

PSHE inc. RSE Curriculum



Cooperative
Education East

Aims of PSHE inc. RSE at the Cooperative Education East Trust

Please refer to our Curriculum and Rationale document which can be found on our schools' websites.

<https://banham.cee.coop/>, <https://bunwell.cee.coop/>, <https://thompson.cee.coop/>

At Cooperative Education East Trust, we value PSHE as an important part of the children's entitlement to a broad and balanced curriculum. PSHE prepares children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world.

At CEE we have developed a high quality PSHE curriculum that provides our children with a strong understanding of the diverse world around them. Our children are given the knowledge that they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. The curriculum supports the wider work of the school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

While PSHE is a non-statutory subject, there are elements of the subject which are statutory. This includes Relationships Education at key stages 1 and 2, and Health Education.

1. Relationships - The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
2. Physical Health and Mental Wellbeing - The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

The teaching and implementation of the PSHE Curriculum at the Cooperative Education East Trust is based on statutory guidance and utilises the schemes of work from Jigsaw, linking work completed to our foundation topics to ensure a well-structured approach to this subject.

At the Cooperative Education East Trust, we use the Department for Education guidance which sets out what schools must cover.

https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf

We have taken the programme of study for PSHE and grouped them into learning lenses in order to align them with our **C.A.R.E.** vision. As a Trust we ensure we **C.A.R.E.** and that our children will be **Confident**, **Able** to meet future challenges, **Responsible** members of the community and **Effective** Learners.

The 3 learning lenses in PSHE that we use are:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Curriculum Map

Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<u>Year 1/2</u>	Being Me (Y2)	Celebrating Differences (Y1)	Dreams & Goals (Y2)	Healthy Me (Y1)	Relationships (Y2)	Changing Me (Y1/2)
<u>Year 3/4</u>	Being Me (Y4)	Celebrating Differences (Y3)	Dreams & Goals (Y4)	Healthy Me (Y3)	Relationships (Y4)	Changing Me (Y3/4)
<u>Year 5/6</u>	Being Me (Y6)	Celebrating Differences (Y5)	Dreams & Goals (Y6)	Healthy Me (Y5)	Relationships (Y6)	Changing Me (Y5/6)

*Changing Me is taught in discrete year groups

Cycle B

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
<u>Year 1/2</u>	Being Me (Y1)	Celebrating Differences (Y2)	Dreams & Goals (Y1)	Healthy Me (Y2)	Relationships (Y1)	Changing Me (Y1/2)
<u>Year 3/4</u>	Being Me (Y3)	Celebrating Differences (Y4)	Dreams & Goals (Y3)	Healthy Me (Y4)	Relationships (Y3)	Changing Me (Y3/4)
<u>Year 5/6</u>	Being Me (Y5)	Celebrating Differences (Y6)	Dreams & Goals (Y5)	Healthy Me (Y6)	Relationships (Y5)	Changing Me (Y5/6)

*Changing Me is taught in discrete year groups

Early Years Curriculum

Nursery (Bunwell only)	Unit Link
Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Dreams and Goals
Develop their sense of responsibility and membership of a community.	Being Me
Become more outgoing with unfamiliar people, in the safe context of their setting.	Being Me
Show more confidence in new social situations.	Being Me
Play with one or more other children, extending and elaborating play ideas.	Being Me Celebrating Differences
Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Being Me Celebrating Differences
Increasingly follow rules, understanding why they are important	Being Me
Remember rules without needing an adult to remind them.	Being Me
Develop appropriate ways of being assertive.	Celebrating Differences
Talk with others to solve conflicts.	Celebrating Differences
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Celebrating Differences
Understand gradually how others might be feeling.	Relationships
Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.	Healthy Me
Make healthy choices about food, drink, activity and toothbrushing.	Healthy Me

Reception	Unit Link
See themselves as a valuable individual.	Being Me
Build constructive and respectful relationships.	Relationships
Express their feelings and consider the feelings of others.	Being Me
Show resilience and perseverance in the face of the challenge.	Dreams and Goals Changing Me
Identify and moderate their own feelings socially and emotionally	Healthy Me Changing Me
Think about the perspectives of others.	Celebrating Differences
Manage their own personal needs (personal hygiene)	Healthy Me
Know and talk about the different factors that support their overall health and wellbeing: - Regular physical activity - Healthy eating - Toothbrushing - Sensible amounts of 'screen time' - Having a good sleep routine	Healthy Me Changing Me

- Being a safe pedestrian

Personal, Social and Emotional Development in the EYFS

PSED is one of the three prime areas within the Early Years Foundation Stage (EYFS).

