



Ringway Primary School PSHE Development



Linked to Jigsaw PSHE Scheme of Learning

Progression Grid

Reception children are taught PSHE explicitly through the Jigsaw scheme to build their knowledge and skills to function in our school environment and to support the assessment of linked ELG's in Summer Term.

Self-Regulation: Show an understanding of own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work toward simple goals.

Managing Self: Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Work and play co-operatively and take turns with others.

Show sensitivity to their own and others' needs.

Listening, Attention and Understanding: Hold conversations when engaged in back and forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Being Me in My World – Autumn 1

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowledge						
<p>To understand how to belong in a class and be part of a group.</p> <p>To understand that people are similar and different.</p> <p>To begin to recognise and talk about different feelings.</p> <p>To understand that their classroom is a place where children learn and play together.</p> <p>To know that working together helps make school a good place to be.</p>	<p>Understand the rights and responsibilities of a member of a class.</p> <p>Understand that their views are important.</p> <p>Understand that their choices have consequences.</p> <p>Understand their own rights and responsibilities with their classroom.</p>	<p>Identify hopes and fears for the year ahead.</p> <p>Understand the rights and responsibilities of class members.</p> <p>Know that it is important to listen to other people.</p> <p>Understand that their own views are valuable.</p> <p>Know about rewards and consequences and that these stem from choices.</p> <p>Know that positive choices impact positively on self-learning and the learning of others.</p>	<p>To recognise own worth and can identify positive things about themselves and own achievements.</p> <p>To set personal goals.</p> <p>To how to use own Jigsaw Journal.</p> <p>To can face new challenges positively, make responsible choices and ask for help when it is needed.</p> <p>To understand why rules are needed and how they relate to rights and responsibilities.</p>	<p>Know that own attitudes and actions make a difference to the class team</p> <p>Know how to use my Jigsaw Journal</p> <p>Understand who is in our school community, the roles they play, how everyone fits in and how to contribute.</p> <p>Understand how democracy works through the School Council</p>	<p>To face new challenges positively and know how to set personal goals.</p> <p>Know how to use own Jigsaw Journal.</p> <p>Understand my rights and responsibilities as a citizen of my country.</p> <p>Understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>To make choices about own behaviour linked to</p>	<p>Know how to set goals for the year ahead.</p> <p>Understand what fears and worries are.</p> <p>Know about children's universal rights.</p> <p>Know about the lives of children in other parts of the world.</p> <p>Know that personal choices can affect others locally and globally.</p> <p>Understand that their own choices result in different consequences and rewards.</p>

<p>To understand why kindness matters and how it affects others. To know what using gentle hands looks like. To know that everyone has the right to learn and play. To understand what being responsible means. To know how we look after our classroom and resources. To describe how they help everyone feel safe and able to learn.</p>			<p>To understand that actions affect themselves and others and show care about other people's feelings. To make responsible choices and take action. To understand own actions affect others and try to see things from their points of view.</p>	<p>Understand that own actions affect themselves and others; care about other people's feelings and try to empathise with them. Understand how groups come together to make decisions. Understand how democracy and having a voice benefits the school community</p>	<p>how rewards and consequences feel. Understand how an individual's behaviour can impact on a group. Understand how democracy and having a voice benefits the school community and know how to participate in this.</p>	<p>Understand how democracy and having a voice benefits the school community. Understand how to contribute towards the democratic process.</p>
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Social and Emotional Skills

