

# 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

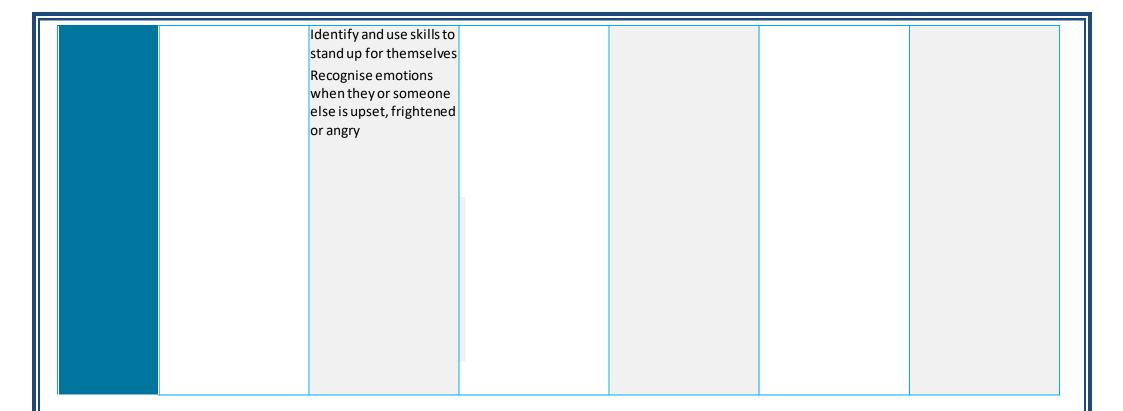
### **INTENT - Our Curriculum Intent**

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

	attachments to adults and friendships with peers -Show sensitivity to their own and to others needs Being me in my own world	their own and to others' needs Celebrating Differences		· · · · · • · ·	their own and to others' needs , Relationships	Changing Me
Pieces	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	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean	Friendships 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	Know special things	Know what being proud	Know what a challenge	Know the names for	Know what a family is	Know the names and
	about themselves Know that some Deople are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and	Know that families can be different Know that people have different homes and why they are important to them	Know that it is important to keep trying Know what a goal is Know how to set goals and work towards Them Know which words are kind Know some jobs that they might like to do when they are older	'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep	Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship	functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on
	happily	make friends		them	Know that unkind words can never be taken	Social and Emotional September 2021

Social and Emotional			Know when and how to	-	skills
Skills	stand up for themselves	job they want when	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 what to do if they	help when feeling angry	
belonging	angry	achieved a goal	getlost		Can say what might
Identify feelings of	Know that they don't			Know some reasons why	
happiness and	have to 'be the same as'	Social and Emotional	Know how to say No to	others get angry	getolder
sadness	to be a friend	skills	strangers	<u></u>	
		Understand that		Social and Emotional	Recognise that changing
Skills to play	Know why having	challenges can be	Social and Emotional		class can illicit
cooperatively with others	friends is important	difficult			happy and/or sad
	Know some qualities of a	Recognise some of the feelings linked to	Recognise how exercise makes them feel	and those carried out by	emotions
Be able to consider	positive friendship	perseverance	makestnenneer	parents/carers and	Can say how they feel
others' feelings		•	Recognise how different	· ·	about changing class/
Be responsible in the	Social and Emotional		foods can make them	-	growing up Can identify
setting	skills	achieved a goal	feel	Can suggest ways to	positive memories from
	Identify feelings	Be ambitious			the past
	associated with being	Resilience	Can explain what they		year in school/home
	proud	Recognise how kind	need to do to stay	,	, ,
	•	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		
	Be able to vocalise	Celebrate success	healthy food	Can recognise what	
	success for themselves			being angry feels like	
	and about others		Can explain how they		
	successes		might feel if they don't	Can use Calm Me when	
	Identify some ways they		get enough sleep	angry or upset	
	can be different and the				
	same as others		Can explain what to do		
	<b>Recognise similarities</b>		if a stranger approaches		
	and differences between		them		
	their family and other				
	families				
	Identify and use skills to				
	, make a friend				



## 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	wellbeingis 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, ai
	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
	or have different	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
	(R14)- Know the	others, and do not	for themselves or	about there emotions,	different from their	relationships with
	conventions of courtesy	make others feel	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
	school and in wider	most friendships have	(H2)- Know that there	talking about their	that other children's	sorts of boundaries
	society they can	ups and downs, and	is a normal range of	own and other's	families are also	are appropriate in
	expect to be treated	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
	others, and that in	that the friendship is	anger, fear, surprise,	benefits of physical	- (R4) Know that stable,	in a digital context.
	turn they should show	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 very important for children to discuss their feelings with an adult and seek support.

strengthened, and that resorting to violence is never right.

situations.

feelings.

(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 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

a range of different

support respectful

(R16)- Know that in

school and in wider

relationships.

steps they can take in

context to improve or

scale of emotions that all humans experience in relation to different experiences and (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 (H4)- Know how to judge whether what they are feeling and how they are behaving is lifecycle. appropriate and proportionate. exercise.

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 (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 (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

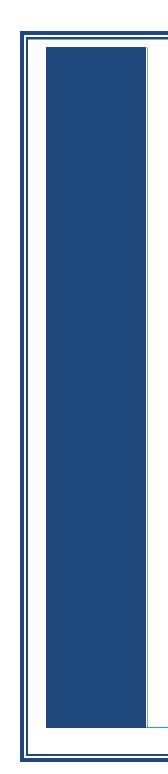
which may be of different types, are the heart of happy families, of it for both children and are important for children's security as they grow up. (R7)-Knowhow important friendships are in making us feel happy and secure, and how people choose and feelings of being make friends. (R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, (H2)- Know that there 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 and the implications and adults; including that it is not always 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. 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

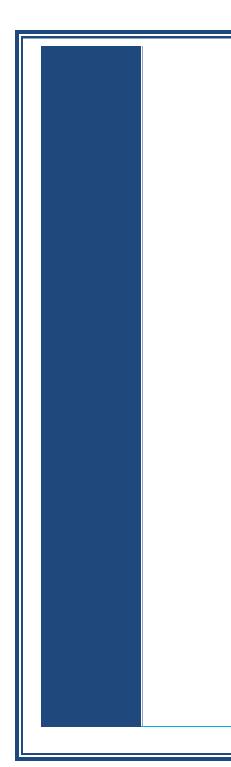


society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in position of authority. (R17) Know about different types of bullying (including cyberbullying), responsibilities of bystanders (primarily reporting bullying to an adult) 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 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 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

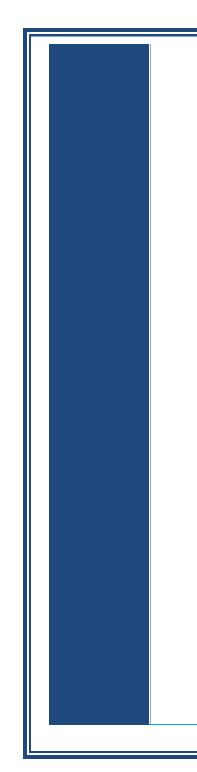


vocabulary and confidence needed to do so. (R32)- Know where to get advice e.g. family, school and /or other sources. (H2)- Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different 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

(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.

manners.



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).	
	Being me in my	Celebrating	Dreams and	Healthy Me	Relationships	Changing Me
Jigsaw Pieces	own world	Differences	Goals			
(units	Feeling special and safe		Setting goals	Keeping myself healthy		Life cycles – animal and
taught)		differences	Identifying successes	Healthierlifestyle	Making friends/being a	human
	Rights and	Understanding bullying	and achievements		good friend	Changes in me
		and knowing how to deal with it	Learning styles Working woll and	Keeping clean Boing sofo	Physical contact preferences	Changes since being a
	proud	Making new friends	Working well and celebrating	Being safe Medicine safety/safety	•	baby Differences between
	Consequences	Celebrating the	achievement with a	with household items	Qualities as a friend and	
		differences in everyone		Road safety	person	(correct terminology)
	Learning Charter	,	Tackling new challenges	-	•	Linkinggrowing and
	-		Identifying and	happiness	Being a good friend to	learning
			overcoming obstacles		myself	Coping with change

			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 animals
Progress	and responsibilities of a	have differences		between being healthy		including humans have a
ions	member of a class	and similarities	Know how to achieve a			life cycle
			goal		Know that there are lots	-
	Understand that their	Know what	Know how to work well	Know some ways to		Know that changes
	views are important	bullying means	with a partner	keep healthy		happen when we grow
			Know that tackling a			up
	Understand that their	Know who to tell if	challenge can stretch	Know how to make	Know that families are	
	choices have	they or someone	theirlearning	healthy lifestyle choices		Know that people grow
	consequences	else is being bullied	Know how to identify			up at different rates
		or is feeling	obstacles which make	Know how to keep		and that is normal
	Understand their own	unhappy	achievingtheirgoals	themselves clean and	Know how to make a	Know the names of
	rights and	Know skills to		healthy		male and female private
	responsibilities with	makefriendships	how to overcome them			body parts
	their classroom	K	Know when a goal has	Know that germs cause	Know the characteristics	Know that there are
	Social and	Know that people	beenachieved		of healthy and safe friends	correct names for
	Emotional Skills	are unique and that it is OK to be	Social and Emotional	Know that all household		private body parts and
	Understanding that	different	skills	products, including		nicknames, and when to
	they are special	difference			contact can be used as a	
	Understand that they	Social and	they do well		greeting	
	are safe in their class	Emotional skills	· ·	properly	00	Know which parts of the
		Recognise ways in which		,	Know about the	body are private
	Identifying helpful behaviours to make the	they are the same as	Celebrate an	Know that medicines		and that they belong to
	class a safe place	their friends and ways	achievement with a	can help them if they	school community and	that person and that
		they are different	friend	feel poorly		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		Know how to keep safe		
	achievement		-	when crossing the	help in the school	Know who to ask for
			Recognise their own	road	Community	help if they are worried September 2021

