



Jigsaw PSHE 3-11 progression map

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

| Being Me in My World Puzzle – Autumn 1 | | | | | | | |
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| DfE Statutory Relationships & Health Education outcomes | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>PSED – ELG: SELF-REGULATION</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>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.</p> <p>ELG: MANAGING SELF</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others’ needs.</p> | <p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships</p> <p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships</p> <p>(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous</p> <p>Being safe</p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R32) where to get advice e.g. family, school and/or other sources.</p> | | | | | |
| | <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> | | | | | | |
| Puzzle overview Being Me in My World | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. | In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss | In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when | In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their | In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole | In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They | In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn |

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| | <p>They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children’s rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p> | <p>rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> | <p>they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p> | <p>achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people’s points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p> | <p>class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people’s feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p> | <p>explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p> | <p>about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual’s behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p> |
| <p>Taught knowledge</p> <p>(Key objectives are in bold)</p> | <p>Know they have a right to learn and play, safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p> <p>Know special things about themselves</p> <p>Know how happiness and sadness can be expressed</p> <p>Know that being kind is good</p> | <p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p> | <p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p> | <p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others’ feelings</p> <p>Know that others may hold different views</p> <p>Understand that they are important</p> <p>Know what a personal goal is</p> <p>Understanding what a challenge is</p> | <p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p> <p>Know how individual attitudes and actions make a difference to a class</p> <p>Know about the different roles in the school community</p> <p>Know that their own actions affect themselves and others</p> | <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p> <p>Know how to face new challenges positively</p> <p>Understand how to set personal goals</p> <p>Know how an individual’s behaviour can affect a group and the consequences of this</p> | <p>Know about children’s universal rights (United Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know that personal choices can affect others locally and globally</p> <p>Know how to set goals for the year ahead</p> <p>Understand what fears and worries are</p> <p>Understand that their own choices result in different consequences and rewards</p> <p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards the democratic process</p> |

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| Social and Emotional skills (Key objectives are in bold) | Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting | Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences | Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried | Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others | Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices | Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions | Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued |
| Vocabulary | EYFS | Year 1 Consolidate EYFS | Year 2 Consolidate EYFS & Yr 1 | Year 3 Consolidate KS1 | Year 4 Consolidate KS1 & Yr 3 | Year 5 Consolidate KS1, Yrs 3 & 4 | Year 6 Consolidate KS1 & KS2 |
| | Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns | Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration | Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving | Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong | Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC) | Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision | Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective |

| Celebrating Difference Puzzle – Autumn 2 | | | | | | | |
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| DfE Statutory Relationships & Health Education outcomes | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>PSED – ELG: SELF-REGULATION</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>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.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Show sensitivity to their own and to others’ needs.</p> | <p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and the people who care for me</p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships</p> <p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships</p> <p>(R20) that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>Being safe</p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources.</p> | | | | | |

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| | | <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <p>Internet safety and harms (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H17) where and how to report concerns and get support with issues online.</p> | | | | | |
| Puzzle overview Celebrating Difference | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them. | In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn’t. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied. | In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn’t happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship. | In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the ‘Solve it together’ technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this. | In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed. | In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people’s cultures. | In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. |