<p>To name own feelings. Know how work and play with others. Know why it is important to be kind and gentle. To understand why it is important to care about others' feelings. To make good choices. To follow simple class rules.</p>	<p>Understanding that they are special. Understand that they are safe in their class. Identifying helpful behaviours to make the class a safe place. Identify what it's like to feel proud of an achievement. Recognise feelings associated with positive and negative consequences. Understand that they have choices.</p>	<p>Recognise own feelings and know when and where to get help. Know how to make their class a safe and fair place. Recognise the feeling of being worried. Be able to work cooperatively.</p>	<p>To value themselves and know how to make someone else feel welcome and valued. Recognise how it feels to be happy, sad or scared and are able to identify if other people are feeling these emotions. Know how to make others feel valued. Understand that behaviour brings rewards/consequences. To work cooperatively in a group.</p>	<p>Know how good it feels to be included in a group and understand how it feels to be excluded. Try to make people feel welcome and valued. Take on a role in a group and contribute to the overall outcome. To recognise own contribution to making a Learning Charter for the whole school. To understand how rewards and consequences motivate people's behaviour. Understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>Know what is valued most about school and can identify hopes for this school year. To empathise with people in this country whose lives are different to my own. To understand that own actions affect themselves and others. To contribute to the group and understand how groups function best as a whole. Understand why our school community benefits from a Learning Charter and can help others to follow it.</p>	<p>Be able to make others feel welcomed and valued. Understand own wants and needs and can compare these with children in different communities. Understand that my actions affect myself and others; care about other people's feelings and try to empathise with them. Contribute to the group and understand how groups function best as a whole. Understand why our school community benefits from a Learning Charter and help others to follow it by modelling it.</p>
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Vocabulary – Each Year Group's Vocabulary consolidates what has previously been taught.

<p>angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share similar taking turns turn taking unique</p>	<p>achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views</p>	<p>actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward rewards rights safe worried worries</p>	<p>achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome</p>	<p>authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing</p>	<p>appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter manners migrant motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth</p>	<p>behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities rewards rights trusted adult value welcome wants</p>
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wellbeing
worries

west Africa
worries

Celebrating Difference – Autumn 2

Reception

Year One

Year Two

Year Three

Year Four

Year Five

Year Six

Knowledge

Know what being proud means and that people can be proud of different things.
Know that people can be good at different things.
Know what being unique means.
Know that families can be different.
Know that people have different homes and why they are important to them.
Know different ways of making friends.
Know different ways to stand up for myself.
Know the names of some emotions such as happy, sad, frightened, angry.
Know that they don't have to be 'the same as' to be a friend.
Know why having friends is important.
Know some qualities of a positive friendship.

Know that people have differences and similarities.
Know what bullying means.
Know who to tell if they or someone else is being bullied or is feeling unhappy.
Know skills to make friendships.
Know that people are unique and that it is OK to be different.

To start to understand that sometimes people make assumptions about boys and girls (stereotypes).
Understand that bullying is sometimes about difference.
Recognise what is right and wrong and know how to look after self.
Understand that it is OK to be different from other people and to be friends with them.
Know some ways they are different from other friends.

Understand that everybody's family is different and important to them.
Understand that differences and conflicts sometimes happen among family members.
Know what it means to be a witness to bullying.
Know that witnesses can make the situation better or worse by what they do.
Recognise that some words are used in hurtful ways.
Talk about a time when my words affected someone's feelings and what the consequences were.

Know that sometimes people make assumptions about a person because of the way they look or act.
Know there are influences that can affect how we judge a person or situation.
Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.
Know what to do if they think bullying is, or might be taking place.
Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.
Know that first impressions can change.

Know what culture means.
Know that differences in culture can sometimes be a source of conflict.
Know what racism is and why it is unacceptable.
Know that rumour spreading is a form of bullying on and offline.
Know external forms of support in regard to bullying e.g. Childline.
Know how their life is different from the lives of children in the developing world.

Understand there are different perceptions about what normal means.
Understand how being different could affect someone's life.
Explain some of the ways in which one person or a group can have power over another.
Know some of the reasons why people use bullying behaviours.
Give examples of people with disabilities who lead amazing lives.
Explain ways in which difference can be a source of conflict and a cause for celebration

Social and Emotional Skills

Identify feelings associated with being proud.
Identify things they are good at.
Be able to vocalise success for themselves

Identify some ways in which children are the same as their friends.
Identify some ways in which children are different to their friends.
Understand how being bullied might feel

Understand that boys and girls can be similar in lots of ways and that is OK.
Understand that boys and girls can be different in lots of ways and that is OK.

Be able to show appreciation for their families, parents and carers.
Use the 'Solve it together' technique to calm and resolve conflicts with friends and family.

