



Chantlers
Primary School

A World of Possibilities



PSHE Curriculum

JIGSAW Curriculum Overview

Rationale	Through the delivery of the Jigsaw curriculum we nurture children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Developed by teachers and well-being experts, Jigsaw provides children with opportunities to develop their emotional intelligence and life skills.					
Approach	Designed as a whole-school approach, Jigsaw establishes consistency that gives all teachers confidence to deliver high-quality lessons. Not only does Jigsaw meet all statutory RSHE requirements, but it also elevates educational outcomes together with mental health and safeguarding.					
SEND	Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in History and could excel in the subject. Pupils' attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers.					
Values	Resilience	Relationships	Pride	Respect	Integrity	Excellence
Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.						
Pre-school	BM		CD		DG	
Lesson sequences	1. I understand how it feels to belong and that we are similar and different 2. I understand how feeling happy and sad can be expressed 3. I can work together and consider other people's feelings 4. I can use gentle hands and understand that it is good to be kind to people		1. I know how it feels to be proud of something I am good at. 2. I can tell you one way I am special and unique. 3. I know that all families are different 4. I know there are lots of different houses and homes. 5. I can tell you how I could make new		1. I understand what a challenge means. 2. I can keep trying until I can do something. 3. I can set a goal and work towards it. 4. I know some kind words to encourage people with. 5. I can start to think about the jobs I	

	5. I am starting to understand children's rights and this means we should all be allowed to learn and play 6. I am starting to understand children's rights and this means we should all be allowed to learn and play	friends. 6. I can use my words to stand up for myself.	might like to do when I'm older. 6. I can feel proud when I achieve a goal.
	By the end of this sequence, children will know... • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily	By the end of this sequence, children will know... • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that 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 • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship	By the end of this sequence, children will know... • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal
	HM	RL	CM

	1. I know the names for some parts of my body and am starting to understand that I need to be active to be healthy 2. I can tell you some of the things I need to do to be healthy 3. I know what the word 'healthy' means and that some foods are healthier than others 4. I know how to help myself go to sleep and that sleep is good for me 5. I can wash my hands and know it is important to do this before I eat and after I go to the toilet 6. I know what to do if I get lost and how to say NO to strangers	1. I can tell you about my family 2. I understand how to make friends if I feel lonely 3. I can tell you some of the things I like about my friends 4. I know what to say and do if somebody is mean to me 5. I can use Calm Me time to manage my feelings 6. I can work together and enjoy being with my friends	1. I can name parts of my body and show respect for myself. 2. I can tell you some things I can do and some food I can eat to be healthy. 3. I understand that we all start as babies and grow into children and then adults. 4. I know that I grow and change. 5. I can talk about how I feel moving to School from Nursery. 6. I can remember some fun things about Pre School this year.
	By the end of this sequence, children will know... • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers	By the end of this sequence, children will know... • 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	By the end of this sequence, children will know... • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on

Reception	BM	CD	DG
Lesson sequences	1. I understand how it feels to belong and that we are similar and different 2. I can start to recognise and manage my feelings 3. I enjoy working with others to make school a good place to be 4. I understand why it is good to be kind and use gentle hands 5. I am starting to understand children's rights and this means we should all be allowed to learn and play 6. I am learning what being responsible means	1. I can identify something I am good at and understand everyone is good at different things 2. I understand that being different makes us all special 3. I know we are all different but the same in some ways 4. I can tell you why I think my home is special to me 5. I can tell you how to be a kind friend 6. I know which words to use to stand up for myself when someone says or does something unkind	1. I understand that if I persevere I can tackle challenges 2. I can tell you about a time I didn't give up until I achieved my goal 3. I can set a goal and work towards it 4. I can use kind words to encourage people 5. I understand the link between what I learn now and the job I might like to do when I'm older 6. I can say how I feel when I achieve a goal and know what it means to feel proud
	By the end of this sequence, children will know... • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily	By the end of this sequence, children will know... • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that 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 • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship	By the end of this sequence, children will know... • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal

	HM	RL	CM
	1. I understand that I need to exercise to keep my body healthy 2. I understand how moving and resting are good for my body 3. I know which foods are healthy and not so healthy and can make healthy eating choices 4. I know how to help myself go to sleep and understand why sleep is good for me 5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet 6. I know what a stranger is and how to stay safe if a stranger approaches me	1. I can identify some of the jobs I do in my family and how I feel like I belong 2. I know how to make friends to stop myself from feeling lonely 3. I can think of ways to solve problems and stay friends 4. I am starting to understand the impact of unkind words 5. I can use Calm Me time to manage my feelings 6. I know how to be a good friend	1. I can name parts of the body 2. I can tell you some things I can do and foods I can eat to be healthy 3. I understand that we all grow from babies to adults 4. I can express how I feel about moving to Year 1 5. I can talk about my worries and/or the things I am looking forward to about being in Year 1 6. I can share my memories of the best bits of this year in Reception
	By the end of this sequence, children will know... Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands	By the end of this sequence, children will know... 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	By the end of this sequence, children will know... • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on

	properly • Know what to do if they get lost • Know how to say No to strangers	• Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry	
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Year 1	BM	CD	DG
Lesson sequences	1. I know how to use my Jigsaw Journal 2. I understand the rights and responsibilities as a member of my class 3. I understand the rights and responsibilities of being a member of my class 4. I know my views are valued and can contribute to the Learning Charter 5. I can recognise the choices I make 6. and understand the consequences 7. I understand my rights and responsibilities within our Learning Charter	1. I can identify similarities between people in my class 2. I can identify differences between people in my class 3. I can tell you what bullying is 4. I know some people who I could talk to if I was feeling unhappy or being bullied 5. I know how to make new friends 6. I can tell you some ways I am different from my friends	1. I can set simple goals 2. I can set a goal and work out how to achieve it 3. I understand how to work well with a partner 4. I can tackle a new challenge and understand this might stretch my learning 5. I can tackle a new challenge and understand this might stretch my learning 6. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them 7. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it
	By the end of this sequence, children will know... • Understand the rights and responsibilities of a member of a class • Understand that their views are important • Understand that their choices have consequences • Understand their own rights and responsibilities with their classroom	By the end of this sequence, children will know... • Know that people have differences and similarities • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know skills to make friendships • Know that people are unique and that it is OK to be different	By the end of this sequence, children will know... • Know how to set simple goals • Know how to achieve a goal • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved
	HM	RL	CM

	1. I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy 2. I know how to make healthy lifestyle choices 3. I know how to keep myself clean and healthy and understand how germs cause disease/illness 4. I know that all household products including medicines can be harmful if not used properly 5. I understand that medicines can help me if I feel poorly and I know how to use them safely 6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	1. I can identify the members of my family and understand that there are lots of different types of families 2. I can identify what being a good friend means to me 3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer 4. I know who can help me in my school community 5. I can recognise my qualities as a person and a friend 6. I can tell you why I appreciate someone special to me	1. I am starting to understand the life cycles of animals and humans 2. I can tell you some things about me that have changed and some things about me that have stayed the same 3. I can tell you how my body has changed since I was a baby 4. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus 5. I understand that every time I learn something new I change a little bit 6. I can tell you about changes that have happened in my life
	By the end of this sequence, children will know... • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know how to keep themselves clean and healthy • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road	By the end of this sequence, children will know... • 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	By the end of this sequence, children will know... • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private

	• Know about people who can keep them safe		and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that learning brings about change
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Year 2	BM	CD	DG
Lesson sequences	1. I can identify some of my hopes and fears for this year 2. I know how to use my Jigsaw Journal 3. I understand the rights and responsibilities of being a member of my class and school 4. I understand the rights and responsibilities of being a member of my class 5. I can listen to other people and contribute my ideas about rewards and consequences 6. I understand how following the Learning Charter will help me and others learn 7. I can recognise the choices I make and understand the consequences	1. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) 2. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) 3. I understand that bullying is sometimes about the difference 4. I can recognise what is right and wrong and know how to look after myself 5. I understand that it is OK to be different from other people and to be friends with them 6. I can tell you some ways I am different from my friends	1. I can choose a realistic goal and think about how to achieve it 2. I carry on trying (persevering) even when I find things difficult 3. I can recognise who I work well with and who it is more difficult for me to work with 4. I can work well in a group 5. I can tell you some ways I worked well with my group 6. I know how to share success with other people
	By the end of this sequence, children will know... • Identifying hopes and fears for the year ahead • Understand the rights and responsibilities of class members • Know that it is important to listen to other people • Understand that their own views are valuable • Know about rewards and consequences and	By the end of this sequence, children will know... • Know there are stereotypes about boys and girls • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know that sometimes people get bullied because of difference • Know the difference between right and wrong and the role that choice has to play in this • Know that friends can be different and still be friends	By the end of this sequence, children will know... • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group working looks like • Know how to share success with other people