Recognise feelings	Understand how being	feelings when they are			or frightened
associated with positive	bullied might feel	faced with an obstacle	Know about people who	Social and Emotional	
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
	bullied	an obstacle		to be part of a family	
they have	Identify emotions	Can store feelings of	skills	and to care for family	Social and Emotional
-1	associated with making	success so that they can	-	members	skills
	a new friend	be used in the future	themselves when they		Understand and accepts
			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		the same since being a
				prefer	baby (including the
			they feel poorly		body)
				Can say no when they	
			J ,	receive a touch they	Can express why they
			0	don't like	enjoylearning
			know how to ask for		<b>.</b>
			•	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	
				relationship	

# YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National	R12)- know the	(R7)-Know how	R12)- know the	(H1)-Know that mental	- (R1) Know that	(R15)-Know the
Curriculum	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	-	of emotions that all	of difficulty, protection	
	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	support with problems	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		concept of privacy
	conventions of	welcomingtowards	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.	•	world, sometimes look	
	(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-	(H5)-Know the benefits		right to keep secrets if
	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		person's body belongs
	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	wellbeingand	- (R4) Know that stable,	appropriate and
	with respect by	that resorting to	with respect by	happiness	caring relationships,	inappropriate or September 202

others, and that in	violence is never	others, and that in	(H6)-Know simple self-	which may be of	unsafe physical, and
	right.			•	other, contact.
	(R11)- Know how to	due respect to others,		heart of happy families,	
•	recognize who to trust	including those in	importance of rest, time		recognize and report
	and who not to trust,	positions of authority.	spent with friends and	children's security as	feelings of being
(R19)-Know the	how to judge when a	(R19)-Know the	family and the benefits	they grow up.	unsafe or feeling bad
importance of	friendship is making	importance of	of hobbies and interests	(R5)- Know that	about any adult
permission-seeking	them feel unhappy or	permission-seeking	(H12)-Know about the	marriage represents a	(R30)-Know how to
and giving in	uncomfortable,	and giving in	benefits of rationing	formal and legally	ask for advice or help
relationships with	managing conflict,	relationships with	time spent online, the	recognized commitment	for themselves or
friends, peers and	how to manage these	friends, peers and	risks of excessive time	of two people to each	others, and to keep
adults.	situations and how to	adults.	spent on electronic	other which is intended	trying until they are
(R25)-Know what sorts	seek help or advice	(R30)-Know how to	devices and the impact	to be lifelong.	heard.
of boundaries are	from others, if	ask for advice or help	of positive and negative	-(R6) Know how to	(R31)-Know how to
appropriate in	needed.	for themselves or	content online on their	recognise if family	report concerns or
friendships with peers	R12)- know the	others, and to keep	own and others' mental	relationships are	abuse, and how the
and others (including in	importance of	trying until they are	and physical wellbeing	making them feel	vocabulary and
a digital context)	respecting others,	heard.	(H18)-Know the	unhappy or unsafe, and	confidence needed to
(R32)-Know where to	even when they are	(H2)-Know that there is	characteristics and	how to seek help or	do so
get advice e.g. family,	very different from	a normal range of	mental and physical	advice from others if	(R32)-Know where to
school and/or other	them (for example,	emotions (e.g.	benefits of an active	needed.	get advice e.g. family,
sources	physically, in	happiness, sadness,	lifestyle	(R7)-Know how	school and/or other
(H2)-Know that there is	character, personality	anger, fear, surprise,	(H19)-Know the	important friendships	sources
a normal range of	or backgrounds) or	nervousness) and scale	importance of building	are in making us feel	(H2)-Know that there is
emotions (e.g.	make different	of emotions that all	regular exercise into	happy and secure, and	a normal range of
happiness, sadness,	choices or have	humans experience in	daily and weekly	how people choose and	emotions (e.g.
anger, fear, surprise,	different preferences	relation to different	routines and how to	make friends.	happiness, sadness,
nervousness) and scale	or beliefs.	experiences and	achieve this; for	(R8)- Know the	anger, fear, surprise,
of emotions that all	(R13)- Know practical	situations	example, walking or	characteristics of	nervousness) and scale
-	steps they can take in	(H3)-Know how to	cycling to school, a daily		of emotions that all
relation to different	a range of different	recognize and talk	active mile or other	mutual respect,	humans experience in
-	context to improve or	about their emotions,	forms of regular,	truthfulness,	relation to different
situations	support respectful	including having a	vigorous exercises	trustworthiness, loyalty,	experiences and
	relationships.	varied vocabulary of	(H20)-Know the risks	kindness, generosity,	situations
-	R14)- Know the				(H3)-Know how to
about their emotions,	conventions of	talking about their	inactive lifestyle	and experiences and	recognize and talk
	courtesy and	own and others'			about their emotions,
varied vocabulary of	manners.	feelings	(H21)-Know how and	and difficulties.	including having a

#### words to use when (R16)-Know that in talking about their own school and in wider and others' feelings

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 bullying (including cyberbullying), responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (R18)-Know what a stereotype is, and how it can be unfair, negative or destructive (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

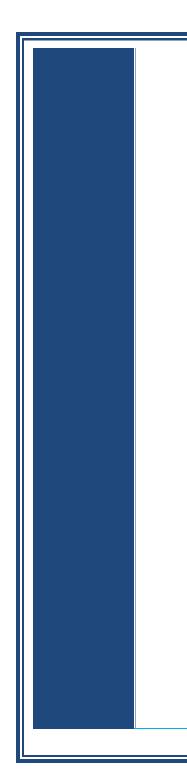
not.

(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 (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)

when to seek support including which adults to speak to in school if they are worried about welcoming towards their health (H22)-Know what 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 violence is never diet and risks associated right. with unhealthy eating (including, for example, recognize who to trust 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 situations and how to associated risks, including smoking, alcohol use and drugtaking) (H28)-Know the importance of sufficient respecting others, good quality sleep for good health and that a lack of sleep can affect weight, mood and physically, in

(R9)- Know that healthy friendships are positive and 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 that resorting to (R11)- Know how to 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 even when they are verv different from them (for example,

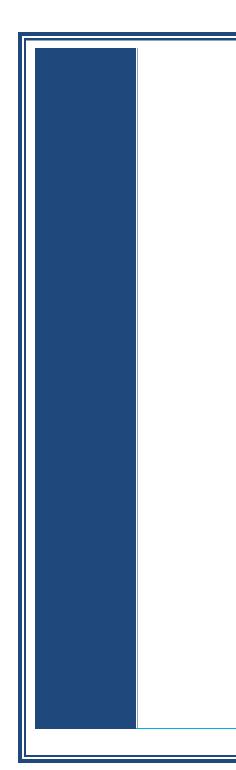
varied vocabulary of words to use when talking about their own and others' feelings (H34)-Know the kev facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes



(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

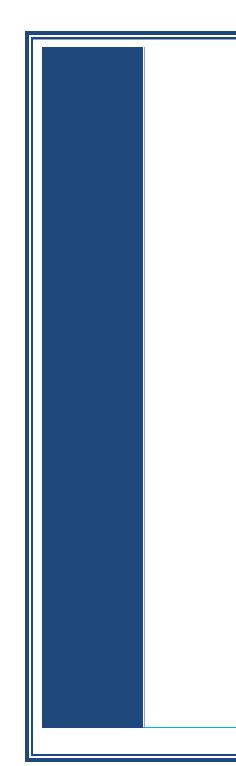
#### ability to learn

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 iudge whether what they are feeling and how they are behavingis 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



(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 (H17)-Know where and how to report concerns and get support with issues online feelings of being unsafe or feeling bad about any 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 how 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, 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