Each prime area is divided into early learning goals, for PSED these are:

Self-Regulation - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships - Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

We recognise the importance of a holistic approach with PSHE and to ensure full coverage of an embedded curriculum we do not only teach PSED as an isolated subject but ensure it forms the core of all we do. Further information can be found in the EYFS curriculum document.

Relationships Education

<u>By the end of primary, pupils should know</u>	<u>Learning Lenses</u>	<u>When is it taught at KS1?</u>	<u>When is it taught at KS2?</u>
that families are important for children growing up because they can give love, security and stability	Relationships Living in the Wider World	Relationships (Y1, Y2) Changing Me (Y1)	Being Me (Y5) Celebrating Difference (Y3, Y5) Dreams and Goals (Y5, Y6) Relationships (Y3, Y4) Changing Me (Y3, Y4, Y5, Y6)
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	Relationships Living in the Wider World	Relationships (Y1, Y2) Changing Me (Y1)	Being Me (Y5) Celebrating Difference (Y3, Y5) Dreams and Goals (Y5, Y6) Relationships (Y3, Y4) Changing Me (Y3, Y4, Y5, Y6)
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	Relationships Living in the Wider World	Relationships (Y1, Y2) Changing Me (Y1)	Being Me (Y5) Celebrating Difference (Y3, Y5) Dreams and Goals (Y5, Y6) Relationships (Y3, Y4) Changing Me (Y3, Y4, Y5, Y6)
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	Relationships Living in the Wider World	Relationships (Y1, Y2) Changing Me (Y1)	Being Me (Y5) Celebrating Difference (Y3, Y5) Dreams and Goals (Y5, Y6)

			Relationships (Y3, Y4) Changing Me (Y3, Y4, Y5, Y6)
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	Relationships	Relationships (Y2)	Celebrating Difference (Y3) Changing Me (Y5, Y6)
how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	Relationships Living in the Wider World	Relationships (Y2) Changing Me (Y1)	Being Me (Y3, Y4, Y5) Celebrating Difference (Y3, Y5) Dreams and Goals (Y6) Healthy Me (Y4) Relationships (Y3, Y4) Changing Me (Y6)
how important friendships are in making us feel happy and secure, and how people choose and make friends	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1) Celebrating Difference (Y1, Y2) Relationships (Y1, Y2)	Being Me (Y3, Y4, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y5, Y6) Healthy Me (Y4, Y5) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y6)
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1) Celebrating Difference (Y1, Y2) Relationships (Y1, Y2)	Being Me (Y3, Y4, Y6) Celebrating Difference (Y4, Y5, Y6) Dreams and Goals (Y5, Y6) Healthy Me (Y4, Y5) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y6)
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1) Celebrating Difference (Y1, Y2) Relationships (Y1, Y2)	Being Me (Y3, Y4, Y6) Celebrating Difference (Y4, Y5, Y6) Dreams and Goals (Y5, Y6) Healthy Me (Y4, Y5) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y1, Y2) Relationships (Y1, Y2)	Being Me (Y3, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y5, Y6) Healthy Me (Y4, Y5) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y6)
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	Health & Wellbeing Relationships Living in the	Celebrating Difference (Y1, Y2) Relationships (Y1, Y2)	Being Me (Y4, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Healthy Me (Y4, Y5) Relationships (Y3, Y4, Y5, Y6)

	Wider World		Changing Me (Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1, Y2) Celebrating Difference (Y1, Y2) Dreams and Goals (Y1, Y2) Relationships (Y1, Y2)	Being Me (Y3, Y4, Y5, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y3, Y4, Y5, Y6) Healthy Me (Y4, Y5) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y6)
practical steps they can take in a range of different contexts to improve or support respectful relationships	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1, Y2) Celebrating Difference (Y1, Y2) Relationships (Y1) Dreams and Goals (Y2)	Being Me (Y3, Y4, Y5, Y6) Celebrating Difference (Y3, Y5, Y6) Dreams and Goals (Y3, Y4, Y6) Healthy Me (Y4, Y5) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y6)
the conventions of courtesy and manners	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1, Y2) Celebrating Difference (Y2) Dreams and Goals (Y2) Changing Me (Y1)	Being Me (Y3, Y4, Y5) Celebrating Difference (Y3, Y6) Dreams and Goals (Y3, Y4) Healthy Me (Y5) Relationships (Y4, Y5) Changing Me (Y6)
the importance of self-respect and how this links to their own happiness	Health & Wellbeing Relationships Living in the Wider World	Relationships (Y1) Changing Me (Y1, Y2) Being Me (Y2) Dreams and Goals (Y2)	Being Me (Y5, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y3, Y5, Y6) Healthy Me (Y4, Y5, Y6) Relationships (Y5, Y6) Changing Me (Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1, Y2) Celebrating Difference (Y1, Y2) Dreams and Goals (Y1, Y2) Relationships (Y1, Y2) Changing Me (Y1)	Being Me (Y3, Y4, Y5, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y3, Y4, Y5, Y6) Healthy Me (Y4, Y5, Y6) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y6)
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	Health & Wellbeing Relationships	Celebrating Difference (Y1, Y2)	Celebrating Difference (Y3, Y4, Y5, Y6) Healthy Me (Y5) Relationships (Y5, Y6)
what a stereotype is, and how stereotypes can be unfair, negative or destructive	Health & Wellbeing Relationships	Celebrating Difference (Y2)	Celebrating Differences (Y5, Y6) Dreams and Goals (Y5, Y6)

