mental wellbeing obesity and tooth and who not to trust. how it can be unfair. (H9)-Know where and decay) and other how to judge when a negative or how to seek support behaviours (e.g. the friendship is making destructive (including recognising impact of alcohol on them feel unhappy or (R19)-Know the the triggers for diet or health) uncomfortable. importance of seeking support) (H25)-Know the facts managing conflict, permission-seeking including whom in how to manage these about legal and illegal and giving in school they should harmful substances and situations and how to speak to if they are associated risks. relationships with seek help or advice friends, peers and worried about their including smoking, from others, if alcohol use and drugadults. own or someone needed. taking) (R20)-Know that else's mental R12)- know the people sometimes wellbeing or ability to (H28)-Know the importance of behave differently control their emotions importance of sufficient respecting others. online, including by (including issues good quality sleep for even when they are arising online) good health and that a very different from pretending to be someone they are lack of sleep can affect them (for example, not. weight, mood and physically, in

(R21)-Know that the same principles apply to online relationships as to face-face relationships. including the importance of respect for others online including when we are anonymous. (R22)-Know the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them. (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (R31)-Know how to report concerns or abuse, and how the vocabulary and confidence needed to do so (R32)-Know where to get advice e.g. family, school and/or other

ability to learn

character, personality or backgrounds) or make different choices or have different preferences or beliefs. (R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. (R16)-Know 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)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not. (R22)-Know the rules and principles for

sources (H2)-Know 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)-Know how to recognize and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and others' feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H13)-Know how to consider the effect of their online actions on others and know how to recognise and display respectful online and the importance of keeping personal information private

keeping safe online, how to recognize risks. harmful content and contact, and how to report them. (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26)-Know 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)-Know that each person's body belongs to them. and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29)-Know how to recognize and report

feelings of being (H15)-Know that the unsafe or feeling bad internet can also be a negative place where about any adult online abuse, trolling. (R30)-Know how to bullving and ask for advice or help harassment can take for themselves or others, and to keep place, which can have a negative impact on trying until they are mental health heard. (H17)-Know where (R31)-Know how to and how to report report concerns or concerns and get abuse, and how the support with issues vocabulary and online confidence needed to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-Know 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)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

					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	
	Being me in my own world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Pieces (units taught)	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment	stereotypes about gender Understanding bullying Standing up for self and others	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and	boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition Life cycles in nature Growing from young to old
Skills	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Progress ions f	Identifying hopes and fears for the year ahead	Know there are stereotypes about boys	Know how to choose a	Know what their body	Know that everyone's	Know that life cycles exist in nature
á	Office Staffa the rights	Know that it is OK not to conform to gender	Know that it is important to persevere	means	there is trust, respect,	Know that aging is a natural process including old-age
t	to listen to other people	Know it is good to be	Know how to recognise what working together		operation	Know that some changes are out of an
	KIIOW about iewaius	people get bullied	well looks like		Know that there are lots of forms of physical	individual's control
	and consequences and	because of difference	Know what good group		contact within a family	Know how their bodies

	that these stem from	Know the difference	working looks like	Know that it is		have changed from
	choices	between right and		important to use	Know how to stay stop	when they were a baby
	Know that positive	wrong and the role that	Know how to share	medicines safely	if someone is hurting	and that they will
	choices impact positively	choice has to play in this	success with other		them	continue to change as
	on self-learning and the	Know that friends can be	people	Know how to make		they age
		different and still be		some healthy snacks	Know some reasons	
		friends	Social and Emotional		why friends have	Know the physical
	Social and		skills	Know why healthy	conflicts	differences between
	Emotional Skills	Know where to get help	Be able to describe their	snacks are good for their		male and female bodies
			own achievements	bodies	Know that friendships	
	Recognise own feelings	Know the difference	and the feelings linked	Know which foods given	have ups and downs	Know the correct names
	and know when and	between a one-off	to this	their bodies energy	and sometimes change	for private body
,	where to get help	incident and bullying			with time	parts
	Know how to make their		Recognise their own	Social and Emotional		
	class a safe and fair	Social and Emotional	strengths as a learner	skills	Know how to use the	Know that private body
	olace	skills		•		parts are special and
	Jucc	Understand that boys				that no one has the right
	51 11: · ·	and girls can be similar	with others can be		problem-solving	to hurt these
	Show good listening	in lots of ways and that	Helpful	Identify when a feeling is	methods	
	skills	is OK		weak and when a		Know who to ask for
	Dogganico the feeling of	Understand that boys		feeling is strong	Know there are good	help if they are worried
	Recognise the feeling of	and girls can be different	effectively with a		secrets and worry	or frightened
	oem 6 worned	in lots of ways and that	partner	·	secrets and why it is	
	se able to work	is OK			important to share	Know there are
	cooperatively			and keeping it healthy	•	different types of touch
			partner with whom they			and that some are
				Have a healthy		acceptable
		someone feel		relationship with food	Social and Emotional	
		Can choose to be kind to			skills	Social and Emotional
		someone who is being	of a group		Can identify the	skills
		bullied				Can appreciate that
		Know how to stand up	U		responsibilities in their	changes will happen and
		for themselves when	to be part of a group		,	that some can be
		they need to	that succeeds and store			controlled and others
		Recognise that they	this feeling		Can recognise the value	not
		shouldn't judge people			that families can bring	
		Shouldin t Judge people				Be able to express how
					Can recognise and talk	they feel about changes

because they are	about the types of	
different	physical contact that is	Show appreciation for
Understand that	acceptable or	people who are older
everyone's differences	unacceptable	·
	'	Can recognise the
make them special and	Can use positive	independence and
unique	problem-solving	responsibilities they
	techniques	have now compared to
	· ·	being a baby or toddler
	Solve-it-together) to	cenig a sasy or counce.
	resolve a friendship	Can say what greater
	conflict	responsibilities and
	Sommet Commet	freedoms they may have
	Can identify the	in the future
	negative feelings	in the ratare
	associated with keeping	Can say who they would
	a worry secret	go to for help if worried
	a nony searce	or scared
	Can identify the feeling	
	associated with trust	Can say what types of
	associated with trast	touch they find
	Can identify who they	comfortable/
	trust in their own	uncomfortable
	relationships	directification
	i ciationismps	Be able to confidently
	Can give and receive	ask someone to stop if
	compliments	they are being hurt or
	Compliments	frightened
	Can say who they would	<u> </u>
	go to for help if they	Can say what they are
	were worried or scared	looking forward to in
	were worned of scared	the next year
		the field year

YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National	(R7)-Know how	(R1)-Know that	(R12)-Know the	(R15)-Know the	(R1)-Know that families	(R1)-Know that familie
Curriculum	important friendships	families are important	importance of	importance of self-	are important for	are important for
	are in making us feel	for children growing	respecting others, even	respect and how this	children growing up	children growing up
	happy and secure, and	up because they can	when they are very	links to their own	because they can give	because they can give
	how people choose and	give love, security and	different from them (for	happiness	love, security and	love, security and
	make friends	stability	example, physically, in	(R20)-Know that people	stability	stability
	(R8)-Know the	(R2)-Know the	character, personality	sometimes behave	(R2)-Know the	(R2)-Know the
	characteristics of	characteristics of	or backgrounds) or	differently online,	characteristics of	characteristics of
	friendships, including	healthy family life,	make different choices	including by pretending	healthy family life,	healthy family life,
	mutual respect,	commitment to each	or have different	to be someone they are	commitment to each	commitment to each
	truthfulness,	other, including in	preferences or beliefs	not	other, including in times	other, including in tim
	trustworthiness, loyalty,	times of difficulty,	(R13)-Know practical	(R21)-Know that the	of difficulty, protection	of difficulty, protection
	kindness, generosity,	protection and care	steps they can take in a	same principles apply to	and care for children	and care for children
	trust, sharing interests	for children and other	range of different		and other family	and other family
	and experiences and	family members, the	contexts to improve or	to face-to-face	members, the	members, the
	·	importance of	support respectful	relationships, including	importance of spending	importance of spendir
	and difficulties	spending time	relationships	the importance of	time together and	time together and
	(R9)-Know that healthy	•	(R14)-Know the	respect for others	sharing each other's'	sharing each other's'
	friendships are positive		conventions of courtesy	online including when	lives	lives
	and welcoming towards		and manners	we are anonymous	R3)-Know that others'	R3)-Know that others'
		others' families,	(R15)-Know the	(R22)-Know the rules	families, either in school	families, either in scho
	make others feel lonely	either in school or in	importance of self-	and principles for		or in the wider world,
	or excluded	the wider world,	respect and how this	keeping safe online,	sometimes look	sometimes look
	(R12)-Know the	sometimes look	links to their own	how to recognise risks,	different from their	different from their
	importance of	different from their	happiness	harmful content and	family, but that they	family, but that they
	respecting others, even	family, but that they	(H2)-know that there is	contact, and how to	-	should respect those
		should respect those	a normal range of	report them	differences and know	differences and know
	different from them (for	differences and know	emotions (e.g.	(R23)-know how to	that other children's	that other children's
	example, physically, in	that other children's	happiness, sadness,	critically consider their	families are also	families are also
		families are also	anger, fear, surprise,	online friendships and	characterised by love	characterised by love
		characterised by love	nervousness) and a	•	and care	and care
		and care	scale of emotions that		(R4)-Know that stable,	(R4)-Know that stable
		(R4)-Know that stable,	all humans experience	the risks associated	caring relationships,	caring relationships,
		caring relationships,	· ·		•	which may be of

September 2021

(R13)-Know practical steps they can take in a different types, are at range of different contexts to improve or support respectful relationships (R14)-Know the conventions of courtesy (R5)-Know that and manners (R16)-Know that in school and in wider society they can expect commitment of two to be treated with respect by others, and that in turn they should be lifelong show due respect to others, including those in positions of authority relationships are (R19)-Know the importance of permission-seeking and and how to seek help giving in relationships with friends, peers and adults (R21)-Know that the same principles apply to are in making us feel online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in friendships have ups

which may be of the heart of happy families, and are important for children's security as thev grow up marriage represents a formal and legally recognized people to each other which is intended to (R6)-Know how to recognise if family making them feel unhappy or unsafe. or advice from others if needed (R7)-Know how important friendships happy and secure, and how people choose and make friends (R9)-Know that healthy friendships are positive and welcoming towards others. and do not make others feel lonely or excluded (R10)-Know that most

experiences and situations (H3)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when and others' feelings (H4)-Know how to judge (R26)-Know about the whether what they are feeling and how they are behaving is appropriate and proportionate

never met (R24)-Know how information and data is families, and are shared and used online (R25)-Know what sorts of boundaries are appropriate in friendships with peers talking about their own and others (including in happy and secure, and a digital context) concept of privacy and the implications of it for characteristics of both children and adults: including that it is not always right to keep secrets if they relate to being safe (R28)-Know how to respond safely and appropriately to adults thev may encounter (in all contexts. including online) whom they do not know (R29)-Know how to recognise and report feelings of being unsafe or excluded or feeling about any adult (R30)-Know how to ask and downs, and that for advice or help for themselves or others. and to keep trying until that the friendship is they are heard (R31)-Know how to report concerns or

abuse, and the

different types, are at the heart of happy (R7)-Know how important friendships are in making us feel how people choose and destructive make friends (R8)-Know the friendships, including mutual respect, truthfulness. trustworthiness, loyalty, physical, and other, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9)-Know that healthy anger, fear, surprise. friendships are positive nervousness) and a and welcoming towards scale of emotions that others, and do not make others feel lonely in relation to different (R10)-Know that most friendships have ups these can often be worked through so repaired or even straightened, and that resorting to violence is never right

different types, are at the heart of happy families, and are important for children's important for children's security as they grow up security as they grow up (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or (R27) Know that each person's body belongs to them. and the difference between appropriate and inappropriate or unsafe contact (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, all humans experience experiences and situations (H3)-Know 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 (H34)-Know key facts

a digital context) (R32)-Know where to get advice e.g. family. school and/or other sources (H2)-know that there is straightened, and that a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know 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

and downs, and that these can often be worked through so that the friendship is repaired or even resorting to violence is never right (R11)-Know 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 (R12)-Know 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)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships (R14)-Know the

vocabulary and confidence needed to do so (R32)-Know where to get advice e.g. family. school and/or other sources (H1)-Know that mental wellbeing is a normal part of a daily life, in the situations and how to same way as physical health (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own (R16)-Know that in and others' feelings (H5)-Know the benefits of physical exercise, time outdoors. community participations, voluntary and service based activity on

(R11)-Know 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 seek help or advice from others. if needed (R12)-Know 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)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships 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

about puberty and the changing adolescent body, particularly from age 9 through to age 11. including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cvcle

conventions of courtesy and manners (R15)-Know the importance of selfrespect and how this links to their own happiness (R16)-Know 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)-Know about different types of bullving (including cvberbullving), and the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not

mental wellbeing and happiness (H6)-Know simple selfcare techniques. including the importance of rest, time responsibilities of spent with friends and family and the benefits reporting bullying to an of hobbies and interests adult) and how to get (H9)-Know where and how to seek support (including recognizing the triggers for seeking support), including whom in school thev should speak to if they are worried about their importance of own or someone else's permission-seeking and mental wellbeing, or ability to control their emotions (including issues arising online) (H11)-Know that for most people, the internet is an integral part of life and has many benefits (H17)-Know where and how to report concerns and get support with issues online (H18)-Know the characteristics and mental and physical benefits of an active lifestyle (H19)-Know the importance of building

(R17)-Know about different types of bullving (including cyberbullying), and the impact of bullving. bystanders (primarily help (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19)-Know the giving in relationships with friends, peers and adults (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not (R21)-Know 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)-Know the rules and principles for

(R21)-Know 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 anonvmous (R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30)-Know how to ask for advice or help for themselves or others. and to keep trying until they are heard (R31)-Know how to report concerns or abuse. and the vocabulary and confidence needed to do so (R32)-Know where to

regular exercise into keeping safe online. daily and weekly how to recognise risks. harmful content and routines and how to achieve this: for contact, and how to example walking or report them cycling to school, a daily (R23)-know how to active miles or other critically consider their forms of regular. online friendships and vigorous exercise sources of information (H20)-Know the risks including awareness of associated with an the risks associated inactive lifestyle with people they have (including obesity) never met (H21)-Know how and (R24)-Know how when to seek support information and data is including which adults shared and used online to speak to in school if (R25)-Know what sorts they are worried about of boundaries are their health appropriate in (H22)-Know what friendships with peers constitutes a healthy and others (including in diet (including a digital context) understanding calories (R26)-Know about the and other nutritional concept of privacy and content) the implications of it for (H23)-Know the both children and adults; including that it principles of planning a range of healthy meals is not always right to (H24)-Know the keep secrets if they characteristics of a poor relate to being safe diet and risks associated (R32)-Know where to with unhealthy eating get advice e.g. family, (including, for example, school and/or other obesity and tooth sources (H2)-know that there is decay) and other behaviours (e.g. the a normal range of impact of alcohol on emotions (e.g. diet or health) happiness, sadness,

get advice e.g. family. school and/or other sources (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know 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)-Know how to iudge whether what they are feeling and how they are behaving is appropriate and proportionate (H7)-Know isolation and loneliness can affect children and that it is verv important for children to discuss their feelings with an adult and seek support

