



## PSHE Curriculum Intent Progression of Skills and Knowledge

### Our Vision for Personal, Social and Health and Economic Education

PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing them emotionally, morally, socially and spiritually. Through our approach to PSHE, it is our belief that excellence in these areas will lead to excellence across the curriculum and beyond in later life. We make learning stick through class discussions, revisiting previous learning and applying what we have learnt every day in our lives.

### Spirituality Statement for PSHE

PSHE teaches our children to live by the values of compassion, dignity and respect and treat everyone as equals to live a fulfilled life. 'All are made in the image of God and loved by God'. (Genesis 1:27) Through the example of Jesus, all are called to live embodied, fulfilled human lives.

#### Culture Capital

*(Experiences that every child should have)*

- Every child will have the opportunity to nominate themselves and be elected into student leadership roles, including: Pupil Parliament, Eco-Warriors, Worship Acolytes and in Year 2, House Captains.
- Pupils may also meet local and national leaders in a range of fields, such as diplomats, faith leaders, health professionals including dental practitioners, and environmental activists to learn about their roles as well as the skills that they need to be successful.
- Every child will be able to participate in fundraising activities and other charity events, such as local food bank collections, Sport Relief, Earth Day, Children in Need etc.
- During the Autumn term, pupils will take part in activities to mark World Mental Health Day each year (10<sup>th</sup> October) to develop their understanding of how they can positively impact their own mental health through physical activities, mindfulness activities and wellbeing experiences.
- During the Spring term, all the children take part in a Wellbeing unit where external companies deliver workshops to support the children being physically literate and understanding how they can look after their mental and physical health.

#### Cross-Curricular Links

- **Being Me In My World** (Autumn 1) – links to RE celebration topics (Rec Autumn 1, Autumn 2, Spring 1 and Summer 1); RE Reflection Opportunities (Rec, Y1 and Y2).
- **Celebrating Difference** (Autumn 2) – links to RE celebration topics e.g. Diwali, Christmas, Lunar New Year and Ramadan (Rec Autumn 1, Autumn 2, Spring 1 and Summer 1); Judaism units Shabbat (Y1 Spring 1), Rosh Hashanah and Yom Kippur (Y1 Summer 2), Abraham's Agreement With God (Y2 Summer 1), and Bar Mitzvah and Bat Mitzvah (Y2 Summer 2); Geography topic Contrasting Locality – Zambia (Y2 Summer 2); History topic Toys Through Time (Y1 Autumn 1).
- **Dreams and Goals** (Spring 1) links to Pupil Leadership opportunities.
- **Healthy Me** (Spring 2) – links to Design and Technology topic Fruit Salad (Y1 – Spring 2) and Food Technology (Y2 – Spring 2); PE topic Wellbeing (Rec, Y1 and Y2 – Spring 2).
- **Relationships** (Summer 1) – links to PE topic Playground Games (Y1 Autumn 2) and Games for Understanding (Y1 and Y2 Summer 2).
- **Changing Me** (Summer 2) – links to Science topic Humans and Animals: Human Body (Y1 – Autumn 1) and Animals Including Humans (Y2 – Autumn 2); and PE (across the school).

**Progression of Knowledge and Skills**

Topic	<b>Being Me in My World</b> Autumn 1		
Year Group	Reception	Year 1	Year 2
<b>DfE Statutory Relationships &amp; Health Education outcomes</b>	<p><u>The composite objectives for the EYFS from the Statutory Framework September 2021 are:</u></p> <p><b>ELG: PSED Self-Regulation</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: PSED Managing Self</b> - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>ELG: PSED Building Relationships</b> - Work and play co-operatively and take turns with others. - Show sensitivity to their own and to others' needs.</p>	<p><u>The composite objectives for KS1, from the National Curriculum are:</u></p> <p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships. (R14) the conventions of courtesy and manners. (R15) the importance of self-respect and how this links to their own happiness. (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous.</p> <p><b>Being safe</b> (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources.</p> <p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b></p>	