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

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| Social and Emotional skills (Key objectives are in bold) | Recognise emotions when they or someone else is upset, frightened or angry | Identify what is bullying and what isn't | Explain how being bullied can make someone feel | Use the 'Solve it together' technique to calm and resolve conflicts with friends and family | Be comfortable with the way they look | Appreciate the value of happiness regardless of material wealth | Empathise with people who are different and be aware of my own feelings towards them |
| | Identify and use skills to make a friend | Understand how being bullied might feel | Know how to stand up for themselves when they need to | Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary | Try to accept people for who they are | Identify their own culture and different cultures within their class community | Identify feelings associated with being excluded |
| | Identify some ways they can be different and the same as others | Recognise ways in which they are the same as their friends and ways they are different | Understand that everyone's differences make them special and unique | Be able to show appreciation for their families, parents and carers | Be non-judgemental about others who are different | Identify their own attitudes about people from different faith and cultural backgrounds | Be able to recognise when someone is exerting power negatively in a relationship |
| | Identify and use skills to stand up for themselves | Know ways to help a person who is being bullied | Understand that boys and girls can be similar in lots of ways and that is OK | Empathise with people who are bullied | Identify influences that have made them think or feel positively/negatively about a situation | Develop respect for cultures different from their own | Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens |
| | Identify feelings associated with being proud | Identify emotions associated with making a new friend | Understand that boys and girls can be different in lots of ways and that is OK | Employ skills to support someone who is bullied | Identify feelings that a bystander might feel in a bullying situation | Identify a range of strategies for managing their own feelings in bullying situations | Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict |
| | Identify things they are good at | Verbalise some of the attributes that make them unique and special | Can choose to be kind to someone who is being bullied | Be able to recognise, accept and give compliments | Identify reasons why a bystander might join in with bullying | Identify some strategies to encourage children who use bullying behaviours to make other choices | Identify different feelings of the bully, bullied and bystanders in a bullying scenario |
| | Be able to vocalise success for themselves and about others successes | | Recognise that they shouldn't judge people because they are different | Recognise feelings associated with receiving a compliment | Revisit the 'Solve it together' technique to practise conflict and bullying scenarios | Be able to support children who are being bullied | Appreciate people for who they are |
| | Recognise similarities and differences between their family and other families | | | | Identify their own uniqueness | | Show empathy |
| | | | | | Identify when a first impression they had was right or wrong | | |
| Vocabulary | EYFS | Year 1 Consolidate EYFS | Year 2 Consolidate EYFS & Yr 1 | Year 3 Consolidate KS1 | Year 4 Consolidate KS1 & Yr 3 | Year 5 Consolidate KS1, Yrs 3 & 4 | Year 6 Consolidate KS1 & KS2 |
| | Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment, | Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration |

| Dreams and Goals Puzzle – Spring 1 | | | | | | | |
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| DfE Statutory Relationships & Health Education outcomes | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year |
| | <p>PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> | <p>Relationships Education – By end of primary, pupils should know:</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> | | | | | |
| | <p>PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> | <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> | | | | | |
| Puzzle overview Celebrating Difference | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this. | In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well. | In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don’t. They also reflect on sharing success with other people. | In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time. | In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don’t come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge. | In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. | In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments. |

| South Lake Primary School - Progression of learning - PSHE | | | | | | | |
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| Taught knowledge (Key objectives are in bold) | Know what a challenge is | Know how to set simple goals | Know how to choose a realistic goal and think about how to achieve it | Know that they are responsible for their own learning | Know how to make a new plan and set new goals even if they have been disappointed | Know about a range of jobs that are carried out by people I know | Know their own learning strengths |
| | Know that it is important to keep trying | Know how to achieve a goal | | Know what an obstacle is and how they can hinder achievement | Know how to work as part of a successful group | Know the types of job they might like to do when they are older | Know what their classmates like and admire about them |
| | Know what a goal is | Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them | Know that it is important to persevere | | | | |
| | Know how to set goals and work towards them | | Know how to recognise what working together well looks like | Know how to take steps to overcome obstacles | Know how to share in the success of a group | Know that young people from different cultures may have different dreams and goals | Know a variety of problems that the world is facing |
| | Know which words are kind | Know when a goal has been achieved | Know what good group-working looks like | Know what dreams and ambitions are important to them | Know what their own hopes and dreams are | Know that they will need money to help them to achieve some of their dreams | Know some ways in which they could work with others to make the world a better place |
| | Know some jobs that they might like to do when they are older | Know how to work well with a partner | Know how to share success with other people | Know about specific people who have overcome difficult challenges to achieve success | Know that hopes and dreams don't always come true | Know that different jobs pay more money than others | Know what the learning steps are they need to take to achieve their goal |
| | Know that they must work hard now in order to be able to achieve the job they want when they are older | Know that tackling a challenge can stretch their learning | | Know how they can best overcome learning challenges | Know that reflecting on positive and happy experiences can help them to counteract disappointment | Know that communicating with someone from a different culture means that they can learn from them and vice versa | |
| | Know when they have achieved a goal | | | Know what their own strengths are as a learner | Know how to work out the steps they need to take to achieve a goal | Know ways that they can support young people in their own culture and abroad | Know how to set realistic and challenging goals |
| | | | | Know how to evaluate their own learning progress and identify how it can be better next time | | | |
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| Social and Emotional skills (Key objectives are in bold) | Understand that challenges can be difficult | Recognise things that they do well | Recognise how working with others can be helpful | Can break down a goal into small steps | Have a positive attitude | Verbalise what they would like their life to be like when they are grown up | Understand why it is important to stretch the boundaries of their current learning |
| | Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success | Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future | Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how it feels to be part of a group that succeeds and store this feeling | Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people’s achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time | Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time | Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them | Be able to give praise and compliments to other people when they recognise that person’s achievements Empathise with people who are suffering or living in difficult situations Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances |
| Vocabulary | EYFS | Year 1 Consolidate EYFS | Year 2 Consolidate EYFS & Yr 1 | Year 3 Consolidate KS1 | Year 4 Consolidate KS1 & Yr 3 | Year 5 Consolidate KS1, Yrs 3 & 4 | Year 6 Consolidate KS1 & KS2 |
| | Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage | Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate | Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition |

| Healthy Me Puzzle – Spring 2 | | | | | | | |
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| DfE Statutory Relationships & Health Education outcomes | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>PSED – ELG: SELF-REGULATION Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED ELG: MANAGING SELF Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> | <p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.</p> | | | | | |
| | | <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Internet safety and harms (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being</p> | | | | | |

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| | | <p>(H17) where and how to report concerns and get support with issues online.</p> <p>Physical health and fitness (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy eating (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Drugs, alcohol (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Health and prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination.</p> <p>Basic first aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> |
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| Puzzle overview Healthy Me | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| | In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss ‘stranger danger’ and what they should do if approached by someone they don’t know. | In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe. | In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies. | In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe. | In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully. | In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people’s relationships with food and how this can be linked to negative body image pressures. | In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people’s bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed. |

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

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| Social and Emotional skills (Key objectives are in bold) | Can explain what they need to do to stay healthy | Keep themselves safe | Feel positive about caring for their bodies and keeping it healthy | Respect their own bodies and appreciate what they do | Can identify the feelings that they have about their friends and different friendship groups | Respect and value their own bodies | Are motivated to care for their own physical and emotional health |
| | Recognise how exercise makes them feel | Recognise how being healthy helps them to feel happy | Have a healthy relationship with food | Can take responsibility for keeping themselves and others safe | Recognise negative feelings in peer pressure situations | Can reflect on their own body image and know how important it is that this is positive | Suggest strategies someone could use to avoid being pressured |
| | Can give examples of healthy food | Recognise ways to look after themselves if they feel poorly | Desire to make healthy lifestyle choices | Identify how they feel about drugs | Can identify the feelings of anxiety and fear associated with peer pressure | Recognise strategies for resisting pressure | Can use different strategies to manage stress and pressure |
| | Can explain what to do if a stranger approaches them | Recognise when they feel frightened and know how to ask for help | Identify when a feeling is weak and when a feeling is strong | Can express how being anxious or scared feels | Can tap into their inner strength and know-how to be assertive | Can identify ways to keep themselves calm in an emergency | Are motivated to find ways to be happy and cope with life’s situations without using drugs |
| | Can explain how they might feel if they don’t get enough sleep | Feel good about themselves when they make healthy choices | Express how it feels to share healthy food with their friends | Able to set themselves a fitness challenge | Recognise how different people and groups they interact with impact on them | Can make informed decisions about whether or not they choose to smoke when they are older | Identify ways that someone who is being exploited could help themselves |
| | Recognise how different foods can make them feel | Realise that they are special | | Recognise what it feels like to make a healthy choice | Identify which people they most want to be friends with | Can make informed decisions about whether they choose to drink alcohol when they are older | Recognise that people have different attitudes towards mental health/illness |
| Vocabulary | EYFS | Year 1 Consolidate EYFS | Year 2 Consolidate EYFS & Yr 1 | Year 3 Consolidate KS1 | Year 4 Consolidate KS1 & Yr 3 | Year 5 Consolidate KS1, Yrs 3 & 4 | Year 6 Consolidate KS1 & KS2 |
| | Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare | Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait | Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious | Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong | Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation | Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure |

Relationships Puzzle – Summer 1

DfE Statutory Relationships & Health Education outcomes

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>PSSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>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.</p> <p>PSSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.</p> | <p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.</p> | | | | | |

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| | | <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Internet safety and harms (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online.</p> <p>Physical health and fitness (H18) the characteristics and mental and physical benefits of an active lifestyle (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p> | | | | | |
| Puzzle Overview Relationships | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| | Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw’s Calm Me and how they can use this when feeling upset or angry. | Children’s breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. | Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why ‘worry secrets’ should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help | In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don’t | Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable. | Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed | In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way. |