					(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	
Jigsaw	Being me in my own world	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Pieces		Assumptions and	Achieving realistic goals	Motivation	Different types of family	Life cycles in nature
(units taught)	Hopes and fears for the		Perseverance	Healthier choices		Growing from young to
	year	gender	Learning strengths	Relaxation	boundaries	old
	Rights and	Understanding bullying	Learning with others	Healthy eating and	Friendship and conflict	Increasingindependence
	•	Standing up for self and		nutrition		Differences in female
	Rewards and	others	Contributing to and	Healthier snacks and	Trust and appreciation	and male bodies (correct
	consequences	-	sharing success	sharing food	Expressing appreciation	
	Safe and fair learning	Gender diversity			for special relationships	
	environment	Celebratingdifference				Preparing for transition
	-	and remaining friends				Life cycles in nature
	Choices					Growing from young to
	Recognising feelings		· ·			old
Skills	Knowledge	0	-	Knowledge	Knowledge	Knowledge
Progress	Identifying hopes and			Know what their body		Know that life cycles
ions	•		realistic goal and think	needs to stay healthy	family is different	exist in nature
	onderstand the rights		about how to achieve it	Know what relaxed	Know that families	Know that aging is a
	•	Know that it is OK not to	Know that it is	means		natural process including
	class members	conform to gender	important to persevere	IIIEdilis		old-age
	Know that it is important	tstereotypes		Know what makes them		old-age
	to listen to other people	Know it is good to be	Know how to recognise		operation	Know that some
	Understand that their	yourself	what working together		•	changes are out of an
	own views are valuable		well looks like	Know how medicines	Know that there are lots	_
		people get bullied		work in their bodies	of forms of physical	
	and consequences and	because of difference	Know what good group		contact within a family	Know how their bodies
						September 2021

choicesbetween gend and more and between gend and more and between gend and the set of a set of	that these stem from	Know the difference	workinglookslike	Know that it is		have changed from
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on self-learning and the Know that friends can be even the self of	choices impact positively	choice has to play in this	success with other		them	continue to change as
learning of others         different and still be freinds         Social and Emotional skills         Social and Emotional skills         Know some reasons why friends have conflicts         Know the physical differences between and know whe and between aone-off to this         Social and Emotional shills         Know whe physical know whe difference and the feelings linked to this         Know whe friendships know whet and between aone-off to this         Know whe friendships know whe and between aone-off to this         Know which foods given to this         Know whet friendships know who to make their class as afe and fair to fair and bullying         Know the feelings linked to this         Know which foods given to this         Know who to use this to this         Know the other to this           Show good listening skills         Social and Emotional skills         Recognise their own to fair and benings         Know tho to use this to the tries to make healthy moto thers can be inforts of ways and that soco         Recognise the work ing the fort ways and that soco         Recognise the work ing the fort ways and that soco         Recognise the feeling soci to fair the tries of the tries of work ing the tries of work ing the able to work and the to by soci to per tail work and that boys be able to make the feeling soci to soci to per tail who the soci to the to soci to soci to soci to the to soci to soci to soci to soci to soci to soci to soci to soci to the to soci to soci to the to soci to soci to the to soci to the to soci to soci to the to	on self-learning and the	Know that friends can be	people			they age
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Show good listening kills       and girls can be similar in lots of ways and that is OK       with others can be Helpful       Identify when a feelings weak and when a       methods       in othow who to ask for weak and when a         Recognise the feeling of being worried be able to work       Todes rating that boys in lots of ways and that is OK       Be able to work       feeling is strong       Know there are good or frightened       in fightened         Cooperatively       and girls can be different is OK       Be able to choose a       and keeping it head       important to share       ifferent types of touch or frightened         Kopow hore feel       Explain how being bullied can make       Be able to work as and that is OK       Be able to work as and that some are partner with whom the vork well       and keeping it head thy or agroup       work well as and that some are is all that some are partner with whom the vork well       and that some are partner with whom the vork well as and that some are partner with whom the some one feel       and that some are is all that some are is all that some are partner with whom the bullied can make       Social and Emotional         Konow how to stand the top meen who is being bulled       Be able to work as part is a group       Know whot stand that some are is a group       Can identify the share healthy food       Can identify the share healthy food       An appreciate that is a some can be is a bing whit heir friends       method sint some can be is feeling       An appreciate that is feeling         Know how to stand the top and trig		Understand that boys		-	-	that no one has the right
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for themselves when they need to Recognise that they shouldn't judge people		Know how to stand up	0	with their friends	responsibilities in their	changes will happen and
they need tothat succeeds and store this feelingcontrolled and others Can recognise the value that families can bringRecognise that they shouldn't judge peoplebe able to express how		•	to be part of a group		family	that some can be
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shouldn't judge people Be able to express how		•	thisfeeling		Can recognise the value	not
		• ,			that families can bring	
Can recognise and talk they feel about changes	, , , , , , , , , , , , , , , , , , ,	shouldn'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	
make them special and		Can recognise the
unique	Can use positive	independenceand
anque	problem-solving	responsibilities they
	techniques	have now compared to
	(Mending Friendships or	being a baby or toddler
	Solve-it-together) to	
	resolve a friendship	Can say what greater
	conflict	responsibilities and
		freedoms they may have
	Can identify the	in the future
	negative feelings	
	associated with keeping	Can say who they would
	a worry secret	go to for help if worried
		or scared
	Can identify the feeling	
	associated with trust	Can say what types of
		touch they find
	Can identify who they	comfortable/
	trust in their own	uncomfortable
	relationships	
		Be able to confidently
	Can give and receive	ask someone to stop if
	compliments	they are being hurt or
		frightened
	Can say who they would	
	go to for help if they	Can say what they are
	were worried or scared	looking forward to in
		the next year

	YEAR 3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
National Curriculum	(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R8)-Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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 (R12)-Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or	(R1)-Know that families are important for children growing up because they can give love, security and stability (R2)-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's' lives (R3)-Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those	(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 conventions of courtesy and manners (R15)-Know the importance of self- respect and how this links to their own happiness (H2)-know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a	(R15)-Know the importance of self- respect and how this links to their own happiness (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 keeping safe online, 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	(R1)-Know that families are important for children growing up because they can give love, security and stability (R2)-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's' lives R3)-Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	(R1)-Know that families are important for children growing up because they can give love, security and stability (R2)-Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's' lives R3)-Know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	
	make different choices or have different	and care (R4)-Know that stable, caring relationships,	•	the risks associated	caring relationships,	(R4)-Know that stable, caring relationships, which may be of	

(R13)-Know practical	which may be of	experiences and	nevermet	different types, are at	different types, are at
steps they can take in a	different types, are at	situations	(R24)-Know how	the heart of happy	the heart of happy
range of different	the heart of happy	(H3)-Know how to	information and data is	families, and are	families, and are
contexts to improve or	families, and are	recognise and talk	shared and used online	important for children's	important for children's
support respectful	important for	about their emotions,	(R25)-Know what sorts	security as they grow up	security as they grow up
relationships	children's security as	including having a	of boundaries are	(R7)-Know how	(R18)-Know what a
(R14)-Know the	they grow up	varied vocabulary of	appropriate in	important friendships	stereotype is, and how
conventions of courtesy	(R5)-Know that	words to use when	friendships with peers	are in making us feel	stereotypes can be
and manners	marriage represents a	talking about their own	and others (including in	happy and secure, and	unfair, negative or
(R16)-Know that in	formal and legally	and others' feelings	a digital context)	how people choose and	destructive
school and in wider	recognized	(H4)-Know how to judge	(R26)-Know about the	make friends	(R27) Know that each
society they can expect	commitment of two	whether what they are	concept of privacy and	(R8)-Know the	person's body belongs
to be treated with	people to each other	feeling and how they	the implications of it for	characteristics of	to them, and the
respect by others, and	which is intended to	are behaving is	both children and	friendships, including	difference between
that in turn they should	be lifelong	appropriate and	adults; including that it	mutual respect,	appropriate and
show due respect to	(R6)-Know how to	proportionate	is not always right to	truthfulness,	inappropriate or unsafe
others, including those	recognise if family		keep secrets if they	trustworthiness, loyalty,	physical, and other,
in positions of authority	relationships are		relate to being safe	kindness, generosity,	contact
(R19)-Know the	making them feel		(R28)-Know how to	trust, sharing interests	(H2)-know that there is
importance of	unhappy or unsafe,		respond safely and	and experiences and	a normal range of
permission-seeking and	and how to seek help		appropriately to adults	support with problems	emotions (e.g.
giving in relationships	or advice from others		they may encounter (in	and difficulties	happiness, sadness,
with friends, peers and	if needed		all contexts, including	(R9)-Know that healthy	anger, fear, surprise,
adults	(R7)-Know how		online) whom they do	friendships are positive	nervousness) and a
(R21)-Know that the	important friendships		not know	and welcoming towards	scale of emotions that
same principles apply to	are in making us feel		(R29)-Know how to	others, and do not	all humans experience
online relationships as	happy and secure, and		recognise and report	make others feel lonely	in relation to different
to face-to-face	how people choose		feelings of being unsafe	or excluded	experiences and
relationships, including	and make friends		or feeling about any	(R10)-Know that most	situations
the importance of	(R9)-Know that		adult	friendships have ups	(H3)-Know how to
respect for others	healthy friendships		(R30)-Know how to ask	and downs, and that	recognise and talk
online including when	are positive and		for advice or help for	these can often be	about their emotions,
we are anonymous	welcoming towards		themselves or others,	worked through so	including having a
(R25)-Know what sorts	others, and do not		and to keep trying until	that the friendship is	varied vocabulary of
of boundaries are	make others feel		they are heard	repaired or even	words to use when
appropriate in	lonely or excluded		(R31)-Know how to	straightened, and that	talking about their own
friendships with peers	(R10)-Know that most		report concerns or	resorting to violence	and others' feelings
and others (including in	friendships have ups		abuse, and the	is never right	(H34)-Know key facts
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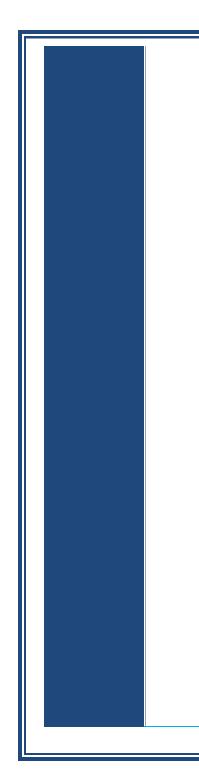
a digital context) (R32)-Know where to get advice e.g. family, school and/or other sources (H2)-know that there is straightened, and that a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different 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 respecting others, even 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 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

vocabularv and confidence needed to do so (R32)-Know where to get advice e.g. family, school and/or other sources (H1)-Know that mental managing conflict, how 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 society they can expect 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. 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 to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