Try to accept people for who they are.
Question own judgement of other people.
Know how it might feel to be a witness to and a target of bullying,

To be aware of own culture.
To be aware of my attitude towards people from different races.
Explain a range of strategies for managing own feelings in bullying

Empathise with people who are different.
Show an awareness of own attitude towards people who are different.
Know how it can feel to be excluded or treated

<p>and about others successes. Identify some ways they can be different and the same as others. Recognise similarities and differences between their family and other families. Identify and use skills to make a friend. Identify and use skills to stand up for themselves. Recognise emotions when they or someone else is upset, frightened or angry.</p>	<p>To be kind to children who are bullied. Know how it feels to make a new friend. Understand these differences make us all special and unique.</p>	<p>Explain how being bullied can make someone feel. Can choose to be kind to someone who is being bullied. Know how to stand up for themselves when they need to. Recognise that they shouldn't judge people because they are different. Understand that everyone's differences make them special and unique.</p>	<p>Empathise with people who are bullied. Employ skills to support someone who is bullied. Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary. Be able to recognise, accept and give compliments. Recognise feelings associated with receiving a compliment. Try hard not to use hurtful words (e.g., gay, fat).</p>	<p>Can problem-solve a bullying situation with others. Like and respect the unique features of own physical appearance. Explain why it is good to accept people for who they are.</p>	<p>situations and for problem-solving if part of one. Know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied Appreciate the value of happiness regardless of material wealth. Respect own and other people's cultures.</p>	<p>badly by being different in some way Talk about a range of strategies for managing own feelings in bullying situations and for problem-solving when part of one. Appreciate people for who they are. Show empathy with people in either situation</p>
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Key Vocabulary

<p>differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind</p>	<p>bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair</p>	<p>assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness</p>	<p>banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights</p>	<p>accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features</p>	<p>appearance assumptions banter bullying colour community continuum culture cyber bullying difference direct developing world disability discrimination fair happiness homophobic indirect included name-calling race racist racism respected</p>	<p>achievement accolade admiration argument assumption banter belonging bullying bullying behaviour celebration community conflict control difference direct disability discrimination empathy equality equality act harassment imbalance indirect misunderstanding</p>
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		lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value	safe security self-regulation similarity solve it together special stability stereotype support tell unique unkind witness	problem solve protected characteristics respect secret special surprised troll unique witness	respect rumour sexist similarity stereotype texting	normal paralympian perception perseverance power prejudice protected characteristics racism recipient rights sport stamina struggle stereotype
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Dreams and Goals – Spring 1

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowledge						
<p>Know what a challenge is.</p> <p>Know that it is important to keep trying.</p> <p>Know what a goal is.</p> <p>Know how to set goals and work towards them.</p> <p>Know which words are kind.</p> <p>Know some jobs that they might like to do when they are older.</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older.</p> <p>Know when they have achieved a goal.</p>	<p>Know how to set simple goals.</p> <p>Know how to achieve a goal.</p> <p>Know how to work well with a partner.</p> <p>Know that tackling a challenge can stretch their learning.</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</p> <p>Know when a goal has been achieved.</p> <p>Explain how it felt after succeeding in a new challenge and how it was celebrated.</p>	<p>Choose a realistic goal and think about how to achieve it.</p> <p>Know what is needed to keep own body healthy.</p> <p>Recognise who they work well with and who it is more difficult to work with.</p> <p>Can work well in a group to create an end-product.</p> <p>To show or explain what relaxed means and know some things that make me feel relaxed and some that make me feel stressed</p>	<p>Know about specific people who have overcome difficult challenges to achieve success.</p> <p>Know what dreams and ambitions are important to them.</p> <p>Know how they can best overcome learning challenges.</p> <p>Know that they are responsible for their own learning.</p> <p>Know what their own strengths are as a learner.</p> <p>Know what an obstacle is and how they can hinder achievement.</p> <p>Know how to take steps to overcome obstacles.</p>	<p>Talk about some of own hopes and dreams.</p> <p>Understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help.</p> <p>Know how to cope with disappointment and find ways to move forward.</p> <p>Know how to make a new plan and set new goals even after disappointment.</p> <p>Know how to work out the steps to take to achieve a goal, and can</p>	<p>Understand that they will need money to help achieve some of my dreams.</p> <p>Recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values</p> <p>Explore a range of different jobs and think critically about the information seen about them online.</p> <p>Describe the dreams and goals of young people in</p>	<p>Know own learning strengths and can set challenging but realistic goals for (e.g. one in-school goal and one out-of-school goal).</p> <p>Work out the learning steps needed to reach a goal and understand how to motivate themselves to work on these.</p> <p>Identify problems in the world that concern them and talk to other people about them.</p> <p>Work with other people to help make the world a better place.</p>