	Living in the Wider World		Healthy Me (Y5, Y6) Relationships (Y3, Y5, Y6) Changing Me (Y3, Y6)
the importance of permission seeking and giving in relationships with friends, peers and adults	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y2) Celebrating Difference (Y2) Dreams and Goals (Y2) Relationships (Y1, Y2) Changing Me (Y1, Y2)	Being Me (Y3, Y4, Y5, Y6) Celebrating Differences (Y6) Dreams and Goals (Y3, Y4) Healthy Me (Y4, Y6) Relationships (Y4, Y5, Y6) Changing Me (Y6)
that people sometimes behave differently online, including by pretending to be someone they are not	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2) Relationships (Y2)	Being Me (Y3, Y4) Celebrating Difference (Y3, Y4, Y6) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2)	Being Me (Y3) Celebrating Difference (Y3, Y4, Y6) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y6)
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2) Relationships (Y2)	Being Me (Y4) Celebrating Difference (Y4, Y5) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y6)
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	Health & Wellbeing Relationships Living in the Wider World		Being Me (Y3) Celebrating Difference (Y3, Y4, Y6) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y6)
how information and data is shared and used online	Health & Wellbeing Living in the Wider World		Celebrating Difference (Y3) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y1, Y2) Relationships (Y1, Y2) Changing Me (Y1, Y2) Being Me (Y2)	Being Me (Y3, Y4, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Healthy Me (Y3, Y4, Y5, Y6) Relationships (Y4, Y5, Y6)

			Changing Me (Y3, Y4, Y5, Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Relationships (Y2) Changing Me (Y1, Y2)	Celebrating Difference (Y4, Y5, Y6) Healthy Me (Y3, Y5, Y6) Relationships (Y5, Y6) Changing Me (Y3, Y4, Y5, Y6)
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	Health & Wellbeing Relationships Living in the Wider World	Relationships (Y1, Y2) Changing Me (Y1, Y2)	Celebrating Differences (Y5) Healthy Me (Y5, Y6) Relationships (Y5, Y6) Changing Me (Y3, Y4, Y5, Y6)
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	Health & Wellbeing Relationships	Relationships (Y1, Y2)	Healthy Me (Y3, Y6) Relationships (Y5, Y6) Changing Me (Y6)
how to recognise and report feelings of being unsafe or feeling bad about any adult	Health & Wellbeing Relationships Living in the Wider World	Celebrating Differences (Y1, Y2) Relationships (Y1, Y2) Changing Me (Y1, Y2)	Healthy Me (Y3, Y4, Y6) Relationships (Y5, Y6) Changing Me (Y3, Y4, Y6)
how to ask for advice or help for themselves or others, and to keep trying until they are heard	Health & Wellbeing Relationships Living in the Wider World	Celebrating Differences (Y1, Y2) Relationships (Y1, Y2) Changing Me (Y2)	Being Me (Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Healthy Me (Y3, Y4, Y5, Y6) Relationships (Y4, Y5, Y6) Changing Me (Y5, Y6)
how to report concerns or abuse, and the vocabulary and confidence needed to do so	Health & Wellbeing Relationships Living in the Wider World	Celebrating Differences (Y1, Y2) Relationships (Y2) Changing Me (Y2)	Being Me (Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Healthy Me (Y3, Y4, Y5, Y6) Relationships (Y5, Y6) Changing Me (Y5, Y6)
where to get advice e.g. family, school and/or other sources	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y2) Celebrating Differences (Y1, Y2) Healthy Me (Y2) Relationships (Y1, Y2) Changing Me (Y1, Y2)	Being Me (Y3, Y6) Celebrating Differences (Y3, Y4, Y5, Y6) Healthy Me (Y3, Y4, Y5, Y6) Relationships (Y4, Y5, Y6) Changing Me (Y3, Y4, Y5, Y6)