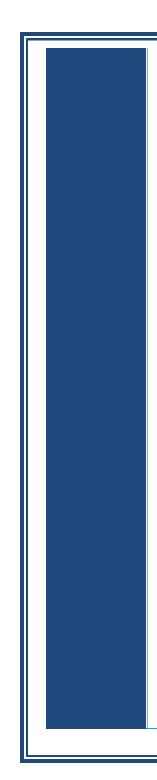
about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual cvcle



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 bullying (including cyberbullying), 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 bystanders (primarily family and the benefits reporting bullying to an of hobbies and interests adult) and how to get (H9)-Know where and help how to seek support (including recognizing the triggers for seeking stereotypes can be support), including whom in school they destructive should speak to if they (R19)-Know the are worried about their importance of own or someone else's permission-seeking and mental wellbeing, or ability to control their emotions (including adults issues arising online) (H11)-Know that for most people, the internet is an integral part of life and has many benefits not (H17)-Know where and how to report concerns same principles apply to 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 and principles for

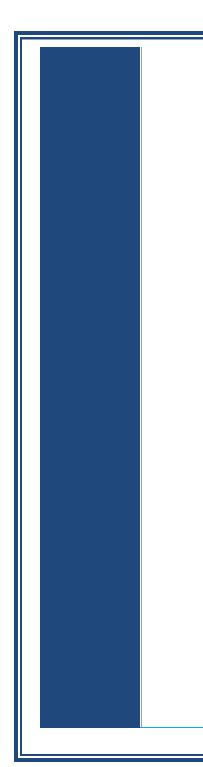
(R17)-Know about different types of bullying (including cyberbullying), and the impact of bullying, (R18)-Know what a stereotype is, and how unfair, negative or giving in relationships with friends, peers and (R20)-Know that people sometimes behave differently online, including by pretending to be someone they are (R21)-Know that the 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



(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 (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 daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily (R23)-know how to active miles or other forms of regular. vigorous exercise (H20)-Know the risks associated with an inactive lifestyle (including obesity) (H21)-Know how and when to seek support including which adults to speak to in school if they are worried about of boundaries are their health (H22)-Know what constitutes a healthy diet (including understanding calories and other nutritional content) (H23)-Know the principles of planning a range of healthy meals is not always right to (H24)-Know the 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 decay) and other behaviours (e.g. the impact of alcohol on diet or health)

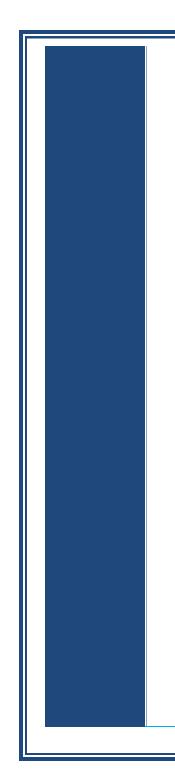
keeping safe online, how to recognise risks, harmful content and contact. and how to report them critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24)-Know how information and data is shared and used online (R25)-Know what sorts 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 keep secrets if they sources (H2)-know that there is a normal range of emotions (e.g. 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 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

(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 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) (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	differences Family conflict and how to manage it (child- centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving	Evaluating learning processes	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	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	<b>Knowledge</b> Recognise own feelings	Knowledge	Managing feelings Simple budgeting Knowledge Know about specific people who have	<b>Knowledge</b> Know how exercise	Expressing appreciation for family and friends <b>Knowledge</b> Know that different	<b>Knowledge</b> Know that in animals and humans lots of
10115	and know when and where to get help Know how to make their class a safe and fair place	important Know that everybody's family is different Know that sometimes	overcome difficult challenges to achieve success Know what dreams and	Know why their hearts and lungs are such	out different roles or have different	changes happen between conception and growing up Know that in nature it is
	Show good listening skills Recognise the feeling of being worried	get along and some reasons for this Know that conflict is a	ambitions are important to them Know how they can best overcome learning	sugar that they put into their bodies will affect		usually the female that carries the baby Know that in humans a mother carries the
	Be able to work cooperatively <b>Social and</b>	Know what it means to be a witness to bullying	challenges Know that they are responsible for their	different types of drugs	Know some of the skills of friendship, e.g. taking turns, being a	baby in her uterus (womb) and this is where it develops September 2021

		ownlearning		good listener	Know that babies nee
	make the situation		things, places and		love and care from
Identify personal	worse or better by what		people that can be	-	their parents/carers
JUCIISUIS	'	-	dangerous	for keeping themselves	
Be able to set a personal	Know that some words	learner		safe online	Know some of the
	are used in nurthur ways		Know a range of		changes that happen
guai	and that this can have		strategies to keep		between being a baby
Recognise feelings of	consequences	is and how they can	themselves safe	actions and work of	and a child
happiness, sadness,		hinderachievement		people around the world	
worry and fear in	Social and Emotional		Know when something	helpandinfluence	Know that the male a
themselves and others		Know how to take steps	feels safe or unsafe	my life	female body needs to
Make other people feel	<b>skills</b> Be able to show	to overcome obstacles			change at puberty so
u alu a d			Know that their bodies	,	their bodies can make
	appreciation for their	Know how to evaluate	are complex and need	children have rights	babies when they are
Develop compassion and		their own learning	taking care of	(UNCRC)	adults
		progress and identify			
		how it can be better	Social and Emotional	Know the lives of	Know some of the
collaboratively	together' technique to	nexttime	skills	children around the	outside body change:
	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 Emotion
	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		anxious or scared	-	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		help if they are	baby can bring to a
	·	people can help them to		concerned about	family
	RECORTINETEETINES		safe	anything on social media	
	associated with	, v	Respect their own	or the internet	Can express how they
	receiving a compliment	Can manage feelings of	•		feel about puberty

frustration linked to	what they do	Can empathise with	
facing obstacles	what they do	people from other	Can say who they can
			talk to about puberty if
Can share their success			they have any worries
with others		fortunate	
			Can identify
Can store feelings of			stereotypical family
success (in their interna	I	-	roles and challenge
treasure chest) to be			these ideas e.g. it may
used at another time			not always be Mum who
			doesthelaundry
		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
		how these may be	help them manage
		similar or different from	feelings during changes
			they are more anxious
		and the global	about
		community	

YEAR 4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National	(R7)-Know how	(R11)-Know how to	(R12)-Know the	(R7)-Know how	(R2)-Know the	(R1)-Know that families
Curriculum	important friendships	recognise who to trust	importance of repecting	important friendships	characteristics of	are important for
coverage	are in making us feel	and who not to trust,	others, even when they	are in making us feel	healthy family life,	children growing up
	happy and secure, and	how to judge when a	are very different from	happy and secure, and	commitment to each	because they can give
	how people choose and	friendship is making	them (for example,	how people choose and	other, including in times	love, security and
	make friends	them feel unhappy or	physically, in character,	make friends	of difficulty, protection	stability
	(R8)-Know the	uncomfortable,	personally or	(R8)-Know the	and care for children	(R2)-Know the
	characteristics of	manage conflict, how	backgrounds), or make	characteristics of	and other family	characteristics of
	friendships, including	to manage these	different choices or	friendships, including	members, the	healthy family life,
	mutual respect,	situations and how to	have different	mutual respect,	importance of spending	commitment to each
	truthfulness,	seek help or advice	preferences or beliefs	truthfulness,	time together and	other, including in times
	trustworthiness, loyalty,	from others, if needed	(R14)-Know the	trustworthiness, loyalty	sharing each other's	of difficulty, protection
	kindness, generosity,	(R12)-Know the	conventions of courtesy	kindness, generosity,	lives	and care for children
	trust, sharing interests	importance of	and manners	trust, sharing interests	(R4)-Know that stable,	and other family
	and experiences and	respecting others,	(R16)-Know that in	and experiences and	caring relationships,	members, the
	support with problems	even when they are	school and in wider	support with problems	which may be of	importance of spending
	and difficulties	very different from	society they can expect	and difficulties	different types, are at	time together and
	(R9)-know that healthy	them (for example,	to be treated with	(R9)-know that healthy	the heart of happy	sharing each other's
	friendships are positive	physically, in	respect by others, and	friendships are positive	families, and are	lives
	and welcoming towards	character, personally	that in turn they should	and welcoming towards	important for children's	(R3)-Know that others'
	others, and do not	or backgrounds), or	show due respect to	others, and do not	security as they grow up	families, either in schoo
	make others feel lonely	make different	others, including those	make others feel lonely	(R6)-Know how to	or in the wider world,
	or excluded	choices or have	in positions of authority	or excluded	recognise if family	sometimes look
	(R11)-Know how to	different preferences	(H2)-Know that there is	(R10)-Know that most	relationships are	different from their
	recognise who to trust	or beliefs	a normal range of	friendships have ups	making them feel	family, but that they
	and who not to trust,	(R13)-Know the	emotions (e.g.	and downs, and that	unhappy or unsafe, and	should respect those
	how to judge when a	practical steps they	happiness, sadness,	these can often be	how to seek help or	differences and know
	friendship is making	can take in a range of	anger, fear, surprise,,	worked through so that	advice from others if	that other children's
	•	different context to		the friendship is	needed	families are also
	uncomfortable, manage	improve or support	-	repaired or even	(R7)-Know how	characterised by love
	conflict, how to manage		humans experience in	strengthened, and that		and care
	these situations and	relationships	relation to different	- · ·	•	(R4)-Know that stable,
	how to seek help or	(R15)-know the	experiences and	neverright	•	caring relationships,
		importance of self-	•	R11)-Know how to	how people choose and	