		<p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	
<p><b>Topic (Puzzle) overview:</b></p>	<p>In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I understand how it feels to belong and that we are similar and different.</li> <li>2. I can start to recognise and manage my feelings.</li> <li>3. I enjoy working with others to make school a good place to be.</li> <li>4. I understand why it is good to be kind and use gentle hands.</li> <li>5. I am starting to understand children's rights and this means we should all be allowed to learn and play.</li> <li>6. I am learning what being responsible means.</li> </ol>	<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> <p><b>Expectations at the end of the unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain why my class is a happy and safe place to learn.</li> <li>2. I can give different examples where I or others make my class happy and safe.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I feel special and safe in my class.</li> <li>2. I understand the rights and responsibilities as a member of my class. I know that I belong to my class.</li> <li>3. I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn.</li> <li>4. I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement.</li> <li>5. I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.</li> <li>6. I understand my rights and responsibilities within our Learning Charter. I understand my choices in following the Learning Charter.</li> </ol>	<p>In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p> <p><b>Expectations at the end of the unit:</b></p> <ol style="list-style-type: none"> <li>1. I can justify the choices I make to help keep my class and school a safe and fair place.</li> <li>2. I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can identify and explain some of my hopes and fears for this year.</li> <li>2. I understand the rights and responsibilities for being a member of my class and school and can explain them to others. I am a good role model to others. I can explain how it feels to be worried and know who I would ask for help.</li> <li>3. I understand the rights and responsibilities for being a member of my class and school and can explain them to others. I am a good role model to others. I can suggest ways to help to make my class a safe and fair place.</li> <li>4. I can listen to other people and ask them questions to develop my understanding. I can contribute my own</li> </ol>

			<p>ideas showing a good use of evidence to support my thinking from previous lessons and beyond.</p> <p>5. I understand and can explain how following the Learning Charter will help me and others learn. I can encourage others to make good choices and follow it. I can work cooperatively and give praise and support to others.</p>
<p><b>Taught knowledge</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Know they have a right to learn and play, safely and happily.</b></li> <li>• <b>Know that some people are different from themselves.</b></li> <li>• <b>Know that hands can be used kindly and unkindly.</b></li> <li>• Know special things about themselves.</li> <li>• Know how happiness and sadness can be expressed.</li> <li>• Know that being kind is good.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand their own rights and responsibilities with their classroom.</b></li> <li>• <b>Understand that their choices have consequences.</b></li> <li>• <b>Understand that their views are important.</b></li> <li>• Understand the rights and responsibilities of a member of a class.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand the rights and responsibilities of class members.</b></li> <li>• <b>Know about rewards and consequences and that these stem from choices.</b></li> <li>• <b>Know that it is important to listen to other people.</b></li> <li>• <b>Understand that their own views are valuable.</b></li> <li>• Know that positive choices impact positively on self-learning and the learning of others.</li> <li>• Identifying hopes and fears for the year ahead.</li> </ul>
<p><b>Social and Emotional skills</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Identify feelings associated with belonging.</b></li> <li>• <b>Skills to play co-operatively with others.</b></li> <li>• <b>Be able to consider others' feelings.</b></li> <li>• Identify feelings of happiness and sadness.</li> <li>• Be responsible in the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand that they are safe in their class.</b></li> <li>• <b>Identifying helpful behaviours to make the class a safe place.</b></li> <li>• <b>Understand that they have choices.</b></li> <li>• Understanding that they are special.</li> <li>• Identify what it's like to feel proud of an achievement.</li> <li>• Recognise feelings associated with positive and negative consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to make their class a safe and fair place.</b></li> <li>• <b>Show good listening skills.</b></li> <li>• <b>Be able to work co-operatively.</b></li> <li>• Recognise own feelings and know when and where to get help.</li> <li>• Recognise the feeling of being worried.</li> </ul>
<p><b>Key Vocabulary</b></p>	<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p><i>Consolidate EYFS vocabulary</i> Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p><i>Consolidate EYFS &amp; Year 1 vocabulary</i> Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>

Topic	<b>Celebrating Difference</b> Autumn 2		
Year Group	Reception	Year 1	Year 2
<b>DfE Statutory Relationships &amp; Health Education outcomes</b>	<p><b><u>The composite objectives for the EYFS from the Statutory Framework September 2021 are:</u></b></p> <p><b>ELG: PSED Self-Regulation</b>            - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.            - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: PSED Building Relationships</b>            - Show sensitivity to their own and to others' needs.</p>	<p><b><u>The composite objectives for KS1, from the National Curriculum are:</u></b></p> <p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b>            (R1) that families are important for children growing up because they can give love, security and stability.            (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.            (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.            (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.            (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.            (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b>            (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends.            (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.            (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.            (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.            (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b>            (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.            (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships.            (R14) the conventions of courtesy and manners.            (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.            (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.            (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

**Online relationships**

(R20) that people sometimes behave differently online, including by pretending to be someone they are not.

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

**Being safe**

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.

(R32) where to get advice e.g. family, school and/or other sources.

**Physical Health and Well-Being – By end of primary, pupils should know:**

**Mental well-being**

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.

(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).

**Internet safety and harms**

(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

(H14) why social media, some computer games and online gaming, for example, are age restricted.

(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

(H17) where and how to report concerns and get support with issues online.