	that these stem from choices • Know that positive choices impact positively on self-learning and the learning of others	• Know where to get help if being bullied • Know the difference between a one-off incident and bullying	
	HM	RL	CM
	1. I know what I need to keep my body healthy 2. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed 3. I understand how medicines work in my body and how important it is to use them safely 4. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy 5. I can make some healthy snacks and explain why they are good for my body 6. I can decide which foods to eat to give my body energy	1. I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate 2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some are not 3. I can identify some of the things that cause conflict with my friends 4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret 5. I recognise and appreciate people who can help me in my family, my school and my community 6. I can express my appreciation for the people in my special relationships	1. I can recognise cycles of life in nature 2. I can tell you about the natural process of growing from young to old and understand that this is not in my control 3. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old 4. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private 5. I understand there are different types of touch and can tell you which ones I like and don't like 6. I can identify what I am looking forward to when I move to my next class

	By the end of this sequence, children will know... • Know what their body needs to stay healthy • Know what relaxed means • Know what makes them feel relaxed / stressed • Know how medicines work in their bodies • Know that it is important to use medicines safely • Know how to make some healthy snacks • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy	By the end of this sequence, children will know... • 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	By the end of this sequence, children will know... • Know that life cycles exist in nature • Know that aging is a natural process including old-age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Know the physical differences between male and female bodies • Know the correct names for private body parts • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable and some are unacceptable
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Year 3	BM	CD	DG
Lesson sequences	1. I recognise my worth and can identify positive things about myself and my achievements. 2. I can set personal goals 3. I know how to use my Jigsaw Journal 4. I can face new challenges positively, make responsible choices and ask for help when I need it 5. I understand why rules are needed and how they relate to rights and responsibilities 6. I understand that my actions affect myself and others and I care about other people's feelings 7. I can make responsible choices and take action 8. I understand my actions affect others and try to see things from their points of view	1. I understand that everybody's family is different and important to them 2. I understand that differences and conflicts sometimes happen among family members 3. I know what it means to be a witness to bullying 4. I know that witnesses can make the situation better or worse by what they do 5. I recognise that some words are used in hurtful ways 6. I can tell you about a time when my words affected someone's feelings and what the consequences were	1. I can tell you about a person who has faced difficult challenges and achieved success 2. I can identify a dream/ambition that is important to me 3. I enjoy facing new learning challenges and working out the best ways for me to achieve them 4. I am motivated and enthusiastic about achieving our new challenge 5. I can recognise obstacles which might hinder my achievement and can take steps to overcome them 6. I can evaluate my learning process and identify how it can be better next time
	By the end of this sequence, children will know... • Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of	By the end of this sequence, children will know... • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • 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	By the end of this sequence, children will know... • Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their

	values	• Know that some words are used in hurtful ways and that this can have consequences	own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and identify how it can be better next time
	HM	RL	CM
	1. I understand how exercise affects my body and know why my heart and lungs are such important organs 2. I know that the number of calories, fat and sugar I put into my body will affect my health 3. I can tell you my knowledge and attitude towards drugs 4. identify things, people and places that I need to keep safe from 5. know some strategies for keeping myself safe, who to go to for help and how to call emergency services 6. I can identify when something feels safe or unsafe 7. I understand how complex my body is and how important it is to take care of it	1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females 2. I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener 3. I know and can use some strategies for keeping myself safe online 4. I can explain how some of the actions and work of people around the world help and influence my life 5. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. 6. I know how to express my appreciation to my friends and family	1. I understand that in animals and humans lots of changes happen between birth and growing up and that usually, it is the female who has the baby 2. I understand how babies grow and develop in the mother's uterus 3. I understand what a baby needs to live and grow 4. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies 5. I can identify how boys' and girls' bodies change on the outside during this growing-up process 6. I can identify how boys' and girls' bodies change on the inside during

			the growing-up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up 7. I can start to recognise stereotypical ideas I might have about parenting and family roles 8. identify what I am looking forward to when I move to my next class
	By the end of this sequence, children will know... • Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of	By the end of this sequence, children will know... • 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	By the end of this sequence, children will know... • Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty