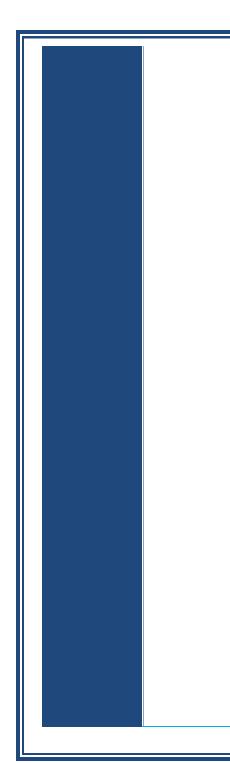
needed	respect and how this	(H3)-Know how to	recognise who to trust	make friends	different types, are at
(R12)-Know the	links to their own	recognise and talk	and who not to trust,	(R8)-Know the	the heart of happy
importance of	happiness	about their emotions,	how to judge when a	characteristics of	families, and are
respecting others, even	(R16)-Know that in	including having a	friendship is making	friendships, including	important for children's
when they are very	school and in wider	varied vocabulary of	them feel unhappy or	mutual respect,	security as they grow up
different from them (for	society they can	words to use when	uncomfortable, manage	truthfulness,	(R12)-Know the
example, physically, in	expect to be treated	talking about their own	conflict, how to manage	trustworthiness, loyalty,	importance of
character, personally or	with respect by	and other people's	these situations and	kindness, generosity,	respecting others, even
backgrounds), or make	others, and that in	feelings	how to seek help or	trust, sharing interests	when they are very
different choices or	turn they should show		advice from others, if	and experiences and	different from them (for
have different	due respect to others,		needed	support with problems	example, physically, in
preferences or beliefs	including those in		(R12)-Know the	and difficulties	character, personally or
(R13)-Know the	positions of authority		importance of	(R9)-know that healthy	backgrounds), or make
practical steps they can	(R17)-Know about		respecting others, even	friendships are positive	different choices or
take in a range of	different types of		when they are very	and welcoming towards	have different
different context to	bullying (including		different from them (for	others, and do not	preferences or beliefs
improve or support	cyberbullying), the		example, physically, in	make others feel lonely	(R26)-Know about the
respectful relationships	impact of bullying,		character, personally or	or excluded	concept of privacy and
(R14)-Know the	responsibilities of		backgrounds), or make	(R10)-Know that most	the implications of it for
conventions of courtesy	bystanders (primarily		different choices or	friendships have ups	both children and
and manners	reporting bullying to		have different	and downs, and that	adults; including that it
(R16)-Know that in	an adult) and how to		preferences or beliefs	these can often be	is not always right to
school and in wider	get help		(R13)-Know the	worked through so that	-
society they can expect	(R20)-Know that		practical steps they can	the friendship is	relate to being safe
to be treated with	people sometimes		take in a range of	repaired or even	(R27)-Know that each
respect by others, and	behave differently		different context to	strengthened, and that	person's body belongs
that in turn they should	online, including by		improve or support	resorting to violence is	to them, and the
show due respect to	pretending to be		respectful relationships	never right	differences between
others, including those	someone they are not		(R14)-Know the	R11)-Know how to	appropriate and
in positions of authority	(R21)-Know that the		conventions of courtesy	recognise who to trust	inappropriate or unsafe
(R19)-Know the	same principles apply		and manners	and who not to trust,	physical, and other,
importance of	to online relationships		(R15)-know the	how to judge when a	contact
permission-seeking and	as face-to-face		importance of self-	friendship is making	(H2)-Know that there is
giving in relationships	relationships,		respect and how this	them feel unhappy or	a normal range of
with friends, peers and	includingthe			uncomfortable, manage	
adults	importance of respect		happiness	conflict, how to manage	happiness, sadness,
(R25)-Know what sort of	for others online		(R16)-Know that in	these situations and	anger, fear, surprise,,
boundaries are	including when we are		school and in wider	how to seek help or	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 report concerns or 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 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 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 (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 they are very different from them (for recognise and talk example, physically, in about their emotions, character, personally or including having a 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 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

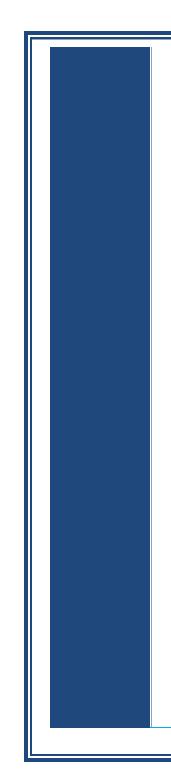
of emotions that all humans experience in relation to different experiences and (H3)-Know how to varied vocabulary of words to use when talking about their own and other people's feelings (H4)-Know how to judge whether what they are feeling and how they are appropriate and (H34)-Know key facts about 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 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 (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 any 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 judge whether what they are feeling and how they are behavingis 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 very 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

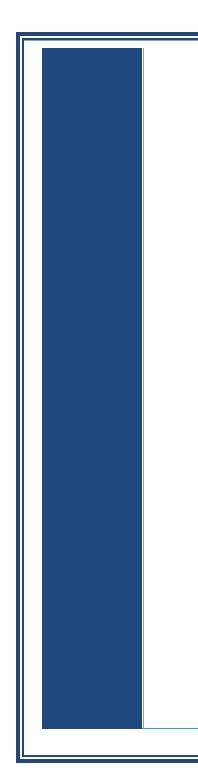
				about legal and illegal harmful substances and associated risks, including smoking, alcohol use and rug- taking (H26)-Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body		
	Being me in my	Celebrating	Dreams and	Healthy Me	Relationships	Changing Me
Jigsaw	own world	Differences	Goals			
Pieces						Beingunique
(units	Being part of a class	Challenging assumptions		Group dynamics		Having a baby
taught)	team	00711	Overcoming	Smoking	Memories of loved ones	
	Being a school citizen	Accepting self and	disappointment	Alcohol		Confidence in change
	Rights, responsibilities	others	Creating new, realistic	Assertiveness		Accepting change
	and democracy (school	Understanding	dreams	· · ·		Preparing for transition
	council)	influences	Achievinggoals		•	Environmental change
	Rewards and		Working in a group	strength	Showing appreciation to	
	consequences	Problem-solving	Celebrating		people and animals	
	Group decision-making	, , ,	contributions			
	Having a voice	and unique everyone is				
	What motivates behaviour	Firstimpressions	Positive attitudes			
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	Know that personal
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	intothem	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
			Know that reflecting on		Know that loss is a	

Know their place in the	affect how we judge a	positive and happy	Know that there are	normal part of	Know that babies are
school community	person or situation	experiences can help	leaders and followers in	relationships	made by a sperm joining
Know what democracy is	Know that some forms	them to counteract	groups		with an ovum
(applied to pupil voice in		disappointment		Know that negative	
	identify e.g. tactical	Know how to make a	Know that they can take	feelings are a normal	Know the names of the
	ignoring, cyber-bullying	new plan and set new	on different roles	part of loss	different internal and
Know that then own	Know what to do if they	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
	,			can support us when we	baby
Kilow now groups work	might be taking place	Know how to work out	Know the facts about	lose a special person or	
		the steps they need to	smoking and its effects	animal	Know how the female
		take to achieve a goal	on health		and male body change
KIIOW LIIAL	join in with bullying and			Know that change is a	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	reasons some people	relationships/friendship	Know that personal
benefits the	impressions can	group	start to smoke		hygiene is important
school	change				during puberty and as an
community	-	Know how to share in			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				normal part of life and
Identify the feelings	who they are	skills			that some cannot be
associated with being	Identify influences that	Can talk about their	Know some of the		controlled and have to
	, have made them think	hopes and dreams and	reasons some people		be accepted
	orfeel	the feelings associated	drink alcohol	skills	
	positively/negatively	withthese		Can identify feelings and	_
	about a situation		•		bring about a range of
	Identify feelings that a		when people are putting	accompany Jealousy	differentemotions
	bystander might feel in a	of disappointment	pressure on them	<b>A A A A A A A A A A</b>	<u></u>
	bullying situation			Can suggest positive	Social and Emotional
		Can identify a time	Know what they think is		skills
		when they have felt	right and wrong	r ·	Can appreciate their
cared for and welcomed	bystander might join in	aisappointed	Cosial and Emotional		own uniqueness and
Recognise the feelings of	with bullying	Do obloto conovith	Social and Emotional skills	Can identify people who	that of others
being motivated or	Revisit the 'Solve it	Be able to cope with		are special to them	Can average how that
	together techniqueto	disappointment	Can identify the feelings		Can express how they feel about having
	practise conflict and	Holp others to cone	that they have about their friends and	Can identify the feelings	-
, school community	bullying scenarios	Help others to cope	ulen menus anu	can identify the reelings	unitaten when they are
,		1			September 2021

benefits from a Learning	Identify their own	with disappointment	different friendship	and emotions that	grown up
Charter	uniqueness		groups	accompany loss	
Be able to help	Be comfortable with the	Can identify what			Can express any
•		resilienceis	Recognise how different	Can suggest strategies	concerns they have
positive	Identify when a first impression they had was	Have a positive attitude Enjoy being part of a group challenge	they interact with impact on them	for managing loss Can tell you about someone they no longer	about puberty Can say who they can talk to about puberty if
	Be non-				they are worried
	judgemental about	Can share their success	<i>·</i> · ·		,
	others who are	with others	friends with	Can suggest ways to	Can apply the circle of
	different			manage relationship	change model to
		Can store feelings of	Recognise negative	changes including how	themselves to have
		success (in their internal	feelings in peer pressure	to negotiate	strategies for managing
		treasure chest) to be used at another time	situations		change
			Can identify the feelings of anxiety and fear associated with peer pressure		Have strategies for managing the emotions relating to change
			Can tap into their inner strength and know how to be assertive		