<p><b>Topic (Puzzle) overview:</b></p>	<p>In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.</p> <p>They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can identify something I am good at and understand everyone is good at different things.</li> <li>2. I understand that being different makes us all special.</li> <li>3. I know we are all different but the same in some ways.</li> <li>4. I can tell you why I think my home is special to me.</li> <li>5. I can tell you how to be a kind friend.</li> <li>6. I know which words to use to stand up for myself when someone says or does something unkind.</li> </ol>	<p>In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is okay to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</li> <li>2. I can explain what bullying is and how being bullied might make somebody feel.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.</li> <li>2. I can identify differences between people in my class. I can tell you some ways I am different from my friends.</li> <li>3. I can tell you what bullying is. I understand how being bullied might feel.</li> <li>4. I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.</li> <li>5. I know how to make new friends. I know how it feels to make a new friend.</li> <li>6. I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</li> </ol>	<p>In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is okay. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is okay for friends to have differences without it affecting their friendship.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes.</li> <li>2. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this.</li> <li>2. I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is okay.</li> <li>3. I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied.</li> <li>4. I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied.</li> <li>5. I understand that it is okay to be different from other people and to be friends with them. I understand we</li> </ol>
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			<p>should not judge people if they are different. I know how it feels to be a friend and have a friend.</p> <p>6. I can tell you some ways I am different from my friends.</p>
<p><b>Taught knowledge</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Know what being unique means.</b></li> <li>• <b>Know the names of some emotions such as happy, sad, frightened, angry.</b></li> <li>• <b>Know why having friends is important.</b></li> <li>• <b>Know some qualities of a positive friendship.</b></li> <li>• <b>Know that they don't have to be 'the same as' to be a friend.</b></li> <li>• Know what being proud means and that people can be proud of different things.</li> <li>• Know that people can be good at different things.</li> <li>• Know that families can be different.</li> <li>• Know that people have different homes and why they are important to them.</li> <li>• Know different ways of making friends.</li> <li>• Know different ways to stand up for myself</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know what bullying means.</b></li> <li>• <b>Know who to tell if they or someone else is being bullied or is feeling unhappy.</b></li> <li>• <b>Know that people are unique and that it is OK to be different.</b></li> <li>• Know skills to make friendships.</li> <li>• Know that people have differences and similarities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know the difference between a one-off incident and bullying.</b></li> <li>• <b>Know that sometimes people get bullied because of difference.</b></li> <li>• <b>Know that friends can be different and still be friends.</b></li> <li>• Know there are stereotypes about boys and girls.</li> <li>• Know where to get help if being bullied.</li> <li>• Know that it is OK not to conform to gender stereotypes.</li> <li>• Know it is good to be yourself.</li> <li>• Know the difference between right and wrong and the role that choice has to play in this.</li> </ul>
<p><b>Social and Emotional skills</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Recognise emotions when they or someone else is upset, frightened or angry.</b></li> <li>• <b>Identify and use skills to make a friend.</b></li> <li>• <b>Identify some ways they can be different and the same as others.</b></li> <li>• <b>Identify and use skills to stand up for themselves.</b></li> <li>• Identify feelings associated with being proud.</li> <li>• Identify things they are good at.</li> <li>• Be able to vocalise success for themselves and about others successes.</li> <li>• Recognise similarities and differences between their family and other families.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify what is bullying and what isn't.</b></li> <li>• <b>Understand how being bullied might feel.</b></li> <li>• <b>Recognise ways in which they are the same as their friends and ways they are different.</b></li> <li>• Know ways to help a person who is being bullied.</li> <li>• Identify emotions associated with making a new friend.</li> <li>• Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explain how being bullied can make someone feel.</b></li> <li>• <b>Know how to stand up for themselves when they need to.</b></li> <li>• <b>Understand that everyone's differences make them special and unique.</b></li> <li>• Understand that boys and girls can be similar in lots of ways and that is okay.</li> <li>• Understand that boys and girls can be different in lots of ways and that is okay.</li> <li>• Can choose to be kind to someone who is being bullied.</li> <li>• Recognise that they shouldn't judge people because they are different.</li> </ul>

Key Vocabulary	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	<i>Consolidate EYFS vocabulary</i> Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	<i>Consolidate EYFS &amp; Year 1 vocabulary</i> Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value
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Topic	Dreams and Goals Spring 1		
Year Group	Reception	Year 1	Year 2
DfE Statutory Relationships & Health Education outcomes	<p><b><u>The composite objectives for the EYFS from the Statutory Framework September 2021 are:</u></b></p> <p><b>ELG: PSED Self-regulation</b> - 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.</p> <p><b>ELG: PSED Managing self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG: PSED Building relationships</b> - Work and play co-operatively and take turns with others.</p>	<p><b><u>The composite objectives for KS1, from the National Curriculum are:</u></b></p> <p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships. (R14) the conventions of courtesy and manners. (R15) the importance of self-respect and how this links to their own happiness. (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b> (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b> (H1) that mental well-being is a normal part of daily life, in the same way as physical health. (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>	