			• Know some of the changes on the inside that happen during puberty
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Year 4	BM	CD	DG
Lesson sequences	1. I know my attitudes and actions make a difference to the class team 2. I know how to use my Jigsaw Journal 3. I understand who is in my school community, the roles they play and how 4. I fit in 5. I understand how democracy works through the School Council 6. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them 7. I understand how groups come together to make decisions 8. I understand how democracy and having a voice benefit the school community	1. I understand that, sometimes, we make assumptions based on what people look like 2. I understand what influences me to make assumptions based on how people look 3. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure 4. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell 5. I can identify what is special about me and value how I am unique 6. I can tell you a time when my first impression of someone changed when I got to know them	1. I can tell you about some of my hopes and dreams 2. I understand that sometimes hopes and dreams do not come true and that this can hurt 3. I know that reflecting on positive and happy experiences can help me to counteract the disappointment 4. I know how to make a new plan and set new goals even if I have been disappointed 5. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group 6. I can identify the contributions made by myself and others to the group's achievement
	By the end of this sequence, children will know... • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know that their own actions affect themselves and others	By the end of this sequence, children will know... • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes	By the end of this sequence, children will know... • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work out the steps they need

	• Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community	• join in with bullying and don't tell anyone • Know that first impressions can change	- to take to achieve a goal • Know how to work as part of a successful group • Know how to share in the success of a group
	HM	RL	CM
	1. I recognise how different friendship groups are formed, how I fit into them and the friends I value the most 2. I understand some people take on the roles of leaders or followers in a group, and I know the role I take on in different situations 3. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke 4. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol 5. I can recognise when people are putting me under pressure and can explain ways to resist this when I want 6. I know myself well enough to have a clear picture of what I believe is right and wrong	1. I can recognise situations which can cause jealousy in relationships 2. I can identify someone I love and can express why they are special to me 3. I can tell you about someone I know that I no longer see 4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends 5. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older 6. I know how to show love and appreciation to the people and animals who are special to me	1. I understand that some of my characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm 2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby 3. I can describe how a girl's body changes for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this 4. I know how the circle of change works and can apply it to changes I want to make in my life 5. I can identify changes that have been and may continue to be outside of my control that I learned to accept 6. I can identify what I am looking forward to when I move to a new class
	By the end of this sequence, children will	By the end of this sequence, children will	By the end of this sequence, children will

	know... • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that there are leaders and followers in groups • Know that they can take on different roles according to the situation • Know the facts about smoking and its effects on health • Know some of the reasons some people start to smoke • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people drink alcohol • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong	know... • 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	know... • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions
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Year 5	BM	CD	DG
Lesson sequences	1. I can face new challenges positively and know how to set personal goals 2. I know how to use my Jigsaw Journal 3. I understand my rights and responsibilities as a citizen of my country 4. I understand my rights and responsibilities as a citizen of my country and as a member of my school 5. I can make choices about my behaviour because I understand how rewards and consequences feel 6. I understand how an individual's behaviour can impact a group 7. I understand how democracy and having a voice benefit the school community and know how to participate in this	1. I understand that cultural differences sometimes cause conflict 2. I understand what racism is 3. I understand how rumour-spreading and name-calling can be bullying behaviours 4. I can explain the difference between direct and indirect types of bullying 5. I can compare my life with people in the developing world 6. I can understand a different culture from my own	1. I understand that I will need money to help me achieve some of my dreams 2. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs 3. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it 4. I can describe the dreams and goals of young people in a culture different to mine 5. I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other 6. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship
	By the end of this sequence, children will know... • Know how to face new challenges positively • Understand how to set personal goals • Understand the rights and responsibilities	By the end of this sequence, children will know... • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is	By the end of this sequence, children will know... • Know that they will need money to help them to achieve some of their dreams • Know about a range of jobs that are carried

	associated with being a citizen in the wider community and their country • Know how an individual's behaviour can affect a group and the consequences of this • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process	unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world	out by people I know • Know that different jobs pay more money than others • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad
	HM	RL	CM
	1. I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. 2. I know some of the risks of misusing alcohol, including anti-social behaviour, and how it affects the liver and heart 3. I know and can put into practice basic emergency first aid procedures (including recovery position) and know how to get help in emergencies 4. I understand how the media, social media and celebrity culture promote certain body types 5. I can describe the different roles food	1. I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities 2. I understand that belonging to an online community can have positive and negative consequences 3. I understand there are rights and responsibilities in an online community or social network 4. I know there are rights and responsibilities when playing a game online 5. I can recognise when I am spending too much time using devices (screen time) 6. I can explain how to stay safe when	1. I am aware of my self-image 2. and how my body image fits into 3. that 4. I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally 5. I can describe how boys' and girls' bodies change during puberty 6. I understand that sexual intercourse can lead to conception and that is how babies are usually made 7. I also understand that sometimes people need IVF to help them have a