			YEAR 5			
A	utumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum (R12)-K importa respect when t differe exampl charact or back make d or have prefere (R13)-K steps th range of context suppor relation (R14)-K conven and ma (R15)-k importa respect	now the ance of ing others, even hey are very nt from them (for e, physically, in er, personality grounds), or ifferent choices different ences or beliefs now practical hey can take in a of different ts to improve or t respectful hships now the tions of courtesy	(R9)-Know that healthy friendships are positive and welcoming toward others, and do not make others feel lonely or excluded (R10)-Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R12)-Know the	(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 (R15)-know the importance of self- respect 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	(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 (R15)-know the importance of self- respect 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	(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	(R15)-know the importance of self- respect and how this links to their own happiness (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 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
school society to be tr respect that in show d others,	now that in and in wider they can expect eated with by others, and turn they should ue respect to including those	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	in positions 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	in positions of authority (R18)-Know what a stereotype is, and how stereotypes can be unfair, negative or destructive (R25)-Know what sorts	make different choices or have different preferences or beliefs (R13)-Know practical steps they can take in a range of different	inappropriate or unsafe physical, and other, contact (H1)-Know that mental

(H2)-Know that there	is or support respectful	experiences and	and others (including in	conventions of courtesy	emotions (e.g.
a normal range of	relationships	situations	a digital context)	and manners	happiness, sadness,
emotions (e.g.	(R15)-know the	(H3)-Know how to	(R27)-Know that each	(R15)-know the	anger, fear, surprise,
happiness, sadness,	importance of self-	recognise and talk	person's body belongs	importance of self-	nervousness) and scale
anger, fear, surprise,	respect and how this	about their emotions,	to them, and the	respect and how this	of emotions that all
nervousness) and sca	le links to their own	including having a	differences between	links to their own	humans experience in
of emotions that all	happiness	varied vocabulary of	appropriate and	happiness	relation to different
humans experience i	n (R16)-Know that in	words to use when	inappropriate or unsafe	(R16)-Know that in	experiences and
relation to different	school and in wider	talking about their own	physical, and other,	school and in wider	situations
experiences and	society they can	and others' feelings	contact	society they can expect	(H3)-Know how to
situations	expect to be treated		(R30)-Know how to	to be treated with	recognise and talk
(H3)-Know how to	with respect by		ask for advice or help	respect by others, and	about their emotions,
recognise and talk	others, and that in		for themselves, or	that in turn they should	including having a
about their emotions	, turn they should show		others, and to keep	show due respect to	varied vocabulary of
including having a	due respect to others,		trying until they are	others, including those	words to use when
varied vocabulary of	including those in		heard	in positions of authority	talking about their own
words to use when	positions of authority		(R31)-Know how to	(R17)-Know about	and others' feelings
talking about their ov	vn (R17)-Know about		report concerns or	different types of	(H4)-Know how to judge
and others' feelings	different types of		abuse, and the	bullying (including	whether what they are
	nd bullying (including		-	cyberbullying), the	feeling and how they
loneliness can affect	cyberbullying), the			impact of bullying,	are behaving is
children and that it is			(R32)-Know where to	responsibilities of	appropriate and
very important for	responsibilities of			bystanders (primarily	proportionate
	eir bystanders (primarily		school and/ or other		(H5)-Know the benefits
feelings with an adul	reporting bullying to		sources	adult) and how to get	of physical exercise,
and seek support	an adult) and how to		(H1)-Know that mental	-	time outdoors,
	get help		wellbeing is a normal	(R19)-Know the	community
	(R18)-Know what a		part of everyday life, in		participation, voluntary
	stereotype is, and		the same way as	permission-seeking and	and service based
	how stereotypes can			giving in relationships	activity on mental
	be unfair, negative or		(H2)-Know that there is	with friends, peers and	wellbeingand
	destructive		a normal range of	adults	happiness
	(R29)-Know how to		emotions (e.g.	(R20)-Know that people	
	recognise and report			sometimes behave	care techniques,
	feelings of being			differently online,	includingthe
	unsafe or feeling bad		-		importance of rest, time
	about any adult		of emotions that all	to be someone they are	-
	(R30)-Know how to		humans experience in	not	family and the benefits

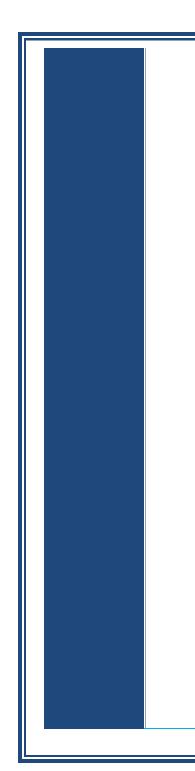


ask for advice or help for themselves. or others, and to keep trying until they are heard (R31)-Know how to report concerns or abuse, and the vocabulary and confidence to do so (R32)-Know where to get advice e.g. family, school and/ or other sources (H2)-Know that there is a normal range of emotions (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 judge 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 critically consider their 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 and others (including in 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 online friendships and sources of information, age 9 through to age 11, including awareness of including physical and 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 (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 emotional changes (H35)-Know about menstrual wellbeing including the key facts



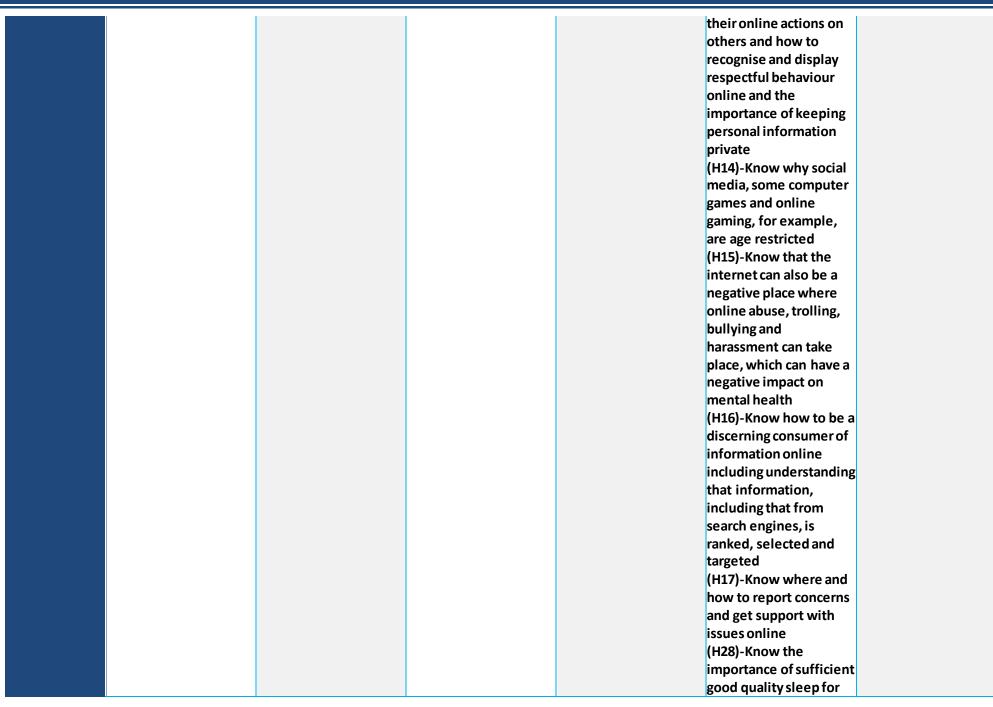
**behaving** is appropriate and proportionate (H7)-Know isolation and loneliness can affect children and that it is verv important for children to discuss their feelings with an adult and seek support (H8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental 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)

whom in school they should speak to if they keep secrets if they are worried about their relate to being safe own or someone else's (R29)-Know how to 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 nervousness) and scale exercises (H20)-Know the risks of emotions that all associated with an humans experience in relation to different inactive lifestyle (including obesity) experiences and

is not always right 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,

(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,	
0 0	time outdoors,	
harmful substances and	-	
associated risks,	participation, voluntary	
including smoking,	and service based	
alcohol use and drug-	activity on mental	
taking	wellbeingand	
	happiness	
	(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	
	(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



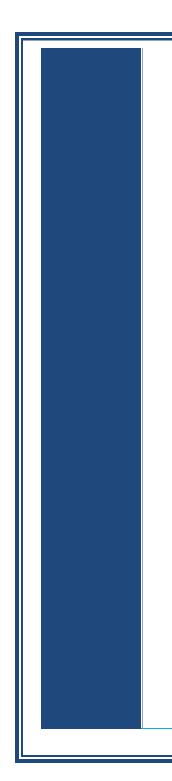
Jigsaw Pieces (units taught)	Being me in my own world Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	conflict Racism Rumours and name- calling Types of bullying Material wealth and	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others	Healthy Me Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	communities Rights and responsibilities online Online gaming and gambling	Changing Me
Skills	Knowledge	Knowledge	Knowledge	Knowledge	rules Knowledge	Knowledge
Progress	Know housts face a second		K			
ions	Know how to face new challenges positively Understand how to set personal goals	Know that differences in	money to help them to achieve some of their dreams	smoking	· · /	means and that perceptions can be right