		(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	
<p><b>Topic (Puzzle) overview:</b></p>	<p>In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I understand that if I persevere, I can tackle a challenge.</li> <li>2. I can tell you about a time that I did not give up until I achieved my goal.</li> <li>3. I can set a goal and work towards it.</li> <li>4. I can use kind words to encourage people.</li> <li>5. I understand the link between what I learn now and the job I might like to do when I am older.</li> <li>6. I can say how I feel when I achieve a goal and know what it means to feel proud.</li> </ol>	<p>In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain how I feel when I am successful and how this can be celebrated positively.</li> <li>2. I can say why my internal treasure chest is an important place to store positive feelings.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can set simple goals. I can tell you about a thing I do well.</li> <li>2. I can set a goal and work out how to achieve it. I can tell you how I learn best.</li> <li>3. I understand how to work well with a partner. I can celebrate achievement with my partner.</li> <li>4. I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge.</li> <li>5. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.</li> <li>6. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.</li> </ol>	<p>In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.</li> <li>2. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel.</li> <li>2. I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a learner.</li> <li>3. I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.</li> <li>4. I can work well in a group. I can work with others in a group to solve problems.</li> <li>5. I can tell you some ways I worked well with my group. I can tell you how I felt about working in my group.</li> <li>6. I know how to share success with other people. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.</li> </ol>

<p><b>Taught knowledge</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Know what a challenge is.</b></li> <li>• <b>Know that it is important to keep trying.</b></li> <li>• <b>Know what a goal is.</b></li> <li>• Know how to set goals and work towards them.</li> <li>• Know which words are kind.</li> <li>• Know some jobs that they might like to do when they are older.</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older.</li> <li>• Know when they have achieved a goal.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to set simple goals.</b></li> <li>• <b>Know how to achieve a goal.</b></li> <li>• <b>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</b></li> <li>• <b>Know when a goal has been achieved.</b></li> <li>• Know how to work well with a partner.</li> <li>• Know that tackling a challenge can stretch their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to choose a realistic goal and think about how to achieve it.</b></li> <li>• <b>Know that it is important to persevere.</b></li> <li>• <b>Know how to recognise what working together well looks like.</b></li> <li>• Know what good group-working looks like.</li> <li>• Know how to share success with other people.</li> </ul>
<p><b>Social and Emotional skills</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Understand that challenges can be difficult.</b></li> <li>• <b>Resilience.</b></li> <li>• <b>Recognise some of the feelings linked to perseverance.</b></li> <li>• <b>Recognise how kind words can encourage people.</b></li> <li>• Talk about a time that they kept on trying and achieved a goal.</li> <li>• Be ambitious.</li> <li>• Feel proud.</li> <li>• Celebrate success.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognise things that they do well.</b></li> <li>• <b>Explain how they learn best.</b></li> <li>• <b>Recognise their own feelings when faced with a challenge/obstacle.</b></li> <li>• <b>Recognise how they feel when they overcome a challenge/obstacle.</b></li> <li>• Celebrate an achievement with a friend.</li> <li>• Can store feelings of success so that they can be used in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognise how working with others can be helpful.</b></li> <li>• <b>Be able to work effectively with a partner.</b></li> <li>• <b>Be able to choose a partner with whom they work well.</b></li> <li>• <b>Be able to work as part of a group.</b></li> <li>• Be able to describe their own achievements and the feelings linked to this.</li> <li>• Recognise their own strengths as a learner.</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling.</li> </ul>
<p>Key Vocabulary</p>	<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p><i>Consolidate EYFS vocabulary</i> Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	<p><i>Consolidate EYFS &amp; Year 1 vocabulary</i> Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>

Topic	<p style="text-align: center;"><b>Healthy Me</b> Spring 2</p>		
Year Group	Reception	Year 1	Year 2
<b>DfE Statutory Relationships &amp; Health Education outcomes</b>	<p><b><u>The composite objectives for the EYFS from the Statutory Framework September 2021 are:</u></b></p> <p><b>ELG: PSED Self-regulation</b> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: PSED Managing self</b> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><b><u>The composite objectives for KS1, from the National Curriculum are:</u></b></p> <p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships. (R14) the conventions of courtesy and manners. (R15) the importance of self-respect and how this links to their own happiness. (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> (R20) that people sometimes behave differently online, including by pretending to be someone they are not. (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. (R24) how information and data is shared and used online.</p> <p><b>Being safe</b> (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to</p>	

keep secrets if they relate to being safe.  
 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  
 (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  
 (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.  
 (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.  
 (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.  
 (R32) where to get advice e.g. family, school and/or other sources.