Health Education

<u>By the end of primary school, children should know:</u>	<u>Learning Lenses</u>	<u>When is it taught at KS1?</u>	<u>When is it taught at KS2?</u>
that mental wellbeing is a normal part of daily life, in the same way as physical health	Health & Wellbeing Relationships Living in the Wider World	Healthy Me (Y1, Y2)	Being Me (Y6) Celebrating Difference (Y5) Dreams and Goals (Y5, Y6) Healthy Me (Y4) Relationships (Y5, Y6) Changing Me (Y5, Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1, Y2) Celebrating Difference (Y1, Y2) Dreams and Goals (Y1, Y2) Healthy Me (Y1, Y2) Relationships (Y1, Y2) Changing Me (Y1, Y2)	Being Me (Y3, Y4, Y5, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y3, Y4, Y5, Y6) Healthy Me (Y3, Y4, Y5, Y6) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y3, Y4, Y5, Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1, Y2) Celebrating Difference (Y1, Y2) Dreams and Goals (Y1, Y2) Healthy Me (Y1, Y2) Relationships (Y1, Y2) Changing Me (Y1, Y2)	Being Me (Y3, Y4, Y5, Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y3, Y4, Y5, Y6) Healthy Me (Y3, Y4, Y5, Y6) Relationships (Y3, Y4, Y5, Y6) Changing Me (Y3, Y4, Y5, Y6)
how to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1) Dreams and Goals (Y1)	Being Me (Y6) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y3) Healthy Me (Y4, Y5, Y6) Relationships (Y4, Y5, Y6) Changing Me (Y4, Y6)
the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2) Dreams and Goals (Y1, Y2)	Dreams and Goals (Y5, Y6) Healthy Me (Y3, Y5, Y6) Relationships (Y5, Y6) Changing Me (Y5, Y6)
simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	Health & Wellbeing	Dreams and Goals (Y1) Healthy Me (Y1, Y2)	Healthy Me (Y3, Y5, Y6) Relationships (Y4, Y5, Y6)

	Relationships		Changing Me (Y5, Y6)
isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	Health & Wellbeing Relationships Living in the Wider World	Being Me (Y1) Celebrating Difference (Y1) Healthy Me (Y2)	Being Me (Y5) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y5, Y6) Healthy Me (Y5, Y6) Relationships (Y4, Y5, Y6)
that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y1) Dreams and Goals (Y2)	Celebrating Difference (Y3, Y4, Y5, Y6) Healthy Me (Y3, Y5) Relationships (Y5, Y6) Changing Me (Y6)
where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y1) Dreams and Goals (Y2) Healthy Me (Y1)	Being Me (Y5) Celebrating Difference (Y3, Y4, Y5, Y6) Dreams and Goals (Y6) Healthy Me (Y3, Y5, Y6) Relationships (Y4, Y5, Y6) Changing Me (Y5, Y6)
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	Health & Wellbeing Relationships Living in the Wider World		Being Me (Y5) Celebrating Difference (Y5, Y6) Dreams and Goals (Y6) Healthy Me (Y5, Y6) Relationships (Y4, Y5, Y6) Changing Me (Y5, Y6)
that for most people the internet is an integral part of life and has many benefits	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2)	Being Me (Y4) Celebrating Difference (Y3, Y4, Y6) Healthy Me (Y3, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)
about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2)	Being Me (Y4) Celebrating Difference (Y4, Y6) Dreams and Goals (Y4) Healthy Me (Y3, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2)	Being Me (Y4) Celebrating Difference (Y3, Y4, Y5) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)