		Know how to share success with other people	Know how to evaluate their own learning and progress and identify how it can be better next time.	do this successfully as part of a group Identify the contributions made by themselves and others to the group's achievement.	a culture different to mine Understand that communicating with someone in a different culture means learning from each other and identify a range of ways that we to support each other. Encourage peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	Describe some ways in which they can work with other people to help make the world a better place. Know what some people in my class like or admire about me and can accept their praise.
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Social and Emotional Skills

Understand that challenges can be difficult. Recognise some of the feelings linked to perseverance. Talk about a time that they kept on trying and achieved a goal. Be ambitious. Resilience. Recognise how kind words can encourage people. Feel proud. Celebrate success.	Recognise things that they do well. Explain how they learn best. Celebrate an achievement with a friend. Recognise their own feelings when faced with a challenge. Recognise their own feelings when they are faced with an obstacle. Recognise how they feel when they overcome an obstacle. Can store feelings of success so that they can be used in the future.	Talk about own achievements and say how that makes them feel. Motivated to make healthy choices that help themselves to reach my goals. Explain how working with other people helps them to learn. Work with others in a group to solve problems. Explain when a feeling is weak and when a feeling is strong. Talk about how being part of a successful group feels and can store these feelings in my internal treasure chest.	Recognise other people's achievements in overcoming difficulties. Imagine how it will feel when they achieve their dream / ambition. Can break down a goal into small steps. Recognise how other people can help them to achieve their goals. Can manage feelings of frustration linked to facing obstacles. Can share their success with others. Can store feelings of success (in their internal treasure chest) to be used at another time.	Can talk about their hopes and dreams and the feelings associated with these. Can identify the feeling of disappointment. Can identify a time when they have felt disappointed. Be able to cope with disappointment. Help others to cope with disappointment. Can identify what resilience is. Have a positive attitude. Enjoy being part of a group challenge. Can share their success with others. Can store feelings of success (in their internal	Identify what they would like own life to be like when grown up. Recognise that people have different attitudes towards saving and spending money, and towards risk. Recognise my own strengths and qualities and understand that it's OK for goals and identity to change. Appreciate the similarities and differences in aspirations between themselves and young people in a different culture. Understand why they are motivated to make a	Understand why it is important to stretch the boundaries of their current learning. Set success criteria so that they know when they have achieved their goal. Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances. Empathise with people who are suffering or living in difficult situations. Be able to give praise and compliments to other people when they
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				treasure chest) to be used at another time.	positive contribution to supporting others	recognise that person's achievements.
Key Vocabulary						
achieve challenge difficult dreams encourage earn frustrated future goal job keep trying kind persevere proud reward skills	achieve achievement active celebrate celebration challenge confidence coins dreams feelings goal garden goal goals happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure treasure chest working together	achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem stress success team work tense wellbeing	ambitions challenge challenges community design differences dream dreams enthusiastic evaluate frustration future garden goal goals healthy identity include learning motivated obstacles outdoors responsible respect review safe choices self-esteem self-review solution strengths success team work teamwork wellbeing water safety	agree/disagree anxious attitude celebrate cope courtesy courage design determination determined disappointed disappointment dream dreams follower goal goals help hope hopeful hopes hurt inspired internal treasure chest leader learning manners motivated plans positive positive attitude problem-solve proud resilience review risk roles safety self-belief self-esteem self-respect setback	adult aspiration attitudes barrier career choice community participation country culture digital spending dream environment financial harm goal grown up identity influence job lifestyle media money motivation opportunity profession rallying reliable rights risk salary save self-care self-esteem society spend spending decisions sponsorship support team work technology values	achieve achievement admire aspirations awareness collaborate compliment concern contribution cooperate dream feeling feelings global goal issue leadership skills learning money motivate personal praise prevention recognition realistic rescue role safety strategy strengths stretch success success criteria suffering support unrealistic