**Physical Health and Well-Being – By end of primary, pupils should know:**

**Mental well-being**

(H1) that mental well-being is a normal part of daily life, in the same way as physical health.  
 (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.  
 (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.  
 (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  
 (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.  
 (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.  
 (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  
 (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.  
 (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).  
 (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms**

(H11) that for most people the internet is an integral part of life and has many benefits.  
 (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being.  
 (H17) where and how to report concerns and get support with issues online.

**Physical health and fitness**

(H18) the characteristics and mental and physical benefits of an active lifestyle.  
 (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.  
 (H20) the risks associated with an inactive lifestyle (including obesity).  
 (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

		<p><b>Healthy eating</b>  (H22) what constitutes a healthy diet (including understanding calories and other nutritional content).  (H23) the principles of planning and preparing a range of healthy meals.  (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p><b>Drugs, alcohol</b>  (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>Health and prevention</b>  (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.  (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.  (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.  (H31) the facts and science relating to allergies, immunisation and vaccination.</p> <p><b>Basic first aid</b>  (H32) how to make a clear and efficient call to emergency services if necessary.  (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	
<p><b>Topic (Puzzle) overview:</b></p>	<p>In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss ‘stranger danger’ and what they should do if approached by someone they don’t know.</p> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I understand that I need to exercise to keep my body healthy.</li> <li>2. I understand how moving and resting are good for my body.</li> <li>3. I know which foods are healthy and not so healthy and can make healthy eating choices.</li> <li>4. I know how to help myself go to sleep and understand why sleep is good for me.</li> </ol>	<p>In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</li> <li>2. I can give examples where being healthy can help me feel happy.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.</li> </ol>	<p>In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.</li> <li>2. I can compare my own and my friends’ choices and can express how it feels to make healthy and safe choices.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices.</li> </ol>

	<p>5. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p>6. I know what a stranger is and how to stay safe if a stranger approaches me.</p>	<p>2. I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p> <p>3. I know how to keep myself clean and healthy, and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.</p> <p>4. I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.</p> <p>5. I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.</p> <p>6. I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p>	<p>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. I can tell you when a feeling is weak and when a feeling is strong.</p> <p>3. I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.</p> <p>4. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most.</p> <p>5. I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.</p> <p>6. I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.</p>
<p><b>Taught knowledge</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Know what the word ‘healthy’ means.</b></li> <li>• <b>Know some things that they need to do to keep healthy.</b></li> <li>• <b>Know the names for some parts of their body.</b></li> <li>• <b>Know when and how to wash their hands properly.</b></li> <li>• <b>Know how to say no to strangers.</b></li> <li>• Know that they need to exercise to keep healthy.</li> <li>• Know how to help themselves go to sleep and that sleep is good for them.</li> <li>• Know what to do if they get lost.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know the difference between being healthy and unhealthy.</b></li> <li>• Know some ways to keep healthy.</li> <li>• <b>Know how to make healthy lifestyle choices.</b></li> <li>• <b>Know that all household products, including medicines, can be harmful if not used properly.</b></li> <li>• Know that medicines can help them if they feel poorly.</li> <li>• <b>Know how to keep safe when crossing the road.</b></li> <li>• Know how to keep themselves clean and healthy.</li> <li>• Know that germs cause disease/illness.</li> <li>• Know about people who can keep them safe.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know what their body needs to stay healthy.</b></li> <li>• <b>Know what relaxed means.</b></li> <li>• <b>Know why healthy snacks are good for their bodies.</b></li> <li>• <b>Know which foods given their bodies energy.</b></li> <li>• Know that it is important to use medicines safely.</li> <li>• Know what makes them feel relaxed/stressed.</li> <li>• Know how medicines work in their bodies.</li> <li>• Know how to make some healthy snacks.</li> </ul>
<p><b>Social and Emotional skills</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Can explain what they need to do to stay healthy.</b></li> <li>• <b>Recognise how exercise makes them feel.</b></li> <li>• <b>Can give examples of healthy food.</b></li> <li>• <b>Can explain what to do if a stranger approaches them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Keep themselves safe.</b></li> <li>• <b>Recognise how being healthy helps them to feel happy.</b></li> <li>• <b>Recognise ways to look after themselves if they feel poorly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Feel positive about caring for their bodies and keeping it healthy.</b></li> <li>• <b>Have a healthy relationship with food.</b></li> <li>• <b>Desire to make healthy lifestyle choices.</b></li> <li>• Identify when a feeling is weak and when a feeling is strong.</li> </ul>

	<ul style="list-style-type: none"> <li>• Can explain how they might feel if they don't get enough sleep.</li> <li>• Recognise how different foods can make them feel.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recognise when they feel frightened and know how to ask for help.</b></li> <li>• Feel good about themselves when they make healthy choices.</li> <li>• Realise that they are special.</li> </ul>	<ul style="list-style-type: none"> <li>• Express how it feels to share healthy food with their friends.</li> </ul>
Key Vocabulary	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	<i>Consolidate EYFS vocabulary</i> Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	<i>Consolidate EYFS and Year 1 vocabulary</i> Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious

<b>Topic</b>	<b>Relationships Summer 1</b>		
<b>Year Group</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>DfE Statutory Relationships &amp; Health Education outcomes</b>	<p><b><u>The composite objectives for the EYFS from the Statutory Framework September 2021 are:</u></b></p> <p><b>ELG: PSED Self-regulation</b> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: PSED Building relationships</b> - Form positive attachments to adults and friendships with peers.</p>	<p><b><u>The composite objectives for KS1, from the National Curriculum are:</u></b></p> <p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b> (R1) that families are important for children growing up because they can give love, security and stability. (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  
(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.  
(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  
(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships.  
(R14) the conventions of courtesy and manners.  
(R15) the importance of self-respect and how this links to their own happiness.  
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  
(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.  
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive.  
(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online relationships**

(R20) that people sometimes behave differently online, including by pretending to be someone they are not.  
(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.  
(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  
(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.  
(R24) how information and data is shared and used online.

**Being safe**

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  
(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.  
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  
(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.  
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.  
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.  
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.  
(R32) where to get advice e.g. family, school and/or other sources.

**Physical Health and Well-Being – By end of primary, pupils should know:**

		<p><b>Mental well-being</b></p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health.</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <p>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Internet safety and harms</b></p> <p>(H11) that for most people the internet is an integral part of life and has many benefits.</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being.</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>(H14) why social media, some computer games and online gaming, for example, are age restricted.</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>(H17) where and how to report concerns and get support with issues online.</p> <p><b>Physical health and fitness</b></p> <p>(H18) the characteristics and mental and physical benefits of an active lifestyle.</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	
<p><b>Topic (Puzzle) overview:</b></p>	<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</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 lessons on healthy and safe relationships, children learn that touch can be</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</p>

	<p>practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can identify some of the jobs I do in my family and how I feel like I belong.</li> <li>2. I know how to make friends to stop myself from feeling lonely.</li> <li>3. I can think of ways to solve problems and stay friends.</li> <li>4. I am starting to understand the impact of unkind words.</li> <li>5. I can use Calm Me time to manage my feelings.</li> <li>6. I know how to be a good friend.</li> </ol>	<p>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><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</li> <li>2. I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.</li> <li>2. I can identify what being a good friend means to me. I know how to make a new friend.</li> <li>3. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</li> <li>4. I know who can help me in my school community. I know when I need help and know how to ask for it.</li> <li>5. I can recognise my qualities as a person and a friend. I know ways to praise myself.</li> <li>6. I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</li> </ol>	<p>conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</li> <li>2. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>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. I accept that everyone's family is different and understand that most people value their family.</li> <li>2. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I do and don't like and can talk about this.</li> <li>3. I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</li> <li>4. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I</li> </ol>
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			<p>know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p> <p>5. I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.</p> <p>6. I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.</p>
<p><b>Taught knowledge</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Know what a family is.</b></li> <li>• Know that different people in a family have different responsibilities (jobs).</li> <li>• <b>Know some of the characteristics of healthy and safe friendships.</b></li> <li>• <b>Know that friends sometimes fall out.</b></li> <li>• <b>Know some ways to mend a friendship.</b></li> <li>• <b>Know that unkind words can never be taken back and they can hurt.</b></li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry.</li> <li>• Know some reasons why others get angry.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that everyone's family is different.</b></li> <li>• <b>Know that families are founded on belonging, love and care.</b></li> <li>• <b>Know that physical contact can be used as a greeting.</b></li> <li>• <b>Know how to make a friend.</b></li> <li>• <b>Know who to ask for help in the school community.</b></li> <li>• Know that there are lots of different types of families.</li> <li>• Know the characteristics of healthy and safe friends.</li> <li>• Know about the different people in the school community and how they help.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that there are lots of forms of physical contact within a family.</b></li> <li>• <b>Know how to stay stop if someone is hurting them.</b></li> <li>• <b>Know there are good secrets and worry secrets and why it is important to share worry secrets.</b></li> <li>• <b>Know what trust is.</b></li> <li>• Know that everyone's family is different.</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation.</li> <li>• Know some reasons why friends have conflicts.</li> <li>• Know that friendships have ups and downs and sometimes change with time.</li> <li>• Know how to use the Mending Friendships or Solve it together problem-solving methods.</li> </ul>
<p><b>Social and Emotional skills</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Can identify what jobs they do in their family and those carried out by parents/carers and siblings.</b></li> <li>• <b>Can suggest ways to make a friend or help someone who is lonely.</b></li> <li>• Can use different ways to mend a friendship.</li> <li>• <b>Can recognise what being angry feels like.</b></li> <li>• Can use Calm Me when angry or upset.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can express how it feels to be part of a family and to care for family members.</b></li> <li>• <b>Can say what being a good friend means.</b></li> <li>• <b>Can identify forms of physical contact they prefer.</b></li> <li>• <b>Can say no when they receive a touch they don't like.</b></li> <li>• Can show skills of friendship.</li> <li>• Can praise themselves and others.</li> <li>• Can recognise some of their personal qualities.</li> <li>• Can say why they appreciate a special relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family.</li> <li>• Can recognise the value that families can bring.</li> <li>• <b>Can recognise and talk about the types of physical contact that is acceptable or unacceptable.</b></li> <li>• <b>Can identify the negative feelings associated with keeping a worry secret.</b></li> <li>• <b>Can identify who they trust in their own relationships.</b></li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict.</li> </ul>