(H25)-Know the facts about legal and illegal (harmful substance associated risks. including smoking. alcohol use and drugtaking) (H28)-Know the importance of sufficient recognise and talk good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H32)-Know how to make a clear and efficient call to emergency services if necessary

anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to about their emotions. including having a varied vocabulary of words to use when talking about their own and others' feelings (H9)-Know where and how to seek support (including recognizing the triggers for seeking support), including whom in school thev should speak to if they are worried about their own or someone else's mental wellbeing, or ability to control their emotions (including issues arising online) (H11)-Know that for most people, the internet is an integral part of life and has many benefits (H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic

(H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know where and how to seek support (including recognizing 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 wellbeing, or ability to control their emotions (including issues arising online) (H13)-Know 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 information private (H15)-Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a

devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (H13)-Know 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 information private (H14)-Know why social media, some computer games and online gaming, for example, are age restricted (H15)-Know 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)-Know how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted (H17)-Know where and

		negative impact on mental health			how to report concerns and get support with issues online	
Jigsaw Pieces (units taught)	Being me in my own world Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	to manage it (child- centred)	Dreams and Goals Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings	Healthy Me Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different	Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Skills Progress ions	Knowledge Recognise own feelings	Knowledge Know why families are	Simple budgeting Knowledge Know about specific people who have	Knowledge Know how exercise affects their bodies	Expressing appreciation for family and friends Knowledge Know that different	Knowledge Know that in animals and humans lots of
IUIIS	and know when and where to get help Know how to make their class a safe and fair place Show good listening	important Know that everybody's	overcome difficult challenges to achieve success Know what dreams and ambitions are	Know why their hearts and lungs are such important organs Know that the amount	out different roles or have different responsibilities within the family Know that gender	changes happen between conception and growing up Know that in nature it is usually the female
	skills Recognise the feeling of being worried Be able to work cooperatively	reasons for this Know that conflict is a normal part of relationships Know what it means to	important to them Know how they can best overcome learning challenges Know that they are	their health Know that there are	unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills	Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops
	Social and	be a witness to bullying	responsible for their	aimerent types of drugs	taking turns, being a	where it develops September 2021

Emotional Skills			own learning		good listener	Know that babies need
Recognise self-v		make the situation		things, places and		love and care from
Identify persona	7 1	worse or better by what		people that can be	_	their parents/carers
strengths		they do	_	_	for keeping themselves	
Be able to set a	norconal	Know that some words	learner		safe online	Know some of the
	personai	are used in hurtful ways		Know a range of		changes that happen
goal		and that this can have	Know what an obstacle	strategies to keep	Know how some of the	between being a baby
Recognise feelin	ngs of	consequences	,	themselves safe	actions and work of	and a child
happiness, sadn	iess,		hinder achievement		people around the world	
worry and fear i		Casial and Forestional		Know when something	help and influence	Know that the male and
themselves and	others	Social and Emotional	Know how to take steps	feels safe or unsafe	my life	female body needs to
Make other peo	ple feel	skills	to overcome obstacles			change at puberty so
valued		Be able to show		Know that their bodies	Know that they and all	their bodies can make
		appreciation for their	Know how to evaluate	are complex and need	children have rights	babies when they are
		families, parents and	their own learning	taking care of	(UNCRC)	adults
empathy for oth		carers	progress and identify			
Be able to work	(Use the 'Solve it	how it can be better	Social and Emotional	Know the lives of	Know some of the
collaboratively		together' technique to	next time	skills	children around the	outside body changes
		calm and resolve		Able to set themselves a	world can be different	that happen during
		conflicts with friends	Social and Emotional	fitness challenge	from their own	puberty
		and family	skills			
		Empathise with people	Recognise other	Recognise what it feels	Social and Emotional	Know some of the
		who are bullied	people's achievements	like to make a healthy	skills	changes on the inside
			in overcoming	choice	Can identify the	that happen during
		Employ skills to support	difficulties		responsibilities they	puberty
		someone who is bullied		Identify how they feel	have within their family	
		Be able to 'problem-	Imagine how it will feel	about drugs		Social and Emotional
		solve' a bullying	when they achieve		Can use Solve-it-	skills
		situation accessing	their dream / ambition	Can express how being	together in a conflict	Can express how they
		appropriate support if				feel about babies
		necessary	Can break down a goal	feels	win outcome	
		Be able to recognise,	into small steps			Can describe the
		accept and give		Can take responsibility	Know how to access	emotions that a new
		compliments	Recognise how other	for keeping	help if they are	baby can bring to a
			_			family
		Recognise reenings		safe	anything on social media	
			_		_	Can express how they
		receiving a compliment	Can manage feelings of	bodies and appreciate		feel about puberty

fı	rustration linked to	what they do	Can empathise with	
fa	acing obstacles	•	people from other	Can say who they can
			countries who may not	talk to about puberty if
	Can share their success		have a fair job/ less	they have any worries
w	vith others		fortunate	
				Can identify
	Can store feelings of		Understand that they	stereotypical family
SI	uccess (in their internal		are connected to the	roles and challenge
tı	reasure chest) to be		global community in	these ideas e.g. it may
u u	used at another time		many different ways	not always be Mum who
				does the laundry
			Can identify similarities	
			in children's rights	Can identify changes
			around the world	they are looking forward
				to in the next year
			Can identify their own	
			wants and needs and	Can suggest ways to
			· ·	help them manage
				feelings during changes
				they are more anxious
			Ü	about
			community	

YEAR 4

Summer 1	Summer 2
(R2)-Know the	(R1)-Know that familie
s characteristics of	are important for
healthy family life,	children growing up
d commitment to each	because they can give
nd other, including in times	love, security and
of difficulty, protection	stability
and care for children	(R2)-Know the
and other family	characteristics of
members, the	healthy family life,
importance of spending	commitment to each
time together and	other, including in tim
lty, sharing each other's	of difficulty, protectio
lives	and care for children
ts (R4)-Know that stable,	and other family
caring relationships,	members, the
ns which may be of	importance of spendi
different types, are at	time together and
hy the heart of happy	sharing each other's
ve families, and are	lives
rds important for children's	(R3)-Know that others
security as they grow up	= =
ely (R6)-Know how to	or in the wider world,
recognise if family	sometimes look
t relationships are	different from their
making them feel	family, but that they
unhappy or unsafe, and	
how to seek help or	differences and know
nat advice from others if	that other children's
needed	families are also
(R7)-Know how	characterised by love
at important friendships	and care
is are in making us feel	(R4)-Know that stable
happy and secure, and	caring relationships,
	how people choose and

September 2021

needed (R12)-Know the importance of respecting others, even (R16)-Know that in when they are very different from them (for society they can example, physically, in character, personally or with respect by backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can take in a range of different context to improve or support respectful relationships impact of bullying, (R14)-Know the conventions of courtesy bystanders (primarily and manners (R16)-Know that in school and in wider society they can expect (R20)-Know that to be treated with respect by others, and that in turn they should online, including by show due respect to others, including those someone they are not in positions of authority (R21)-Know that the (R19)-Know the importance of permission-seeking and as face-to-face giving in relationships with friends, peers and adults (R25)-Know what sort offor others online boundaries are

respect and how this links to their own happiness school and in wider expect to be treated others, and that in turn thev should show due respect to others. including those in positions of authority (R17)-Know about different types of bullying (including cyberbullying), the responsibilities of reporting bullying to an adult) and how to get help people sometimes behave differently pretending to be same principles apply to online relationships relationships. including the importance of respect including when we are