Healthy Me – Spring 2

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowledge						
<p>Know the names for some parts of their body. Know what the word 'healthy' means. Know some things that they need to do to keep healthy. Know that they need to exercise to keep healthy. Know how to help themselves go to sleep and that sleep is good for them. Understand that moving and resting are both important for health. Know when and how to wash their hands properly. Know who safe adults are and how to stay safe if they are not close by.</p>	<p>Know the difference between being healthy and unhealthy. Know some ways to keep healthy. Know how to make healthy lifestyle choices. Know how to keep themselves clean and healthy. Know that germs cause disease / illness. Know that all household products, including medicines, can be harmful if not used properly. Know that medicines can help them if they feel poorly. Know how to keep safe when crossing the road. Know about people who can keep them safe. Talk about why own body is amazing and can identify some ways to keep it safe and healthy.</p>	<p>Know what their body needs to stay healthy. Know what relaxed means. Know what makes them feel relaxed / stressed. Know how medicines work in their bodies. Know that it is important to use medicines safely. Know how to make some healthy snacks. Know why healthy snacks are good for their bodies. Know which foods given their bodies energy.</p>	<p>Understand how exercise affects the body and know why the heart and lungs are such important organs. Know that the amount of calories, fat and sugar put into the body will affect my health. Explain knowledge and attitude towards drugs. Identify things, people and places to keep safe from. Know some strategies for keeping safe, who to go to for help and how to call emergency services. Identify when something feels safe or unsafe. Understand how complex the body is and how important it is to take care of it.</p>	<p>Recognise how different friendship groups are formed, and the friends they value the most. Understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help. Know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape. Understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol. Recognise when people are putting them under pressure and can explain ways to resist this.</p>	<p>Know there are health risks with smoking and vaping and can explain some of the ways that tobacco and nicotine are harmful to the body. Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. Understand how the media, social media and celebrity culture promotes certain body types. Describe the different attitudes people have to food and how these can be affected by external influences. Know what makes a healthy lifestyle including healthy eating and the choices needed to make to be healthy and happy.</p>	<p>Know how to take responsibility for their own health. Know how to make choices that benefit their own health and well-being. Know about different types of drugs and their uses. Know how these different types of drugs can affect people's bodies, especially their liver and heart. Know that some people can be exploited and made to do things that are against the law. Know why some people join gangs and the risk that this can involve. Know what it means to be emotionally well. Know that stress can be triggered by a range of things. Know that being stressed can cause drug and alcohol misuse.</p>