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| | | | them if they are worried or scared. | know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children’s universal rights are also revisited. | | and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media. | |
| Taught knowledge (Key objectives are in bold) | <p>Know what a family is</p> <p>Know that different people in a family have different responsibilities (jobs)</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p> <p>Know how to use Jigsaw’s Calm Me to help when feeling angry</p> <p>Know some reasons why others get angry</p> | <p>Know that everyone’s family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p> <p>Know who to ask for help in the school community</p> <p>Know that there are lots of different types of families</p> <p>Know the characteristics of healthy and safe friends</p> <p>Know about the different people in the school community and how they help</p> | <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone’s family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p> | <p>Know that different family members carry out different roles or have different responsibilities within the family</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know that they and all children have rights (UNCRC)</p> <p>Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</p> <p>Know how some of the actions and work of people around the world help and influence my life</p> <p>Know the lives of children around the world can be different from their own</p> | <p>Know some reasons why people feel jealousy</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p> <p>Know that jealousy can be damaging to relationships</p> <p>Know that memories can support us when we lose a special person or animal</p> | <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn’t healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p> <p>Know that a personality is made up of many different characteristics, qualities and attributes</p> <p>Know that belonging to an online community can have positive and negative consequences</p> | <p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being ‘online’</p> <p>Know how to use technology safely and positively to communicate with their friends and family</p> |

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| Social and Emotional skills (Key objectives are in bold) | Can identify what jobs they do in their family and those carried out by parents/carers and siblings | Can express how it feels to be part of a family and to care for family members | Can identify the different roles and responsibilities in their family | Can identify the responsibilities they have within their family | Can identify feelings and emotions that accompany jealousy | Can suggest strategies for building self-esteem of themselves and others | Recognise that people can get problems with their mental health and that it is nothing to be ashamed of |
| | Can suggest ways to make a friend or help someone who is lonely | Can say what being a good friend means | Can recognise the value that families can bring | Know how to access help if they are concerned about anything on social media or the internet | Can suggest positive strategies for managing jealousy | Can identify when an online community/social media group feels risky, uncomfortable, or unsafe | Can help themselves and others when worried about a mental health problem |
| | Can use different ways to mend a friendship | Can identify forms of physical contact they prefer | Can recognise and talk about the types of physical contact that is acceptable or unacceptable | Can empathise with people from other countries who may not have a fair job or are less fortunate | Can identify people who are special to them and express why | Can suggest strategies for staying safe online/ social media | Recognise when they are feeling grief and have strategies to manage them |
| | Can recognise what being angry feels like | Can say no when they receive a touch they don't like | Can identify the negative feelings associated with keeping a worry secret | Understand that they are connected to the global community in many different ways | Can identify the feelings and emotions that accompany loss | Can say how to report unsafe online/social network activity | Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control |
| | Can use Calm Me when angry or upset | Can show skills of friendship | Can identify who they trust in their own relationships | Can use Solve it together in a conflict scenario and find a win-win outcome | Can suggest strategies for managing loss | Can identify when an online game is safe or unsafe | Can resist pressure to do something online that might hurt themselves or others |
| | | Can praise themselves and others | Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict | Can identify similarities in children's rights around the world | Can tell you about someone they no longer see | Can suggest ways to monitor and reduce screen time | Can take responsibility for their own safety and well-being |
| | | Can recognise some of their personal qualities | Can identify the feelings associated with trust | Can identify their own wants and needs and how these may be similar or different from other children in school and the global community | Can suggest ways to manage relationship changes including how to negotiate | Can suggest strategies for managing unhelpful pressures online or in social networks | |
| | | Can say why they appreciate a special relationship | Can give and receive compliments | | | | |
| | | | Can say who they would go to for help if they were worried or scared | | | | |
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| Vocabulary | EYFS | Year 1 Consolidate EYFS | Year 2 Consolidate EYFS & Yr 1 | Year 3 Consolidate KS1 | Year 4 Consolidate KS1 & Yr 3 | Year 5 Consolidate KS1, Yrs 3 & 4 | Year 6 Consolidate KS1 & KS2 |
| | Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing | Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate | Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, | Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude | Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love. | Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules | Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety |

Changing Me Puzzle – Summer 2

DfE Statutory Relationships & Health Education outcomes

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>PSED – ELG: SELF-REGULATION</p> <p>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.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Show sensitivity to their own and to others’ needs.</p> | <p>Relationships Education - By end of primary, pupils should know:</p> <p>Families and the people who care for me</p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships</p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful relationships</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe</p> <p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources.</p> | | | | | |
| <p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being</p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)</p> <p>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Changing adolescent body</p> <p>(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>(H35) about menstrual well-being including the key facts about the menstrual cycle.</p> | | | | | | |
| Please refer to our RSE policy to details of our RSE curriculum – what is taught in each year group was decided through our consultation and developed for our children at South Lake | | | | | | |