Understand the rights	Know what racism is and	Know about a range of	lungs, liver and heart	Know that belonging to	Know how girls' and
and responsibilities	why it is unacceptable	jobs that are carried		an online community	boys' bodies change
associated with being a	Know that rumour	out by people I know	Know some of the risks	can have positive and	during puberty and
citizen in the wider	spreading is a form of		linked to misusing	negative consequences	understand the
community and their	bullying on and offline	Know that different jobs	alcohol, including		importance of looking
country		pay more money than	antisocial behaviour	Know that there are	after themselves
Know how an	Know external forms of	others		rights and	physically and
individual's behaviour	support in regard to		Know basic emergency	responsibilities	emotionally
	bullying e.g. Childline	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
	Know how their life		Know how to get help ir	Know that there are	conception
democracy and having a voice benefits the school		Know that young people	emergency situations	rights and	
	the lives of children	fromdifferent		responsibilities when	Know that some people
community	in the developing	cultures may have	Know that the media,	playing a game online	need help to conceive
Understand how to	world	different dreams and	social media and		and might use IVF
contribute towards the		goals	celebrity culture	Know that too much	
democratic process	Social and Emotional		promotes certain body	screen time isn't healthy	_
	skills	Know that	types		teenagerinvolves
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		
Be able to identify what	cultures within their	a different culture		to communicate with	Social and Emotional
they value most about	class community	means that they can	people's lives and know	friends	skills
school	lalantifu thair auro	learn from them and	that people can		Can celebrate what they
Identify hopes for the	Identify their own	vice versa	develop eating problems		like about their own
school year	attitudes about people from different faith and		/ disorders related to	skills	and others' self-image
		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		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	bullyingsituations	Social and Emotional	Social and Emotional	Can identify when an	
they have on themselves	Identify some strategies	skills	skills	online community /	Recognise that puberty
and others	to encourage children	verballse what they	Can make informed	social media group feels	
Be able to work as part	who use bullying		decisions about whethe		that happens to
of a group, listening and	behaviours to make	like when they are	'	or unsafe	everybody and that it
contributing effectively	other choices	grown up	smoke when they are		will be OK for them
			older	Can suggest strategies	

Understand why	vthe	Be able to support	Appreciate the		for staying safe online/	Can ask questions about
school communi	•	children who are being	contributions made by			puberty to seek
benefits from a l	•	Ŭ,	-	decisions about whether		clarification
Charter	20011110				unsafe online / social	
	frianda	Appreciate the value of	Appreciate the	•	network activity	Can express how they
Be able to help f		happiness regardless of	opportunities learning	older	-	feel about having a
make positive ch		material wealth	and education can give		Can identify when an	romantic relationship
Know how to reg	gulate	Develop respect for	them	Recognise strategies for	-	when they are an adult
emotions		cultures different from		<b>v v</b>	unsafe	
		theirown	Reflect on the			Can express how they
			differences between	Can identify ways to	Can suggest ways to	feel about having
			their own learning goals			children when they are
			and those of someone	an emergency	screen time	an adult
			from a different culture			
				Can reflect on their own	Can suggest strategies	Can express how they
			Appreciate the	body image and know	for managing	feel about becoming a
			differences between	how important it is that	unhelpfulpressures	teenager
			themselves and	this is positive	online or in social	
			someone from a		networks	Can say who they can
			different culture	Accept and respect		talk to if concerned
				themselves for who they		about puberty or
			Understand why they	are		becominga
			are motivated to make a			teenager/adult
			positive contribution to	Respect and value their		
			supporting others	own bodies		
				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 familie
Curriculum	recognise if family	families, either in schoo	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		friendships are positive	
	make friends	recognise who to trust	range of different	(R11)-Know how to	and welcoming towards	-
	(R12)-Know the	and who not to trust,	contexts to improve or	recognise who to trust	others, and do not	(R6)-How to recognise
	importance of	how to judge when a	support respectful	and who not to trust,	make others feel lonely	family relationships a
	respecting others, even		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 , a
	different from them (for	uncomfortable,	importance of self-	them feel unhappy or	friendships have ups	how they seek help o
	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
	• •	seek help or advice	(R16)-Know that in	-	the friendship is	important friendships
	or have different	-	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			happy and secure, and
	(R13)-Know practical	importance of	to be treated with	(R15)-Know the	resorting to violence is	how people choose ar
		respecting others, even	respect by others, and	importance of self-	neverright	make friends
	range of different	when they are very	that in turn they should		(R11)-Know how to	(R8)-Know the
	-	different from them (for	-	links to their own		characteristics of
	support respectful	example, physically, in	others, including those	happiness	and who not to trust,	friendships, including
	relationships	character, personality	in positions of authority		how to judge when a	mutual respect,
	(R14)-Know the	or backgrounds), or	(H2)-Know that there is	• •	friendship is making	truthfulness,
	conventions of courtesy		a normal range of	society they can expect		trustworthiness, loyal
	and manners	or have different	emotions (e.g.	to be treated with	uncomfortable,	kindness, generosity,

(R25)-Know what sorts	preferences or beliefs	happiness, sadness,	respect by others, and	managing conflict, how	trust, sharing interests
of boundaries are	(R13)-Know practical	anger, fear, surprise,	that in turn they should	to manage these	and experiences and
appropriate in	steps they can take in a	nervousness) and scale	show due respect to	situations and how to	support with problems
friendships with peers	range of different	of emotions that all	others, including those	seek help or advice	and difficulties
and others (including in	contexts to improve or	humans experience In	in positions of authority	from others, if needed.	(R9)-Know that healthy
a digital context)	support respectful	relation to different	R18)-Know what a	(R13)-Know practical	friendships are positive
(H2)-Know that there is	relationships	experiences and	stereotype is, and how	steps they can take in a	and welcoming towards
a normal range of	(R15)-Know the	situations	stereotypes can be	range of different	others, and do not
emotions (e.g.	importance of self-	(H3)-Know how to	unfair, negative or	contexts to improve or	make others feel lonely
happiness, sadness,	respect and how this	recognise and talk	destructive	support respectful	or excluded
anger, fear, surprise,	links to their own	about their emotions,	(R19)-Know the	relationships	(R13)-Know practical
nervousness) and scale	happiness	including having a	importance of	(R15)-Know the	steps they can take in a
of emotions that all	(R16)-Know that in	varied vocabulary of	permission-seeking and	importance of self-	range of different
humans experience In	school and in wider	words to use when	giving in relationships	respect and how this	contexts to improve or
relation to different	society they can expect	talking about their own	with friends, peers and	links to their own	support respectful
experiences and	to be treated with	and others' feelings	adults	happiness	relationships
situations	respect by others, and	(H4)-Know how to judge	(R25)-Know what sorts	(R17)-Know about	(R15)-Know the
(H3)-Know how to	that in turn they should	whether what they are	of boundaries are	different types of	importance of self-
recognise and talk	show due respect to	feeling and how they	appropriate in	bullying (including	respect and how this
about their emotions,	others, including those	are behaving is	friendships with peers	cyberbullying), the	links to their own
including having a	in positions of authority	appropriate and	and others (including in	impact of bullying,	happiness
varied vocabulary of	(R17)-Know about	proportionate	a digital context)	responsibilities of	(R16)-Know that in
words to use when	different types of	(H7)-Know isolation and	(R26)-Know about the	bystanders (primarily	school and in wider
talking about their own	bullying (including	loneliness can affect	concept of privacy and	reporting bullying to an	society they can expect
and others' feelings	cyberbullying), the	children and that it is	the implications of it for	adult) and how to get	to be treated with
(H4)-Know how to judge	impact of bullying,	very important for	both children and	help	respect by others, and
whether what they are	responsibilities of	children to discuss their	adults; including that it	R18)-Know what a	that in turn they should
feeling and how they	bystanders (primarily	feelings with an adult	is not always right to	stereotype is, and how	show due respect to
are behaving is	reporting bullying to an	and seek support	keep secrets if they	stereotypes can be	others, including those
	adult) and how to get		<u> </u>	unfair, negative or	in positions of authority
proportionate	help		(R27)-Know that each	destructive	R18)-Know what a
	(R18)-Know what a		person's body belongs	(R19)-Know the	stereotype is, and how
	stereotype is, and how		•	importance of	stereotypes can be
	stereotypes can be		differences between	permission-seeking and	· •
	unfair, negative or		••••	5 5 1	destructive
	destructive		inappropriate or unsafe	· •	(R19)-Know the
	(R19)-Know the		physical, and other,		importance of
	importance of		contact	(R25)-Know what	permission-seeking and

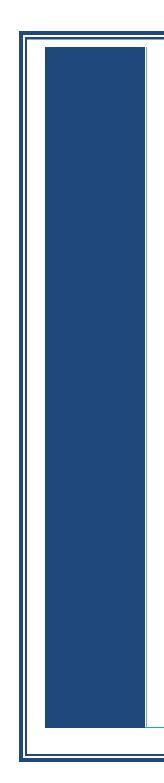


permission-seeking and giving in relationships with friends, peers and adults (R21)-Know that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25)-Know what sorts of boundaries are 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 to them, and the same way as physical health (H2)-Know that there is inappropriate or unsafe keeping safe online, 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 differences between appropriate and 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 person's body belongs