			<ul style="list-style-type: none"> <li>• Can identify the feelings associated with trust.</li> <li>• Can give and receive compliments.</li> <li>• Can say who they would go to for help if they were worried or scared.</li> </ul>
Key Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	<i>Consolidate EYFS vocabulary</i> Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	<i>Consolidate EYFS and Year 1 vocabulary</i> Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate

Topic	Changing Me Summer 2		
Year Group	Reception	Year 1	Year 2
DfE Statutory Relationships & Health Education outcomes	<p><b><u>The composite objectives for the EYFS from the Statutory Framework September 2021 are:</u></b></p> <p><b>ELG: PSED Self-regulation</b> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: PSED Building relationships</b> - Show sensitivity to their own and to others' needs.</p>	<p><b><u>The composite objectives for KS1, from the National Curriculum are:</u></b></p> <p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b> (R1) that families are important for children growing up because they can give love, security and stability. (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

**Respectful relationships**

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships .

(R15) the importance of self-respect and how this links to their own happiness.

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive.

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

**Being safe**

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

(R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult.

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so.

(R32) where to get advice e.g. family, school and/or other sources.

**Physical Health and Well-Being – By end of primary, pupils should know:**

**Mental well-being**

(H1) that mental well-being is a normal part of daily life, in the same way as physical health.

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.

(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).

(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Changing adolescent body**

		(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (H35) about menstrual well-being including the key facts about the menstrual cycle.	
<b>Topic (Puzzle) overview:</b>	<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can name parts of the body.</li> <li>2. I can tell you some things I can do and foods I can eat to be healthy.</li> <li>3. I understand that we all grow from babies to adults.</li> <li>4. I can express how I feel about moving to Year 1.</li> <li>5. I can talk about my worries and/or the things I am looking forward to about being in Year 1.</li> <li>6. I can share my memories of the best bits of this year in Reception.</li> </ol>	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</li> <li>2. I can explain why some changes I might experience might feel better than others.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I am starting to understand the life cycles of animals and humans. I understand that changes happen as we grow and that this is okay.</li> <li>2. I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are okay and that sometimes they will happen whether I want them to or not.</li> </ol>	<p>In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p> <p><b>Expectations at the end of unit:</b></p> <ol style="list-style-type: none"> <li>1. I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel okay and others don't.</li> <li>2. I can tell you what I like and don't like about being a boy/girl and getting older and recognise that other people might feel differently to me.</li> </ol> <p><b>Small steps - expectations at the end of each lesson:</b></p> <ol style="list-style-type: none"> <li>1. I can recognise cycles of life in nature. I understand there are some changes that are outside my control and can recognise how I feel about this.</li> <li>2. I can tell you about the natural process of growing from young to old and understand that this is not in my</li> </ol>

		<p>3. I can tell you how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates.</p> <p>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. I respect my body and understand which parts are private.</p> <p>5. I understand that every time I learn something new I change a little bit. I enjoy learning new thing.</p> <p>6. I can tell you about changes that have happened in my life. I know some ways to cope with change.</p>	<p>control. I can identify people I respect who are older than me.</p> <p>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. I feel proud about becoming more independent.</p> <p>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. I can tell you what I like/don't like about being a boy/girl.</p> <p>5. I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.</p> <p>6. I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>
<p><b>Taught knowledge</b> (Key objectives are in bold)</p>	<ul style="list-style-type: none"> <li>• <b>Know the names and functions of some parts of the body (see vocabulary list).</b></li> <li>• <b>Know that we grow from baby to adult.</b></li> <li>• <b>Know who to talk to if they are feeling worried.</b></li> <li>• Know that sharing how they feel can help solve a worry.</li> <li>• Know that remembering happy times can help us move on.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know the names of male and female private body parts.</b></li> <li>• <b>Know that there are correct names for private body parts and nicknames, and when to use them.</b></li> <li>• <b>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</b></li> <li>• <b>Know who to ask for help if they are worried or frightened.</b></li> <li>• Know that animals including humans have a life cycle.</li> <li>• Know that changes happen when we grow up.</li> <li>• Know that people grow up at different rates and that is normal.</li> <li>• Know that learning brings about change.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know the physical differences between male and female bodies.</b></li> <li>• <b>Know that private body parts are special and that no one has the right to hurt these.</b></li> <li>• Know who to ask for help if they are worried or frightened.</li> <li>• <b>Know there are different types of touch and that some are acceptable and some are unacceptable.</b></li> <li>• Know the correct names for private body parts.</li> <li>• Know that life cycles exist in nature.</li> <li>• Know that aging is a natural process including old age.</li> <li>• Know that some changes are out of an individual's control.</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</li> </ul>