Social and Emotional Skills

<p>Notice how own body feels when active and understand that moving helps keep people well Recognise when own body needs movement or rest Talk about some ways to keep own body healthy. Make simple healthy choices and notice how these help own body and feelings. Use strategies that help to feel calm and ready for sleep. Take responsibility for caring for own body by keeping clean and healthy. Identify trusted adults and ask for help when feeling unsafe or unsure.</p>	<p>To feel good about themselves when making healthy choices. Know some ways to help themselves when feeling poorly. Recognise feeling frightened and know who to ask for help. Recognise how being healthy helps me to feel happy.</p>	<p>Desire to make healthy lifestyle choices. Have a healthy relationship with food and know which foods they enjoy the most. Express how it feels to share healthy food with friends. Recognise when feeling worried or unsafe and know to tell an adult straight away. Recognise some of the feelings associated when something feels unsafe and know some ways to manage these to make a safer choice. Feel positive about caring for own body and keeping it healthy. Able to make good choices that help me stay healthy and safe.</p>	<p>Can set a fitness challenge. Know what it feels like to make a healthy choice. Identify feelings towards drugs. Express how being anxious or scared feels. Take responsibility for keeping themselves and others safe. Respect own body and appreciate what it does.</p>	<p>Identify feelings about my friends and different friendship groups. Recognise feelings of embarrassment, pressure or wanting to fit in that might stop people making safe choices, and know how to manage these feelings to keep safe. Recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others. Identify feelings of anxiety and fear associated with peer pressure. Know how to be assertive.</p>	<p>Can make an informed decision about whether or not to choose to smoke or vape and know how to resist pressure. Can make an informed decision about whether or not to choose to drink alcohol and know how to resist pressure. Know how to keep myself calm in emergencies Reflect on own body image and know how important it is that this is positive, and accept and respect themselves. Respect and value own body.</p>	<p>Motivated to care for own physical and emotional health. Motivated to find ways to be happy and cope with life's situations without using drugs. Suggest ways that someone who is being exploited can help themselves. Suggest strategies someone could use to avoid being pressurised. Know how to help themselves feel emotionally healthy and can recognise when they need help with this. Use different strategies to manage stress and pressure</p>
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Key Vocabulary

<p>asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe</p>	<p>balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean</p>	<p>assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious</p>	<p>ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services</p>	<p>advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency</p>	<p>addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle</p>	<p>anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress</p>
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scared sleep stranger stretch teeth unexpected unplanned worried	kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust unhealthy virus wait	portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry	energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure recovery position self-respect smoking social media tobacco unhealthy behaviour vaping	mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation responsibility restricted strategies stress synthetic highs symptoms triggers unrestricted volatile substances vulnerable
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Relationships – Summer 1

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowledge						
Know what a family is. Know that different people in a family have different responsibilities (jobs). Know some of the characteristics of healthy and safe friendship. Know that friends sometimes fall out. Know some ways to mend a friendship. Know that unkind words can never be taken back and they can hurt.	Identify the members of family and understand that there are lots of different types of families. Identify what being a good friend means. Know appropriate ways of physical contact to greet friends and know which ways are preferred. Know who can help in the school community.	Identify the members of own family, understand own relationship with each of them and know why it is important to share and cooperate. Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.	Identify the roles and responsibilities of each member of own family and can reflect on the expectations for males and females. Identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. Know and use some strategies for keeping themselves safe online.	Recognise situations which can cause jealousy in relationships. Identify someone they love and can express why they are special. Talk about someone I know that they no longer see. Recognise how friendships change, know how to make new friends and how to manage falling out with friends.	Have an accurate picture of who they are as a person in terms of characteristics and personal qualities. Understand that belonging to an online community can have positive and negative consequences. Understand there are rights and responsibilities in an	Know that it is important to take care of own mental health. Know how to take care of own mental health. Understand there are different stages of grief and that there are different types of loss that cause people to grieve. Recognise when people are trying to gain power or control

<p>Know some reasons why others are angry. Know how to use Jigsaw's Calm Me to help when feeling angry. Know some reasons why others get angry.</p>	<p>Recognise own qualities as a person and a friend. Explain who is special.</p>	<p>Identify some of the things that cause conflict with friends. Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret Recognise and appreciate people who can help in own family, school and community. Express appreciation for the people in own special relationships.</p>	<p>Understand how people around the world help and influence own life and that media doesn't always show complete information. Understand how needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes Know how to express appreciation to friends and family.</p>	<p>Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when they are older. Know how to show love and appreciation to the people and animals who are special.</p>	<p>online community or social network Know there are rights and responsibilities when playing an online game. Recognise when spending too much time using devices (screen time). Explain how to stay safe when using technology to communicate with friends. Understand rights about personal data.</p>	<p>Judge whether something online is safe and helpful. Use technology positively and safely to communicate with friends and family.</p>
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Social and Emotional Skills