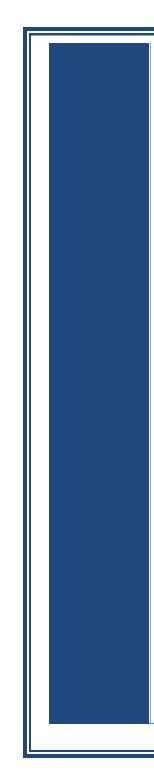
giving in relationships with friends, peers and adults (R20-Know that people sometimes behave differently online. including by pretending to be someone they are not same principles apply to to face-to-face relationships, including the importance of respect for others online including when we are anonymous (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



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 feeling and how they are behaving is appropriate and proportionate (H5)-Know the benefits do so of physical exercise, time spent outdoors, community participation, voluntary sources and service-based activity on mental wellbeing and happiness (H6)- Know simple selfhealth care techniques, including the 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 (H7)-Know isolation and loneliness can affect children and that relation to different it is very important for experiences and children to discuss their situations feelings with an adult and seek support (H8)-Know that bullying about their emotions, (including cyberbullying) has a negative and often lasting impact on mental wellbeing (H9)-Know where and how to seek support

and to keep trying until to them, and the (R31)-Know how to report concerns or abuse. and the vocabularv and confidence needed to (R32)-Know where to get advice e.g. family, school and /or other (H1)-Know that mental wellbeing is a normal part of daily life, in the sources same way as physical (H2)-Know that there is part of daily life, in the a normal range of of emotions that all humans experience In (H3)-Know how to recognise and talk including having a varied vocabulary of words to use when talking about their own including having a and others' feelings (H4)-Know how to judge words to use when

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 they are heard (R32)-Know where to get advice e.g. family, school and /or other (H1)-Know that mental wellbeing is a normal 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, varied vocabulary of 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 are behaving is support), including whom in school they should speak to if they are worried about their of physical exercise, own or someone else's time spent outdoors, mental wellbeing or community ability to control their emotions (including issues arising online) H10)-Know it is common for people to happiness experience mental ill health. For many peoplecare 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 (including 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 and others' feelings (H4)-Know how to judge whether what they are appropriate and proportionate feeling and how they (H5)-Know the benefits are behaving is participation, voluntary care techniques, and service-based activity on mental wellbeing and (H6)- Know simple selfincluding the importance of rest, time affect children and that spent with friends and family and the benefits children to discuss their 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 children to discuss their the triggers for seeking feelings with an adult and seek support 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 experience mental ill support), including

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 it is very important for and seek support (H9)-Know where and (including recognising 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 health. For many people September 2021

benefits of an active	whom in school they	v
lifestyle	should speak to if they	С
(H19)-Know the	are worried about their	r
importance of building	own or someone else's	а
regular exercise into	mental wellbeing or	а
daily and weekly	ability to control their	(
routines and how to	emotions (including	а
achieve this; for	issues arising online)	С
example, walking or	H10)-Know it is	b
cycling to school, a	common for people to	а
regular active daily mile	experience mental ill	i
or other forms of	health. For many people	e
regular, vigorous	who do, the problems	(
exercise	can be resolved if the	n
(H20)-Know the risks	right support is made	i
associated with an	available, especially if	а
inactive lifestyle	accessed early enough	С
(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	
they are worried about	(H12)-Know about the	
their health	benefits of rationing	
• •	time spent online, the	
characteristics of a poor		
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	
(H25)-Know the facts	consider the effect of	
about legal and illegal	their online actions on	
harmful substances and	others and know how to	
associated risks,	recognise and display	

chool they llbeingor ontrol their including ng online) it is or people to e mental ill e problems olved if the ort is made especially if arly enough cycle w that for le the an integral and has efits w about the rationing online, the cessive time lectronic d the impact and ontent online

who do, the problems ak to if they can be resolved if the d about their right support is made neone else's available, especially if accessed early enough (H34)-Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and many people emotional changes (H35)-Know about menstrual wellbeing including the key facts about the menstrual

including smoking,	respectful behaviour	
alcohol use and drug-	online and the	
taking	importance of keeping	
(H28)-Know the	personal information	
importance of sufficient	private	
good quality sleep for	(H14)-Know why social	
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	0 1	
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 Pieces (units taught)	year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Transition
Skills Progress ions	the highes of the childy	different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can		responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses	own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are	boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally

Know that personal	Know that people can	problems that the world	Know how these		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
	•	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
	amazinglives	Know some ways in	can be exploited and		relationship
democracy and having a	-		made to do things that	Know how to use	
vaios honofitotho school		with others to make the	are against the law	technology safely and	Know the importance of
· · · · · · · · · · · ·	uniference can be a	world a better place		positively to	self-esteem and what
	source of				they can do to develop it
	celebration as well			friends and family	
	as conflict		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		be emotionally well	Recognise that people	about when thinking
	Empathise with people	skills		01	about transition to
Social and	who are different and be		Know that stress can be		secondary school /
		important to stretch the		that it is nothing to be	movingtotheirnext
			of things	ashamed of	class
		currentlearning			
valued	associated with being		-	Can help themselves and	
Know own wants and	excluded		Ũ	others when worried	skills
needs		that they know when		about a mental health	Recognise ways they can
Be able to compare their	when someone is	they have achieved their		problem	develop their own
	exerting power	goal	Social and Emotional		self-esteem
	negativelyina		skills	Recognise when they	
Demonstrate empathy	relationship	Recognise the emotions		are feeling grief and	Can express how they
and understanding	Use a range of strategies	they experience	for their own physical	have strategies to	feel about the changes
towards others			and emotional health	manage them	that will happen to them
towards others		people in the world	A way was a time to all the film al		duringpuberty
Call demonstrate		who are suffering or	Are motivated to find	Demonstrate ways they	
attributes of a positive		-		-	Recognise how they feel
role-model	conflict		•		when they reflect on
Can take positive action			situations without using		the development and
	Identify different	Empathise with people	-	where others are trying	birth of a baby
	feelings of the bully,	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	bullied and bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy	living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements	themselves Suggest strategies someone could use to avoid being pressured	that might hurt themselves or others Can take responsibility for their own safety and well-being	Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Can 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
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Know that some times eople make ssumptions about a erson because of the ray they look or act Know that reflecting on ffect how we judge a ferson because of the sumptions about a erson because of the ray they look or act Know that reflecting on ffect how we judge a ffect how we judge a from because of the sumptions about a erson	phrases. Write one orphrases. Write one ortwo short sentencestowith support. Begin tospell some commonlyused words correctly.toIdentify similaritiestoand differences in mytoculture to that oftoanother.toTalk abouttocultures and knowtoabout aspects of dailytolife in other countriestothat are different toto	one orphrases. Write one orencestwo short sentencesbegin towith support. Begin tomonlyspell some commonlyrectly.used words correctly.ritiesIdentify similaritiess in myand differences in myofculture to that ofanother.Talk aboutothercelebrations in otherowcultures and knowof dailyabout aspects of dailyuntrieslife in other countries	familiar written phrases. Write one or two short sentences with support. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	familiar written phrases. Write one or two short sentences with support. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	familiar written phrases. Write one or two short sentences with support. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	familiar written phrases. Write one or two short sentences with support. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
erson or situation them to counteract groups Know that negative with an ovum	my own.       my own.         PHSE-       I         Know that sometimes       K         people make       hd         assumptions about a       K         person because of the       K         way they look or act       K         Know there are       K         influences that can       pr         affect how we judge a       exp	etimes Dut a of the act can bidge a bidge	my own. PHSE- Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in	my own. PHSE- Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships	my own. PHSE- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining	my own.

identify e.g. tactical	goals even if they have	according to the	Know that memories	are needed to make a
ignoring, cyber-bullying	been disappointed	situation	can support us when we	baby
Know what to do if they think bullying is, or might be taking place	Know how to work out the steps they need to take to achieve a goal	Know the facts about smoking and its effects on health	lose a special person or animal Know that change is a	Know how the female and male body change at puberty
	take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt	on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink alcohol Know ways to resist when people are putting pressure on them Know what they think is right and wrong Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them	Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe. Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer	at puberty Know that personal hygiene is important during puberty and as an adult
	success to be used at another time	feelings in peer pressure situations	to negotiate	strategies for managing change

Identify when a first	Can identify the feelings	Have strategies for
impression they had was	of anxiety and fear	managing the emotions
right or wrong	associated with peer	relating to change
Be non-judgemental	pressure	
about others who are	Can tap into their	
different	inner strength and	
	know-how to be	•
	assertive	

	No at and talk with	To understand her	To understand hour
	Meet and talk with	To understand how	
	different adults from	puberty affects	puberty affects
	the community. Begin	emotions and	emotions and
	to recognise that their	behaviour and	behaviourand
	actions affect	strategies for deal	ng strategies for dealing
	themselves and others	with the changes	with the changes
	around them.	associated with	associated with
		puberty.	puberty.
		To understand one own feelings and	's To understand one's own feelings and
		develop strategies	to develop strategies to
		deal with feelings	n deal with feelings in
		the context of	the context of
		relationships.	relationships.
		To empathise with	the To empathise with the
		feelings of others	feelings of others
		within relationship	os. within relationships.
		To answer each	To answer each
		other's questions	other's questions
		about puberty wit confidence and be	
		able to seek suppo	rt able to seek support
		and advice when t	ney and advice when they
		need it.	need it.