<b>Social and Emotional skills</b> (Key objectives are in bold)	<ul style="list-style-type: none"> <li>• <b>Recognise that changing class can elicit happy and/or sad emotions.</b></li> <li>• <b>Can say how they feel about changing class/ growing up.</b></li> <li>• <b>Can identify how they have changed from a baby.</b></li> <li>• Can say what might change for them they get older.</li> <li>• Can identify positive memories from the past year in school/home.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand and accept that change is a natural part of getting older.</b></li> <li>• <b>Can suggest ways to manage change, e.g. moving to a new class.</b></li> <li>• <b>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body).</b></li> <li>• Can express why they enjoy learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can say who they would go to for help if worried or scared.</b></li> <li>• <b>Can say what types of touch they find comfortable/uncomfortable.</b></li> <li>• <b>Be able to confidently ask someone to stop if they are being hurt or frightened.</b></li> <li>• Can appreciate that changes will happen and that some can be controlled and others not.</li> <li>• Be able to express how they feel about changes.</li> <li>• Show appreciation for people who are older.</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler.</li> <li>• Can say what greater responsibilities and freedoms they may have in the future.</li> <li>• Can say what they are looking forward to in the next year.</li> </ul>
Key vocabulary	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	<i>Consolidate EYFS vocabulary</i> Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	<i>Consolidate EYFS and Year 1 vocabulary</i> Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy

### PSHE Curriculum Implementation

#### What resources do we use to support the implementation of the PSHE curriculum and why? (Must refer to research evidence and context of our school)

We use the Jigsaw scheme of work which was designed by Jan Lever Educational Consultancy and Training because Jigsaw PSHE/Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16, that ensures every area of the National Curriculum and the New Early Years Framework is covered and developed for all pupils. This meets the needs of our pupils because it is designed as a whole-school approach and a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. Jigsaw also makes teachers' lives easier by providing well-structured, progressive lesson plans with all teaching resources included. The scheme includes many supporting resources which include a PSHE including RSE policy template that reflects the content of the Jigsaw scheme of work, CPD resources to upskill staff and a recovery package. We adapt and add to the resources element of this scheme to address the visual learning needs of the pupils across the school, to make learning stick and to consolidate current learning for each year group.

The effectiveness of the scheme has been researched by Hallam University and a summary of the findings of 'Does Jigsaw, the mindful approach to PSHE, work?' can be found [here](#).  
[How does Jigsaw PSHE 3-11 support schools in evidencing intent, implementation and impact?](#)

How do we implement the PSHE curriculum?

- Through ongoing CPD through the Jigsaw scheme of work, staff have expert knowledge in PSHE teaching in line with up-to-date research-based evidence of impact.
- Through clearly presented key concepts..
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding.
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Lauder's, 'Making Learning Stick' strategies to help pupils embed key concepts in their long-term memory. We have a 10 minute PSHE fluency session at the start of every PSHE lesson to enable pupils to remember prior learning through interweaving and retrieval practise. Other strategies are used at different points within the lesson.
- New knowledge and skills are built on what has already been taught so that pupils can 'know more and remember more.'
- The PSHE curriculum is taught remotely for pupils who are not able to attend school.
- Through effective questioning approaches and the use of 'Bloom's Taxonomy' to deliver higher order questioning to aid learners' understanding and progress.
- A word aware approach to vocabulary acquisition.
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence and deepen understanding.

- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory, including kinaesthetic and active approaches to engage.

How do we assess the PSHE curriculum?

- Assessment in PSHE takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next session.
- Written PSHE work is assessed through teacher marking in line with the marking policy.
- Self – assessment, self-assessment with a peer, and group assessment take place to evaluate learning against the learning intention and/or against success criteria.
- Teachers identify a pupil's attainment by identifying their place within the progression of skills and where this fits in relation to the stepping-stones between the expectations for a particular term and the milestones at the end of the term.

Summative assessment takes place at the end of every term.