(H3)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and other people's feelings

recognise who to trust make friends and who not to trust. (R8)-Know the how to judge when a characteristics of friendship is making friendships, including them feel unhappy or mutual respect. uncomfortable, manage truthfulness. conflict, how to manage trustworthiness, loyalty, importance of these situations and kindness, generosity, how to seek help or trust, sharing interests advice from others. if and experiences and needed support with problems (R12)-Know the and difficulties importance of respecting others, even when they are very different from them (for others, and do not example, physically, in character, personally or or excluded backgrounds), or make (R10)-Know that most different choices or friendships have ups have different and downs. and that preferences or beliefs these can often be (R13)-Know the practical steps they can the friendship is take in a range of repaired or even different context to strengthened, and that resorting to violence is improve or support respectful relationships never right R11)-Know how to (R14)-Know the conventions of courtesy recognise who to trust and manners and who not to trust. (R15)-know the how to judge when a importance of selffriendship is making respect and how this them feel unhappy or links to their own happiness these situations and (R16)-Know that in

school and in wider

how to seek help or

different types, are at the heart of happy families, and are important for children's security as they grow up (R12)-Know the respecting others, even when they are very different from them (for example, physically, in character, personally or (R9)-know that healthy backgrounds), or make friendships are positive different choices or and welcoming towards have different preferences or beliefs make others feel lonely (R26)-Know about the concept of privacy and the implications of it for both children and adults: including that it is not alwavs right to worked through so that keep secrets if they relate to being safe (R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (H2)-Know that there is a normal range of uncomfortable, manage emotions (e.g. conflict, how to manage happiness, sadness, anger, fear, surprise,, nervousness) and scale

appropriate in friendships with peers and others (including in and principles for a digital context) (H2)-Know that there is how to recognise 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)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and other people's feelings

anonymous (R22)-Know the rules keeping safe online. risks. harmful content and contact, and how to report them (R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse. and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-Know 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

society they can expect to be treated with respect by others. and that in turn thev should show due respect to others. including those in positions of authority (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults (R20)-Know that people sometimes behave differently online. including by pretending to be someone they are not (R21)-Know that the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22)-Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

advice from others, if needed (R12)-Know the importance of respecting others, even situations when thev are verv different from them (for recognise and talk example, physically, in character, personally or including having a backgrounds), or make different choices or have different preferences or beliefs (R13)-Know the practical steps they can (H4)-Know how to take in a range of different context to improve or support respectful relationships behaving is (R14)-Know the conventions of courtesy proportionate and manners (R16)-Know that in school and in wider society they can expect body, particularly to be treated with respect by others, and that in turn they should physical and show due respect to others, including those in positions of authority menstrual wellbeing (R19)-Know the importance of permission-seeking and cycle giving in relationships with friends, peers and adults (R25)-Know what sort of

of emotions that all humans experience in relation to different experiences and (H3)-Know how to about their emotions. varied vocabulary of words to use when talking about their own and other people's feelings iudge whether what they are feeling and how thev are appropriate and (H34)-Know kev facts about puberty and the changing adolescent from age 9 through to age 11, including emotional changes (H35)-Know about including the key facts about the menstrual

experiences and situations (H3)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to iudge whether what they are feeling and how they are behaving is appropriate and proportionate (H7)-Know isolation and loneliness can affect children and that it is verv important for children to discuss their feelings with an adult and seek support (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know where and when to seek support (including recognising the triggers for seeking support), including whom in

(R25)-Know what sort of boundaries are appropriate in friendships with peers and others (including in a digital context) (R29)-Know how to recognise and report feelings of being unsafe or feeling bad about anv adult (R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse. and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise,, nervousness) and scale of emotions that

boundaries are appropriate in friendships with peers and others (including in a digital context) (R32)-Know where to get advice e.g. family. school and/or other sources (H2)-Know 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)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7)-Know isolation and loneliness can

school they should speak to if they are worried about their own. or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H13)-know 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

all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to iudge whether what they are feeling and how they are behaving is appropriate and proportionate (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health (H24)-Know 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)

(H25)-Know the facts

affect children and that it is verv important for children to discuss their feelings with an adult and seek support (H9)-Know where and when 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 wellbeing or ability to control their emotions (including issues arising online) (H10)-Know 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

				about legal and illegal harmful substances and associated risks, including smoking, alcohol use and rugtaking (H26)-Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body		
	Being me in my	Celebrating	Dreams and	Healthy Me	Relationships	Changing Me
Jigsaw	own world	Differences	Goals	•	•	
Pieces				Healthier friendships	Jealousy	Being unique
(units	Being part of a class	Challenging assumptions	Hopes and dreams	Group dynamics	Love and loss	Having a baby
taught)	team	Judging by appearance	Overcoming	Smoking	Memories of loved ones	Girls and puberty
	Being a school citizen	Accepting self and	disappointment	Alcohol	Getting on and Falling	Confidence in change
	Rights, responsibilities	others	Creating new, realistic	Assertiveness	Out	Accepting change
	and democracy (school	Understanding	dreams	Peer pressure	Girlfriends and	Preparing for transition
	council)	influences	Achieving goals	Celebrating inner		Environmental change
	Rewards and	Understanding bullying	Working in a group	strength	Showing appreciation to	J
	consequences	Problem-solving	Celebrating	J	people and animals	
	Group decision-making	Identifying how special	contributions		<u>'</u>	
	Having a voice		Resilience			
	What motivates	First impressions	Positive attitudes			
	behaviour	•				
Skills	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Progress	Know how individual	Know that sometimes	Know what their own	Know how different	Know some reasons why	~
ions	attitudes and actions	people make	hopes and dreams are	friendship groups are	people feel jealousy	characteristics are
	make a difference to a	assumptions about a		formed and how they fit		inherited from birth
	class	person because of the	Know that hopes and	into them	Know that jealousy can	parents and this is
	Know about the	way they look or act	dreams don't always		be damaging to	brought about by an
	different roles in the	Know there are	come true	Know which friends	relationships	ovum joining with a
	school community	influences that can		they value most		sperm
	35.1001 community	acrices that can	Know that reflecting on		Know that loss is a	

	66				
· ·		positive and happy		normal part of	Know that babies are
school community		experiences can help		relationships	made by a sperm joining
Know what democracy is	KIIOW LIIAL SOIHE IOHIIS		groups		with an ovum
(applied to pupil voice in	of bullying are harder to	disappointment		Know that negative	
school)	identify e.g. tactical	Know how to make a	Know that they can take	-	Know the names of the
Know that their own	ignoring, cyber-bunying	new plan and set new		part of loss	different internal and
	Know what to do if thou	goals even if they have	according to the		external body parts that
	think bullying is, or	been disappointed	situation	Know that memories	are needed to make a
	might be taking place			can support us when we	baby
Know now groups work		Know how to work out		lose a special person or	
		the steps they need to		animal	Know how the female
consensus		take to achieve a goal	on health		and male body change
KIIOW LIIGL	join in with bullying and			_	at puberty
having a voice	don't tell anyone	Know how to work as		natural part of	
and democracy	Know that first	part of a successful		relationships/ friendship	
benefits the	impressions can	group	start to smoke		hygiene is important
school	change				during puberty and as an
community		Know how to share in		is better for a	adult
	Social and	the success of a group		friendship/ relationship	
Social and	Emotional skills			to end if it is causing	Know that change is a
Emotional Skills	Try to accept people for			negative feelings or is	normal part of life and
Identify the feelings	who they are	skills		unsafe	that some cannot be
associated with being	Identity influences that	Can talk about their	Know some of the		controlled and have to
included or excluded	have made them think	hopes and dreams and	reasons some people	Social and Emotional	be accepted
	or feel	the feelings associated	drink alcohol	skills	
	positively/negatively	with these		Can identify feelings and	_
	about a situation			emotions that	bring about a range of
be able to take on a role		Can identify the feeling	when people are putting	accompany jealousy	different emotions
•		of disappointment	pressure on them		
	bystander might feel in a			Can suggest positive	Social and Emotional
the overall outcome	bullying situation	Can identify a time	Know what they think is	strategies for managing	skills
Can make others feel	Identify reasons why a	when they have felt	right and wrong	jealousy	Can appreciate their
cared for and welcomed	, ,	disappointed			own uniqueness and
Recognise the feelings of	with bullying		Social and Emotional	Can identify people who	that of others
	Revisit the 'Solve it	Be able to cope with		are special to them	
_	together' technique to	disappointment	,	and express why	Can express how they
	practise conflict and		that they have about		feel about having
Officerstatio with the	bullying scenarios	Help others to cope	their friends and	Can identify the feelings	children when they are
school community					September 2021
					Schreinner Zozi

benefits from a Learning Charter	Identify their own uniqueness	with disappointment	•	and emotions that accompany loss	grown up
Be able to help friends make positive	Be comfortable with the way they look Identify when a first impression they had was right or wrong Be non-judgemental about others who are different	Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with	Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate	Can express any concerns they have about puberty Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change

YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National	(R12)-Know the	(R9)-Know that	(R12)-Know the	(R12)-Know the	(R11)-know how	(R15)-know the
Curriculum	importance of	healthy friendships	importance of	importance of	to recognise who	importance of self-
	respecting others, even	are positive and	respecting others, even	respecting others, even	to trust and who	respect and how this
	when they are very	welcoming toward	when they are very	when they are very	not to trust, how	links to their own
	different from them (for	others, and do not	different from them (for	different from them (for	to judge when a	happiness
	example, physically, in	make others feel	example, physically, in	example, physically, in	friendship is	(R25)-Know what sorts
	character, personality	lonely or excluded	character, personality	character, personality	making them feel	of boundaries are
	or backgrounds), or	(R10)-Know that most	or backgrounds), or	or backgrounds), or	unhappy or	appropriate in
	make different choices	friendships have ups	make different choices	make different choices	uncomfortable,	friendships with peers
	or have different	and downs, and that	or have different	or have different	managing	and others (including i
	preferences or beliefs	these can often be	preferences or beliefs	preferences or beliefs	conflict, how to	a digital context)
	(R13)-Know practical	worked through so	(R15)-know the	(R15)-know the	manage these	(R26)-Know about the
	steps they can take in a	that the friendship is	importance of self-	importance of self-	situations and	concept of privacy and
	range of different	repaired or even	respect and how this	respect and how this	how to seek help	the implications for
	contexts to improve or	strengthened , and	links to their own	links to their own	or advice from	both children and
	support respectful	that resorting to	happiness	happiness	others, if needed	adults; including that i
	relationships	violence is never right	(R16)-Know that in	(R16)-Know that in	(R12)-Know the	is not always right to
	(R14)-Know the	(R12)-Know the	school and in wider	school and in wider	importance of	keep secrets if they
	conventions of courtesy	importance of	society they can expect	society they can expect	respecting others, even	relate to being safe
	and manners	respecting others,	to be treated with	to be treated with	when they are very	(R27)-Know that each
	(R15)-know the	even when they are	respect by others, and	respect by others, and	different from them (for	
	importance of self-	very different from	that in turn they should	•	example, physically, in	to them, and the
	respect and how this	them (for example,	show due respect to	show due respect to	character, personality	differences between
	links to their own	physically, in	· ·	•	or backgrounds), or	appropriate and
	happiness	character, personality	in positions of authority	in positions of authority	make different choices	inappropriate or unsaf
	(R16)-Know that in	or backgrounds), or	-	(R18)-Know what a	or have different	physical, and other,
	school and in wider	make different	a normal range of	stereotype is, and how	preferences or beliefs	contact
	society they can expect	choices or have	emotions (e.g.	stereotypes can be	(R13)-Know practical	(H1)-Know that menta
	to be treated with	different preferences	happiness, sadness,	• •		wellbeing is a normal
		or beliefs	anger, fear, surprise,	destructive	range of different	part of everyday life, i
	that in turn they should			(R25)-Know what sorts	contexts to improve or	the same way as
	show due respect to	steps they can take in	of emotions that all		support respectful	physical health
	others, including those	-	humans experience in	appropriate in	relationships	(H2)-Know that there
	in positions of authority		· ·	friendships with peers	(R14)-Know the	a normal range of
				, , , , , , ,	. ,	September 20

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)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own (R17)-Know about and others' feelings (H7)-Know isolation and bullving (including Ioneliness can affect children and that it is very important for children to discuss their bystanders (primarily feelings with an adult and seek support

(H2)-Know that there is or support respectful relationships (R15)-know the importance of selfrespect and how this links to their own happiness (R16)-Know 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 different types of cvberbullving). the impact of bullying, responsibilities of reporting bullying to an adult) and how to get help (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30)-Know how to

experiences and situations (H3)-Know 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

and others (including in conventions of courtesy emotions (e.g. a digital context) (R27)-Know that each person's body belongs to them. and the differences between appropriate and inappropriate or unsafe (R16)-Know that in physical, and other. contact (R30)-Know how to ask for advice or help for themselves. or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse. and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/ or other sources (H1)-Know that mental wellbeing is a normal part of everyday life, in importance of the same way as physical health (H2)-Know 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

and manners (R15)-know the importance of selfrespect and how this links to their own happiness school and in wider society they can expect to he treated with respect by others, and that in turn they should including having a show due respect to others, including those words to use when (R17)-Know about different types of bullying (including cvberbullving). the impact of bullving. responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19)-Know the permission-seeking and and service based giving in relationships with friends, peers and adults (R20)-Know that people (H6)-Know simple-self sometimes behave differently online, to be someone they are spent with friends and not

happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions. varied vocabulary of in positions of authority talking about their own and others' feelings (H4)-Know how to judge whether what thev are feeling and how they are behaving is appropriate and proportionate (H5)-Know the benefits of physical exercise, time outdoors. community participation, voluntary activity on mental wellbeing and happiness care techniques. including the including by pretending importance of rest, time family and the benefits

ask for advice or help for themselves, or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/ or other sources (H2)-Know 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)-Know 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)-Know how to iudge whether what they are feeling and how they are

relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own (R22)-Know the rules and others' feelings (H4)-Know how to judge keeping safe online. whether what they are feeling and how they are behaving is appropriate and proportionate (H5)-Know the benefits of physical exercise. time outdoors. community participation, voluntary the risks associated and service based activity on mental wellbeing and happiness (H6)-Know simple-self care techniques, including the importance of rest, time appropriate in spent with friends and family and the benefits of hobbies and interests a digital context) (H9)-Know where and how to seek support (including recognising the triggers for seeking support) including adults; including that it

(R21)-Know that the same principles apply to (H10)-Know it is online relationships as to face -to-face relationships, including health. For many people the importance of respect for others online including when we are anonymous and principles for how to recognise risks. harmful content and contact. and how to report them (R23)-Know how to critically consider their online friendships and sources of information. including awareness of with people they have never met (R24)-Know how information and data is about the menstrual shared and used online cycle (R25)-Know what sorts of boundaries are friendships with peers and others (including in (R26)-Know about the concept of privacy and the implications for both children and

of hobbies and interests common for people to experience mental ill who do, the problems can be resolves if the right support is made available, especially if accessed early enough (H18)-know the characteristics and mental and physical benefits of an active lifestyle (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11. including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts

behaving is appropriate and proportionate (H7)-Know isolation and loneliness can affect children and that it is verv important for children to discuss their feelings with an adult and seek support (H8)-Know that bullving (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know 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 wellbeing or ability to control their emotions (including issues arising online)

whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H10)-Know it is common for people to experience mental ill health. For many people others, and to keep who do, the problems can be resolves if the right support is made available, especially if accessed early enough (H18)-know the characteristics and mental and physical benefits of an active lifestyle (H19)-Know the importance of building regular exercises into daily and weekly routines and how to achieve this: for example, walking to school or cycling to school, a daily active mile or other forms of regular, vigorous exercises (H20)-Know the risks associated with an inactive lifestyle (including obesity)

is not always right to keep secrets if they relate to being safe (R29)-Know how to recognise and report feelings of being unsafe or feeling bad about any adult (R30)-Know how to ask for advice or help for themselves, or trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family. school and/ or other sources (H1)-Know that mental wellbeing is a normal part of everyday life, in the same way as physical health (H2)-Know 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