why social media, some computer games and online gaming, for example, are age restricted	Health & Wellbeing Relationships Living in the Wider World		Being Me (Y4) Celebrating Difference (Y3) Healthy Me (Y3) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)
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	Health & Wellbeing Relationships Living in the Wider World	Celebrating Difference (Y2) Relationships (Y2)	Being Me (Y4) Celebrating Difference (Y3, Y4, Y5) Dreams and Goals (Y4) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)
how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	Health & Wellbeing Relationships Living in the Wider World		Being Me (Y4) Celebrating Difference (Y3, Y6) Healthy Me (Y3, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)
where and how to report concerns and get support with issues online	Health & Wellbeing Relationships Living in the Wider World	Dreams and Goals (Y2)	Being Me (Y4) Celebrating Difference (Y4, Y6) Healthy Me (Y3, Y4, Y5) Relationships (Y3, Y5, Y6) Changing Me (Y5, Y6)
the characteristics and mental and physical benefits of an active lifestyle	Health & Wellbeing Relationships Living in the Wider World	Dreams and Goals (Y1) Healthy Me (Y2)	Healthy Me (Y3, Y5, Y6) Relationships (Y5) Changing Me (Y5, Y6)
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	Health & Wellbeing	Dreams and Goals (Y1) Healthy Me (Y2)	Healthy Me (Y3, Y6) Changing Me (Y6)
the risks associated with an inactive lifestyle (including obesity)	Health & Wellbeing Relationships	Dreams and Goals (Y1) Healthy Me (Y2)	Healthy Me (Y3, Y6) Relationships (Y5) Changing Me (Y6)
how and when to seek support including which adults to speak to in school if they are worried about their health	Health & Wellbeing Relationships Living in the Wider World	Healthy Me (Y2)	Celebrating Differences (Y6) Healthy Me (Y3, Y4, Y5, Y6) Relationships (Y5) Changing Me (Y5)
what constitutes a healthy diet (including understanding calories and other nutritional content)	Health & Wellbeing	Healthy Me (Y1, Y2)	Healthy Me (Y3, Y5, Y6) Changing Me (Y5)

the principles of planning and preparing a range of healthy meals	Health & Wellbeing	Healthy Me (Y1, Y2)	Healthy Me (Y3, Y5, Y6) Changing Me (Y5)
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)	Health & Wellbeing	Healthy Me (Y1, Y2)	Healthy Me (Y3, Y5, Y6) Changing Me (Y5)
the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	Health & Wellbeing	Healthy Me (Y1, Y2) - medicine safety	Healthy Me (Y3, Y4, Y5, Y6)
how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	Health & Wellbeing		Healthy Me (Y4, Y6) Changing Me (Y4)
about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	Health & Wellbeing	Healthy Me (Y1)	Healthy Me (Y3, Y6)
the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	Health & Wellbeing Relationships	Healthy Me (Y1, Y2)	Healthy Me (Y3, Y6) Relationships (Y5)
about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	Health & Wellbeing	Healthy Me (Y1, Y2)	Healthy Me (Y3, Y6)
about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	Health & Wellbeing Relationships	Healthy Me (Y1)	Healthy Me (Y6) Relationships (Y5) Changing Me (Y3, Y4, Y6)
the facts and science relating to allergies, immunisation and vaccination	Health & Wellbeing		Healthy Me (Y6)
how to make a clear and efficient call to emergency services if necessary	Health & Wellbeing		Healthy Me (Y3, Y5)
concepts of basic first-aid, for example dealing with common injuries, including head injuries	Health & Wellbeing		Healthy Me (Y5)
key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	Health & Wellbeing	Changing Me (Y1, Y2) - naming body parts	Changing Me (Y3, Y4, Y5, Y6)
about menstrual wellbeing including the key facts about the menstrual cycle	Health & Wellbeing		Changing Me (Y3, Y4, Y5, Y6)

Strand Development – Skills

	EYFS	KS1	LKS2	UKS2
Overview	<p>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 learn about Jigsaw’s Calm Me and how they can use this when feeling upset or angry.</p>	<p>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 learning 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.</p> <p>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 discuss people who can help them if they are worried or scared.</p>	<p>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 cooperation. 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 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.</p> <p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, 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 SMART 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 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.</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, 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 SMART 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 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.</p> <p>The class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at 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.</p>

<p>Knowledge</p>	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that there are lots of different types of families • Know that families are founded on belonging, love and care • Know how to make a friend • Know the characteristics of healthy and safe friends • Know that physical contact can be used as a greeting • Know about the different people in the school community and how they help • Know who to ask for help in the school community • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve-it-together problem-solving methods • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children have rights (UNCRC) • Know the lives of children around the world can be different from their own • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family
------------------	---	---	--	--

<p>Social and Emotional Skills</p>	<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like 	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can show skills of friendship • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict • Can identify the negative feelings associated with keeping a worry secret • Can identify the feelings associated with trust • Can identify who they trust in their own relationships • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/ less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • 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 identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community / social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online / social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being
------------------------------------	--	---	--	---

Key Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Similarities, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry, 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, Celebrate, Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.
----------------	---	--	---	--