<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings. Can suggest ways to make a friend or help someone who is lonely. Can use different ways to mend a friendship. Can recognise what being angry feels like Can use Calm Me when angry or upset.</p>	<p>Can express how it feels to be part of a family and to care for family members. Can say what being a good friend means. Can show skills of friendship. Can identify forms of physical contact they prefer. Can say no when they receive a touch they don't like. Can praise themselves and others. Can recognise some of their personal qualities. Can say why they appreciate a special relationship.</p>	<p>Accept that everyone's family is different and understand that most people value their family. Know which types of physical contact they like and don't like and can talk about this. Demonstrate how to use the positive problem-solving technique to resolve conflicts. Know how it feels to be asked to keep a secret and know who to talk to about this. Understand how it feels to trust someone. Comfortable accepting appreciation from others.</p>	<p>Describe how taking some responsibility in the family makes them feel. Know how to negotiate in conflict situations to try to find a win-win solution. Know who to ask for help if worried or concerned about anything online. Appreciate different cultures, and question stereotypes in photos or information. Empathise with children whose lives are different. Enjoy being part of a family and friendship groups.</p>	<p>Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. Know how most people feel when they lose someone or something they love. Understand that we can remember people even if we no longer see them. Know how to stand up for themselves and how to negotiate and compromise. Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into</p>	<p>Know to keep building own self-esteem. Can recognise when an online community feels unsafe or uncomfortable Recognise when an online community is helpful or unhelpful. Recognise when an online game is becoming unhelpful or unsafe Identify things to reduce screen time, so health isn't affected. Use strategies to help stay safer online including confident questioning information and saying 'no' when feeling uncomfortable.</p>	<p>Understand that people can get problems with their mental health and that it is nothing to be ashamed of. Can help themselves and others when worried about a mental health problem. Can recognise when feeling those emotions and have strategies to manage them Demonstrate ways to stand up for themselves and friends in situations where others are trying to gain power or control. Resist pressure to do something online that might hurt themselves or others</p>
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				having a boyfriend/girlfriend. Can love and be loved.		Take responsibility for own safety and well-being.
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Key Vocabulary

angry argue calm family feelings friends jobs lonely relationships upset	appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting help helpful incredible kind like praise proud qualities relationships same skills special texture touch	acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened friends good secret happy honesty hugs important like likes/dislikes negative not acceptable physical contact point of view positive problem solving relationship reliability sad secret special stereotype surprise touch trust	age restriction appreciation careers celebrating conflict culture deprivation differences fairness family feelings/emotions female friendship gaming/apps global happiness influence inequality in-app purchases internet interconnected job location settings male manners media messaging needs personal information privacy problem solving relationships respect responsibilities rights risky role safe/unsafe sex (male and female)	anger appreciation attraction betrayal boyfriend care close comfortable compromise conflict critical thinking emotions empathy envy friendships girlfriend jealousy lonely / loneliness loss love loyalty manage memories memento negotiate negative personal positive pressure problem-solve reality relationship remember souvenir special support	addiction age restriction appropriate assertive being responsible bullying characteristics choices community controlling data data protection devices fake online hoaxes gambling / betting grooming harassed hobbies interests location settings lonely loot boxes mental health offline online personal information personal qualities physical health privacy reliable reporting responsibility responsibilities rights risk risky safe screen time self-esteem	age restrictions ai (artificial intelligence) anxiety ashamed assertive authority bullying communication consent control courtesy digital rights early warning signs emotions feelings grief influences isolation loneliness mental health personal data power pressure privacy real / fake respect risks safety self-care self-control signs stigma strategies stress support targeting technology true / untrue warning
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		trustworthy worry secret	social media solution stereotype support trade trusted adult trust united nations unisex wants wellbeing win-win	symbol trust vulnerable	self-perception social social network targeting troll trustworthy vulnerable wellbeing	
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Changing Me – Summer 2

Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Knowledge						
<p>Know the names and functions of some parts of the body (see vocabulary list). Know that we grow from baby to adult. Know who to talk to if they are feeling worried. Know that sharing how they feel can help solve a worry. Know that remembering happy times can help us move on.</p>	<p>Start to understand the life cycles of animals and humans. Explain some things about themselves that have changed and some things that have stayed the same. Talk about how own body has changed since a baby. Identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus Understand that every time they learn something new, they change a little bit. Talk about changes that have happened in own life.</p>	<p>Recognise cycles of life in nature. Talk about the natural process of growing from young to old and understand that this is not in our control. Recognise how own body has changed since a baby and where I am on the continuum from young to old. 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 the body are private. Understand there are different types of touch and can tell you which ones are liked.</p>	<p>Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. Understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy. Know some simple ways of keeping clean which can their body healthy and protect from some infections. Start to recognise stereotypical ideas about</p>	<p>Understand that lots of things make up a person's identity and this is what makes them unique Describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. Know there are many types of family and that often our family members form part of our inner circle. Know there are trusted people to turn to for support when going through puberty. Know how the circle of change works and can</p>	<p>Aware of own self-image and how body image fits into that. Explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally. Describe how boys' and girls' bodies change during puberty. Understand that sexual intercourse can lead to conception and that is how babies are usually made. Understand that sometimes people need IVF to help them have a baby. Identify what they are looking forward to about becoming a teenager and</p>	<p>Aware of my own self-image and how own body image fits into that. Explain how girl's and boys' bodies changes during puberty and understand the importance of looking after themselves physically and emotionally. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p>

		Identify what they are looking forward to when moving to the next class,	parenting and family roles. Identify what they are looking forward to when moving to the next class	apply it to changes in own life. Identify changes that have been and may continue to be outside of own control. Identify what they are looking forward to when moving to a new class.	understand this brings growing responsibilities Identify what they are looking forward to when moving to the next class	Aware of the importance of a positive self-esteem and what to do to develop it. Identify what they are looking forward to when moving to my next class
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Social and Emotional Skills

<p>Recognise that changing class can elicit happy and/or sad emotions. Can say how they feel about changing class/ growing up. Can identify how they have changed from a baby. Say what might change for them they get older. Identify positive memories from the past year in school/home.</p>	<p>Understand that changes happen as we grow and that this is OK. Know that changes are OK and that sometimes they will happen whether they are wanted or not. Understand that growing up is natural and that everybody grows at different rates. Respect own body and understand which parts are private. Enjoy learning new things. Know some ways to cope with changes.</p>	<p>Understand there are some changes that are outside own control and can recognise feelings about this. Feel proud about becoming more independent. Describe what is enjoyable about being a boy or girl whilst understanding we are all different. Confident to ask for help. Able to think about changes to make when in Year 3 and know how to go about this.</p>	<p>Express feelings when they see babies or baby animals. Recognise feelings about these changes happening and know how to cope with those feelings. Start to think about the ways to keep own body clean. Express how they feel when ideas are challenged and might be willing to change own ideas sometimes. Start to think about changes for next year and know how to go about this.</p>	<p>Describe how to have choices about developing own identity and interests and that these will contribute to who they are. Know strategies to help them cope with the physical and emotional changes experienced during puberty Know that sometimes children may feel anxious about growing up and this is normal. There are people who can support. Confident enough to try to make changes when they will benefit me. Express own fears and concerns about changes that are outside of own control and know how to manage these feelings positively. Reflect on the changes to make next year and describe how to go about this.</p>	<p>Know how to develop own self esteem. Understand that puberty is a natural process that happens to everybody and that it will be OK. Express feelings about the changes that will happen to during puberty. Appreciate how amazing it is that human bodies can reproduce in these ways. Start to think about changes to make next year and know how to go about this.</p>	<p>Know how to develop own self esteem. Express feelings about the changes that will happen during puberty. Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that they should not feel pressured into doing something they don't want to. Express feelings about self-image and know how to challenge negative 'body-talk'. Know how to prepare emotionally for the changes next year.</p>
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Key Vocabulary

angry argue calm family feelings friends jobs lonely relationships upset	adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable	animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	acceptance anxious belonging care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique	affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities oestrogen ovary ovaries perception	adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions foetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries
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		vagina vulva young		values vagina vulva womb	perceptions periods pregnancy puberty relationships reliable sources responsibilities scrotum self self-esteem self-image sexual intercourse semen sperm teenager testicles testes testosterone vagina vulva wet dream womb/uterus	
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