(H21)- Know how and situations when to seek support (H3)-Know how to including which adults recognise and talk to speak to in in school about their emotions. if they are worried including having a about their health varied vocabulary of (H24)-Know the words to use when characteristics of a poor talking about their own diet and risks associated and others' feelings with unhealthy eating (H4)-Know how to judge (including, for example, whether what they are obesity and tooth feeling and how they decay) and other are behaving is behaviours (e.g. the appropriate and impact of alcohol on proportionate diet or health) (H5)-Know the benefits (H25)-Know the facts of physical exercise, about legal and illegal time outdoors, harmful substances and community associated risks. participation, voluntary including smoking, and service based alcohol use and drugactivity on mental taking wellbeing and happiness (H7)-Know isolation and Ioneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know 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 wellbeing or ability to control their emotions (including issues arising online) (H10)-Know it is common for people to experience mental ill health. For many people who do, the problems can be resolves if the right support is made available, especially if accessed early enough (H11)-Know that for most people the internet is an integral part of life and has many benefits (H12)-Know 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 wellbeing (H13)-Know how to consider the effect of

their online actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14)-Know why social media, some computer games and online gaming, for example, are age restricted (H15)-Know 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)-Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17)-Know where and how to report concerns and get support with issues online (H28)-Know the importance of sufficient good quality sleep for

					good health and that a lack of sleep can affect weight, mood and ability to learn (H32)- Know how to make a clear and efficient call to emergency services if necessary (H33)- Know concepts of basic first-aid, for example dealing with common injuries, including head injuries	
	Being me in my	Celebrating	Dreams and	Healthy Me	Relationships	Changing Me
Jigsaw	own world	Differences	Goals	·	·	
Pieces				Smoking, including	Self-recognition and self-	·
(units	Planning the	Cultural differences and		vaping	worth	Influence of online and
taught)	forthcoming year	how they can cause	•			media on body image
	Being a citizen	conflict	,		l .	Puberty for girls
	Rights and	Racism		behaviour	l .	Puberty for boys
	responsibilities	Rumours and name-	_	Emergency aid	•	Conception (including
	Rewards and	- U		Body image	responsibilities online	IVF)
	consequences	,, ,		Relationships with food	9 9	Growing responsibility
	How behaviour affects	Material wealth and		· · · · · · · · · · · · · · · · · · ·	7	Coping with change
	groups		11 0	Motivation and	_	Preparing for transition
	Democracy, having a	Enjoying and respecting	` ''	behaviour	Dangers of online	
	voice, participating	other cultures	Motivation		grooming	
					SMARRT internet safety	
					rules	
Skills	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Progress						
ions	Know how to face new	Know what culture		Know the health risks of	The state of the s	Know what perception
	challenges positively	means	money to help them	smoking	' '	means and that
	Understand how to set	Know that differences in	to achieve some of their	Karaka ayallar	different characteristics,	
	personal goals	culture can sometimes	dreams	Know how smoking	qualities and attributes	or wrong
		be a source of conflict		tobacco affects the		
			1		1	September 2021

Understand the rights	Know what racism is and	1	lungs, liver and heart	Know that belonging to	Know how girls' and
and responsibilities	why it is unacceptable	jobs that are carried		•	boys' bodies change
associated with being a	Know that rumour	out by people I know		•	during puberty and
citizen in the wider	spreading is a form of	IX a second base of the control of t	linked to misusing	'	understand the
community and their	bullying on and offline	Know that different jobs			importance of looking
country	Know external forms of	pay more money than	antisocial behaviour		after themselves
Know how an	support in regard to	others		_	physically and
individual's behaviour	bullying e.g. Childline			·	emotionally
can affect a group and		Know the types of job	procedures including	in an online community	
the consequences of this	know that bullying can	they might like to do	the recovery position	or social network	Know that sexual
Understand how	be direct and indirect	when they are older			intercourse can lead to
democracy and having a	Know how their life		Know how to get help in		conception
voice benefits the schoo	is different from	Know that young people	emergency situations	rights and	
community	the lives of children	from different		responsibilities when	Know that some people
	in the developing	cultures may have			need help to conceive
Understand how to	world	different dreams and	social media and		and might use IVF
contribute towards the		goals	,	Know that too much	
democratic process	Social and Emotional		promotes certain body	screen time isn't healthy	_
	skills	Know that	types		teenager involves
Social and Emotional	Identify their own	communicating with		Know how to stay safe	various changes
skills	culture and different	someone from	Know the different roles	when using technology	
Be able to identify what	cultures within their	a different culture	food can play in	to communicate with	Social and Emotional
they value most about	class community	means that they can	people's lives and know		skills
school	·	learn from them and	that people can		Can celebrate what they
Identify hopes for the	Identify their own	vice versa	develop eating problems	Social and Emotional	like about their own
school year	attitudes about people		/ disorders related to	skills	and others' self- image
·	from different faith and	Know ways that they	body image pressure	Can suggest strategies	and body-image
Empathy for people	cultural backgrounds	can support young		for building self-esteem	
whose lives are different	Identify a range of	people in their own	Know what makes a	of themselves and	Can suggest ways to
from their own	strategies for managing	culture and abroad	healthy lifestyle	others	boost self-esteem of self
Consider their own	their own feelings in				and others
actions and the effect	bullying situations	Social and Emotional	Social and Emotional	Can identify when an	
they have on themselves	Identify some strategies	skills		online community /	Recognise that puberty
and others	to encourage children	Verbalise what they	Can make informed	social media group feels	is a natural process
Be able to work as part	who use bullying	would like their life to be	decisions about whether	risky, uncomfortable,	that happens to
· ·	behaviours to make	like when they are	or not they choose to	or unsafe	everybody and that it
contributing effectively	other choices	grown up	smoke when they are		will be OK for them
Continuating enectively	other choices		older	Can suggest strategies	

September 2021

school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate emotions	children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own	 Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are	Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult
		Be motivated to keep themselves healthy and happy		

YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National	(R6)-Know how to	(R3)-know that others'	(R12)-Know the	(R6)-How to recognise if	(R8)-Know the	(R1)-know that families
Curriculum	recognise if family	families, either in school	importance of	family relationships are	characteristics of	are important for
	relationships are	or in the wider world,	respecting others, even	making them feel	friendships, including	children growing up
	making them feel	sometimes look	when they are very	unhappy or unsafe, and	mutual respect,	because they can give
	unhappy or unsafe, and	different from their	different from them (for	how they seek help or	truthfulness,	love, security and
	how they seek help or	family, but that they	example, physically, in	advice from others if	trustworthiness, loyalty,	stability
	advice from others if	should respect those	character, personality	needed	kindness, generosity,	(R4)-Know that stable,
	needed	differences and know	or backgrounds), or	(R7)-Know how	trust, sharing interests	caring relationships,
	(R7)-Know how	that other children's	make different choices	important friendships	and experiences and	which may be of
	important friendships	families are also	or have different	are in making us feel	support with problems	different types, are at
	are in making us feel	characterised by love	preferences or beliefs	happy and secure, and	and difficulties	the heart of happy
	happy and secure, and	and care	(R13)-Know practical	how people choose and	(R9)-Know that healthy	families, and are
	how people choose and	(R11)-Know how to	steps they can take in a	make friends	friendships are positive	important for children's
	make friends	recognise who to trust	range of different	(R11)-Know how to	and welcoming towards	security as they grow up
	(R12)-Know the	and who not to trust,	contexts to improve or	recognise who to trust	others, and do not	(R6)-How to recognise if
	importance of	how to judge when a	support respectful	and who not to trust,	make others feel lonely	family relationships are
	respecting others, even	friendship is making	relationships	how to judge when a	or excluded	making them feel
	when they are very	them feel unhappy or	(R15)-Know the	friendship is making	(R10)-Know that most	unhappy or unsafe, and
	different from them (for	uncomfortable,	importance of self-	them feel unhappy or	friendships have ups	how they seek help or
	example, physically, in	managing conflict, how	respect and how this	uncomfortable,	and downs, and that	advice from others if
	character, personality	to manage these	links to their own	managing conflict, how	these can often be	needed
	or backgrounds), or	situations and how to	happiness	to manage these	worked through so that	(R7)-Know how
	make different choices	seek help or advice	(R16)-Know that in	situations and how to	the friendship is	important friendships
	or have different	from others, if needed.	school and in wider	seek help or advice	repaired or even	are in making us feel
	preferences or beliefs	(R12)-Know the	society they can expect	from others, if needed.	strengthened, and that	happy and secure, and
	(R13)-Know practical	importance of	to be treated with	(R15)-Know the	resorting to violence is	how people choose and
	steps they can take in a	respecting others, even	respect by others, and	importance of self-	never right	make friends
	range of different	when they are very	that in turn they should	respect and how this	(R11)-Know how to	(R8)-Know the
	_	different from them (for	show due respect to	links to their own	recognise who to trust	characteristics of
	support respectful	example, physically, in	others, including those	happiness	and who not to trust,	friendships, including
			in positions of authority	(R16)-Know that in	how to judge when a	mutual respect,
			(H2)-Know that there is	-	friendship is making	truthfulness,
	conventions of courtesy	make different choices	a normal range of	society they can expect	them feel unhappy or	trustworthiness, loyalty,
			emotions (e.g.	to be treated with	uncomfortable,	kindness, generosity,
					•	September 2021

(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in contexts to improve or a digital context) (H2)-Know that there is relationships 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)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own bullying (including and others' feelings (H4)-Know how to judge impact of bullying, whether what they are feeling and how they are behaving is appropriate and proportionate

preferences or beliefs (R13)-Know practical steps they can take in a range of different support respectful (R15)-Know the importance of selfrespect and how this links to their own happiness (R16)-Know that in school and in wider society they can expect talking about their own with friends, peers and to be treated with respect by others, and that in turn they should whether what they are show due respect to others, including those in positions of authority appropriate and (R17)-Know about different types of cyberbullying), the responsibilities of bystanders (primarily reporting bullying to an and seek support adult) and how to get help (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19)-Know the

importance of

happiness, sadness, anger, fear, surprise. nervousness) and scale of emotions that all humans experience In relation to different experiences and situations (H3)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when and others' feelings (H4)-Know how to judge (R25)-Know what sorts feeling and how they are behaving is proportionate (H7)-Know isolation and (R26)-Know about the Ioneliness can affect children and that it is very important for feelings with an adult

respect by others, and that in turn they should to manage these show due respect to others, including those in positions of authority from others, if needed. R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19)-Know the importance of permission-seeking and giving in relationships adults of boundaries are appropriate in friendships with peers and others (including in impact of bullying. a digital context) concept of privacy and the implications of it for adult) and how to get both children and children to discuss their adults; including that it R18)-Know what a is not always right to keep secrets if they relate to being safe (R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe with friends, peers and physical, and other,

contact

managing conflict, how situations and how to seek help or advice (R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships (R15)-Know the importance of selfrespect and how this links to their own happiness (R17)-Know about different types of bullving (including cvberbullving). the responsibilities of bystanders (primarily reporting bullying to an help stereotype is, and how stereotypes can be unfair, negative or destructive (R19)-Know the importance of permission-seeking and unfair, negative or giving in relationships adults

(R25)-Know what

trust, sharing interests and experiences and support with problems and difficulties (R9)-Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R13)-Know practical steps they can take in a range of different contexts to improve or support respectful relationships (R15)-Know the importance of selfrespect and how this links to their own happiness (R16)-Know 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)-Know what a stereotype is, and how stereotypes can be destructive (R19)-Know the importance of permission-seeking and

permission-seeking and giving in relationships with friends, peers and adults (R21)-Know 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 (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R30)-Know how to ask for advice or help for themselves or others. and to keep trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32)-Know where to get advice e.g. family, school and /or other sources (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness,

(R30)-Know how to ask sorts of for advice or help for themselves or others. and to keep trying until friendships with thev are heard (R31)-Know how to report concerns or abuse. and the vocabulary and confidence needed to do so (R32)-Know where to get advice e.g. family. school and /or other sources (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health 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)-Know how to recognise and talk about their emotions. including having a varied vocabulary of words to use when talking about their own themselves or others,

boundaries are appropriate in peers and others (including in a digital context) (R26)-Know about the concept of privacy and the implications of it for (R21)-Know that the both children and adults: including that it online relationships as is not always right to keep secrets if they relate to being safe (R27)-Know that each person's body belongs to them. and the differences between appropriate and (H2)-Know that there is inappropriate or unsafe keeping safe online. physical, and other, contact (R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29)-Know how to recognise and report feelings of being unsafe never met or feeling bad about any (R24)-Know how adult (R30)-Know how to ask shared and used online for advice or help for

giving in relationships with friends, peers and adults (R20-Know that people sometimes behave differently online. including by pretending to be someone they are not same principles apply to to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22)-Know the rules and principles for how to recognise risks. harmful content and contact, and how to report them (R23)-know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have information and data is (R27)-Know that each person's body belongs

anger, fear, surprise, nervousness) and scale of emotions that all humans experience In relation to different experiences and situations (H3)-Know 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)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7)-Know 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)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H10)-Know it is common for people to experience mental ill health. For many people and others' feelings (H4)-Know how to judge they are heard whether what they are (R31)-Know how to feeling and how they report concerns or are behaving is abuse. and the appropriate and vocabulary and proportionate confidence needed to (H5)-Know the benefits do so of physical exercise. (R32)-Know where to time spent outdoors. get advice e.g. family. school and /or other community participation, voluntary sources and service-based (H1)-Know that mental activity on mental wellbeing is a normal wellbeing and happiness same way as physical (H6)- Know simple selfhealth care techniques, including the a normal range of importance of rest, time emotions (e.g. spent with friends and happiness, sadness. family and the benefits anger, fear, surprise. of hobbies and interests nervousness) and scale of emotions that all (H7)-Know isolation and loneliness can humans experience In affect children and that relation to different it is very important for experiences and children to discuss their situations feelings with an adult (H3)-Know how to and seek support recognise and talk (H8)-Know that bullying about their emotions, (including including having a cyberbullying) has a varied vocabulary of negative and often words to use when lasting impact on mental wellbeing and others' feelings (H9)-Know where and how to seek support

and to keep trying until to them, and the differences between appropriate and inappropriate or unsafe physical, and other. contact (R30)-Know how to ask for advice or help for themselves or others. and to keep trying until thev are heard (R32)-Know where to get advice e.g. family. school and /or other part of daily life, in the sources (H1)-Know that mental wellbeing is a normal (H2)-Know that there is part of daily life, in the same way as physical health (H2)-Know 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)-Know how to recognise and talk about their emotions. talking about their own including having a varied vocabulary of (H4)-Know how to judge words to use when whether what they are talking about their own who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H13)-Know 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 (H17)-Know where and how to report concerns and get support with issues online