	can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures 6. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	using technology to communicate with my friends	baby 9. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) 10. I can identify what I am looking forward to when I move to my next class.
	By the end of this sequence, children will know... • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know basic emergency procedures including the recovery position • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • 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 what makes a healthy lifestyle	By the end of this sequence, children will know... • 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	By the end of this sequence, children will know... • Know what perception means and that perceptions can be right or wrong • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility

Yea 6	BM	CD	DG
Lesson sequences	1. I can identify my goals for this year, understand my fears and worries about the future and know how to express them 2. I know how to use my Jigsaw Journal 3. I know that there are universal rights for all children but for many children these rights are not met 4. I understand that my actions affect other people locally and globally 5. I can make choices about my behaviour because I understand how rewards and consequences feel and 6. I understand how these relate to my rights and responsibilities 7. I understand how an individual's behaviour can impact a group 8. I understand how democracy and having a voice benefit the school community	1. I understand there are different perceptions about what normal means 2. I understand how being different could affect someone's life 3. I can explain some of the ways in which one person or a group can have power over another 4. I know some of the reasons why people use bullying behaviours 5. I can give examples of people with disabilities who lead amazing lives 6. I can explain ways in which difference can be a source of conflict and a cause for celebration	1. I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) 2. I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these 3. I can identify problems in the world that concern me and talk to other people about them 4. I can work with other people to help make the world a better place 5. I can describe some ways in which I can work with other people to help make the world a better place 6. I know what some people in my class like or admire about me and can accept their praise
	By the end of this sequence, children will know... • Know how to set goals for the year ahead • Understand what fears and worries are • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts	By the end of this sequence, children will know... • Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others	By the end of this sequence, children will know... • Know their own learning strengths • Know how to set realistic and challenging goals • Know what the learning steps are they need to take to achieve their goal • Know a variety of problems that the world is

	of the world • Know that personal choices can affect others locally and globally • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process	individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict	facing • Know how to work with other people to make the world a better place • Know some ways in which they could work with others to make the world a better place • Know what their classmates like and admire about them
	HM	RL	CM
	1. I can take responsibility for my health and make choices that benefit my health and well-being 2. I know about different types of drugs and their uses and their effects on the body particularly the liver and heart 3. I understand that some people can be exploited and made to do things that are against the law 4. I know why some people join gangs and the risks this involves 5. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness 6. I can recognise stress and the triggers that cause this and I understand how stress can cause	1. I know that it is important to take care of my mental health 2. I know how to take care of my mental health 3. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve 4. I can recognise when people are trying to gain power or control 5. I can judge whether something online is safe and helpful for me 6. I can use technology positively and safely to communicate with my friends and family	1. I am aware of my self-image and how my body image fits into that. 2. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. 3. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. 4. I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. 5. I am aware of the importance of positive self-esteem and what I can do to develop it.

	drug and alcohol misuse.		6. I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.
	By the end of this sequence, children will know... • Know how to take responsibility for their own health • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve • Know what it means to be emotionally well • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse	By the end of this sequence, children will know... • 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	By the end of this sequence, children will know... • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class

End Points	Being Me in My World A developed awareness of Self-Identity, Group Identity, Responsibilities, Consequences, Teamwork and introduces the Jigsaw Charter.	Celebrating Difference A developed awareness of Similarity & Difference, Bullying, Stereotyping, Racism, Discrimination and Celebrating Differences and Individuality.	Dreams and Goals A developed awareness of Aspirations, Goals, Challenges, Teamwork, Resilience, Jobs and Careers and Simple Budgeting.
	Healthy Me A developed awareness of Drugs and Alcohol Education, Self-Esteem and Confidence as well as Healthy Lifestyle choices	Relationships A developed awareness of Friendship, Family and other Relationships, Conflict Resolution, Communication, Loss and Bereavement.	Changing Me A developed awareness of Coping Positively with Change, Puberty, Environmental and Life Cycles (includes Human Reproduction)
Prior Learning links	Please recap on the previous year's group learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a POP task.		