(including recognising the triggers for seeking support), including whom in school thev should speak to if they are worried about their of physical exercise. own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H10)-Know it is common for people to experience mental ill health. For many people care techniques. who do, the problems can be resolved if the right support is made available, especially if accessed early enough (H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact on positive and negative content online (H8)-Know that bullying should speak to if they on their own and others' mental and physical wellbeing (H17)-Know where and how to report concerns and get support with issues online (H18)-Know the characteristics and mental and physical

feeling and how they are behaving is appropriate and proportionate (H5)-Know the benefits are behaving is time spent outdoors. community participation, voluntary care techniques. and service-based activity on mental wellbeing and happiness (H6)- Know simple selfincluding the spent with friends and of hobbies and interests feelings with an adult (H7)-Know isolation and loneliness can affect children and that how to seek support it is very important for feelings with an adult and seek support (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know where and how to seek support (including recognising the triggers for seeking support), including

and others' feelings (H4)-Know how to judge whether what they are feeling and how they appropriate and proportionate H6)- Know simple selfincluding the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7)-Know isolation and loneliness can importance of rest, time affect children and that it is very important for family and the benefits children to discuss their and seek support (H9)-Know where and (including recognising children to discuss their the triggers for seeking support), including whom in school they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) H10)-Know it is common for people to experience mental ill health. For many people

benefits of an active whom in school they who do, the problems lifestyle should speak to if they can be resolved if the are worried about their right support is made (H19)-Know the importance of building own or someone else's available, especially if regular exercise into accessed early enough mental wellbeing or daily and weekly ability to control their (H34)-Know key facts routines and how to emotions (including about puberty and the issues arising online) changing adolescent achieve this: for H10)-Know it is body, particularly from example, walking or age 9 through to age 11, cycling to school, a common for people to regular active daily mile experience mental ill including physical and or other forms of health. For many people emotional changes regular, vigorous who do, the problems (H35)-Know about menstrual wellbeing exercise can be resolved if the including the key facts (H20)-Know the risks right support is made associated with an available, especially if about the menstrual inactive lifestyle accessed early enough cvcle (including obesity) (H11)-Know that for (H21)-Know how and most people the when to seek support internet is an integral including which adults part of life and has to speak to in school if many benefits (H12)-Know about the thev are worried about benefits of rationing their health (H24)-Know the time spent online, the characteristics of a poor risks of excessive time diet and risks associated spent on electronic with unhealthy eating devices and the impact (including, for example, on positive and obesity and tooth negative content online decay) and other on their own and behaviours (e.g. the others' mental and impact of alcohol on physical wellbeing diet or health) H13)-Know how to consider the effect of (H25)-Know the facts about legal and illegal their online actions on harmful substances and others and know how to associated risks, recognise and display

including smoking, respectful behaviour alcohol use and drugonline and the taking importance of keeping (H28)-Know the personal information importance of sufficient private (H14)-Know why social good quality sleep for good health and that a media, some computer lack of sleep can affect games and online weight, mood and gaming, for example, ability to learn are age restricted (H31)-Know the facts (H15)-Know that the and science relating to internet can also be a allergies, immunization negative place where and vaccination online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H16)-Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17)-Know where and how to report concerns and get support with issues online H18)-Know the characteristics and mental and physical benefits of an active lifestyle (H21)-Know how and

					when to seek support including which adults to speak to in school if they are worried about their health	
Jigsaw	Being me in my own world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Pieces	Calabatic Contractor Contractor	D	D	Taking personal		Self-image
(units		Perceptions of normality		responsibility	, ,	Body image
taught)	year	Understanding disability		How substances affect		Puberty and feelings
	· ·	00		the body	sources of support Love and loss	Conception to birth Reflections about
		Understanding bullying Inclusion/exclusion	Success criteria	Exploitation, including		
		Differences as conflict,	Emotions in success Making a difference in	'county lines' and gang culture	Managing feelings Power and control	change Physical attraction
		difference as celebration	_	Emotional and mental	Assertiveness	Respect and consent
		Empathy	Motivation	health		Boyfriends/girlfriends
	and	Linpatriy	Recognising	Managing stress	9	Sexting
	rewards		achievements	Wanaging stress	technology use	Transition
	Group dynamics		Compliments		teermology ase	Transition
	Democracy, having a					
	voice					
	Anti-social behaviour					
	Role-modelling					
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Skills	Know how to set goals	Know that there are	Know their own learning	Know how to take	Know that it is important	Know how girls' and
Progress	for the year ahead	different perceptions of	strengths	responsibility for their	to take care of their	boys' bodies change
ions	Understand what fears	'being normal' and		own health	own mental health	during puberty and
	and worries are	where these might come	Know how to set			understand the
		from	realistic and challenging	Know how to make	Know ways that they	importance of looking
	Know about children's universal rights (United	Know that being	goals	choices that benefit	can take care of their	after themselves
	Nations Convention on	different could affect		their own health and		physically and
	the Rights of the Child)	someone's life	Know what the learning	well-being		emotionally
	the rights of the emily	Know that power can	steps are they need to		Know the stages of grief	
	Know about the lives of		take to achieve their	Know about different	and that there are	Know how a baby
	children in other parts of	or conflict situation	goal	types of drugs and their	• •	develops from
	the world	or connect situation		uses	· ·	conception
			Know a variety of		grieve	through the nine mon

September 2021

-	• •	problems that the world			of pregnancy and how it
choices can affect others	hold power over others	is facing	different types of drugs	Know that sometimes	is born
locally and globally	individually or in a group		can affect people's	people can try to gain	
Understand that their	Know why some people	Know how to work with	bodies, especially their	power or control them	Know how being
	choose to bully others	other people to make	liver and heart		physically attracted to
different compositions	,	the world a better place		Know some of the	someone changes the
· · · · · · · · · · · · · ·	Know that people with disabilities can lead		Know that some people	dangers of being 'online'	nature of the
		Know some ways in	can be exploited and		relationship
	amazing lives	which they could work	made to do things that	Know how to use	
democracy and having a	Know that	with others to make the	are against the law	technology safely and	Know the importance of
voice benefits the school		world a better place		positively to	self-esteem and what
	source of		Know why some people	communicate with their	they can do to develop it
	celebration as well	Know what their	r -	friends and family	
	as conflict	classmates like and	risk that this can involve		Know what they are
towards the		admire about them		Social and Emotional	looking forward to and
democratic	Social and		Know what it means to	skills	what they are worried
process	Emotional skills	Social and Emotional	be emotionally well	Recognise that people	about when thinking
	Empathise with people	skills		can get problems with	about transition to
	who are different and be	Understand why it is	Know that stress can be	their mental health and	secondary school /
	aware of their own	important to stretch the	triggered by a range	that it is nothing to be	moving to their next
	feelings towards them	boundaries of their	of things	ashamed of	class
feel welcomed and	Identify feelings	current learning			
valued	associated with being			Can help themselves and	Social and Emotional
Know own wants and	excluded	Set success criteria so	stressed can cause drug	others when worried	skills
needs	Be able to recognise	that they know when	and alcohol misuse	about a mental health	Recognise ways they can
Be able to compare their	_	they have achieved their		problem	develop their own
•	exerting power	goal	Social and Emotional		self-esteem
	negatively in a		skills	Recognise when they	
	relationship	Recognise the emotions	Are motivated to care	are feeling grief and	Can express how they
Demonstrate empatry	·	they experience	for their own physical	have strategies to	feel about the changes
_		when they consider	and emotional health	manage them	that will happen to them
		people in the world			during puberty
Can demonstrate		who are suffering or	Are motivated to find	Demonstrate ways they	
attributes of a positive	situations where	living in difficult	ways to be happy and	could stand up for	Recognise how they feel
Tole-Illouel		circumstances	cope with life's	themselves and their	when they reflect on
Can take positive action	conflict		situations without using	friends in situations	the development and
to help others	Identify different	Empathise with people	drugs	where others are trying	birth of a baby
LO HEID OTHELS		who are suffering or		to gain power or control	

Be able to contribute towards a group task Know what effective group work is Know how to regulate emotions	o task in a bullying scenario	living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements	Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure	Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being	Understand that mutua 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 celebrate what they like about their own and others' self- image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school	d
--	-------------------------------	---	--	---	---	---