

Long Term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Life to the Full: EYFS, Module 1, Unit 1 EYFS, Module 2, Unit 3 EYFS Module 1, Unit 4 EYFS Module 3, Unit 1
Year 1	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Life to the Full: KS1, Module 1, Unit 1 KS1, Module 2, Units 1, 2 & 3 KS1, Module 3, Unit 1
Year 2	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Life to the Full: KS1, Module 1, Units 1, 2 3 & 4 KS1, Module 3, Units 1 & 2
Year 3	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Life to the Full: LKS2, Module 1, Unit 1 LKS2, Module 2, Units 1, 2 & 3 LKS2, Module 3, Unit 1
Year 4	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Life to the Full: LKS2, Module 1, Units 1, 2 3 & 4 LKS2, Module 3, Units 1 & 2
Year 5	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Life to the Full: UKS2, Module 1, Unit 1 UKS2, Module 2, Units 1, 2 & 3 UKS2, Module 3, Unit 1
Year 6	Jigsaw: Being Me in My World	Jigsaw: Celebrating Difference	Jigsaw: Dreams and Goals	Jigsaw: Healthy Me	Jigsaw: Relationships	Life to the Full: UKS2, Module 1, Units 1, 2 3 & 4 UKS2, Module 3, Units 1 & 2

St Cuthbert's Roman Catholic Academy Trust
PSHE and RSE Handbook
Life to the Full Overview

	Created and Loved by God Module 1				Created to Love Others Module 2			Created to Live in Community Module 3	
TOPIC	Religious Understanding Unit 1	Me, my body, my health Unit 2	Emotional well-being Unit 3	Life cycles Unit 4	Religious Understanding Unit 1	Personal Relationships Unit 2	Keeping Safe Unit 3	Religious Understanding Unit 1	Living in the Wider World Unit 2
EYFS	Story Sessions: Handmade with love	Session 1: I am me	Session 1: I like, You like, We all like!	Session 1: Growing Up	Session 1: Role Model	Session1: Who's who?	Session 1: Safe inside and Out	Session 1: God is love	Session 1: Me, You, Us
		Session 2: Heads, Shoulders, knees and Toes	Session 2: All the feelings!			Session 2: You've got a friend in me	Session 2: My body, My rules		
		Session 3: Ready Teddy?	Session 3: Let's get real			Session 3: Forever friends	Session 3: Feeling poorly Session 4: People who help us.		
Key Stage One	Story Sessions: Let the children come.	Session 1: I Am Unique (Me)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 2: Treat Others Well...	Session 2: Good Secrets & Bad Secrets	Session 2: Who Is My Neighbour?	
		Session 3: Clean & Healthy (My Health)	Session 3: Super Susie Gets Angry			Session 3: ...and Say Sorry	Session 3: Physical Contact		
LOWER KEY STAGE TWO	Story Sessions: Get Up!	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others?
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?			Session 2: When Things Feel Bad	Session 2: Chatting Online		
		Session 3 (Yr4+) What is Puberty?					Session 3: Safe in my Body	Session 2: What is the Church?	
	Session 1: Sacraments	Session 4 (Yr4+) Changing Bodies	Session 3: I Am Thankful!				Session 4: Drugs, Alcohol Tobacco		
		Session 5 (Yr4+) Discussion Groups - optional				Session 5: First Aid Heros			
		Upper Key Stage Two	Story Sessions: Calming the Storm			Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (Pt1)	
Session 2: Girls' Bodies	Session 2: Peculiar Feelings			Session 2: Cyberbullying					
Session 3: Boys' Bodies	Session 3: Emotional Changes			Session 3: Menstruation	Session 2: Do You Want a Piece of Cake?	Session 3: Types of Abuse	Session 2: Catholic Social Teaching		
						Session 4: Impacted Lifestyles			
Session 4: Spots and Sleep	Session 4: Seeing Stuff Online				Session 3: Self-Talk	Session 5: Making Good Choices			
						Session 6: Giving Assistance			

Progression through Jigsaw Units.

Being Me in My World Puzzle – Autumn 1							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>PSED – ELG: SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: MANAGING SELF Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Caring friendships (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>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (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 Being safe (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>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>						

Being Me in My World Puzzle – Autumn 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle overview	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.	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.	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.	In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.	In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.	In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.
Taught knowledge (Key objectives are in bold)	<ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind is good 	<ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand that their own views are valuable • Know that positive choices impact positively on self-learning and the learning of others • Identifying hopes and fears for the year ahead 	<ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know what a personal goal is • Understanding what a challenge is 	<ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community • Know that their own actions affect themselves and others 	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this 	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their own choices result in different consequences and rewards • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process

Being Me in My World Puzzle – Autumn 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting 	<ul style="list-style-type: none"> Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Understanding that they are special Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences 	<ul style="list-style-type: none"> Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried 	<ul style="list-style-type: none"> Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others 	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Be able to take on a role in a group discussion / task and contribute to the overall outcome Know how to regulate my emotions Can make others feel cared for and welcome Recognise the feelings of being motivated or unmotivated Can make others feel valued and included Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices 	<ul style="list-style-type: none"> Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Be able to identify what they value most about school Identify hopes for the school year Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions Be able to make others feel welcomed and valued

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

		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.					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle overview Celebrating Difference	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.	In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.	In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.	In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.	In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.

Celebrating Difference Puzzle – Autumn 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know why having friends is important Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things 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 	<ul style="list-style-type: none"> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities 	<ul style="list-style-type: none"> Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know the difference between right and wrong and the role that choice has to play in this 	<ul style="list-style-type: none"> Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships Know that some words are used in hurtful ways and that this can have consequences Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this 	<ul style="list-style-type: none"> Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone 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 what to do if they think bullying is or might be taking place Know that first impressions can change 	<ul style="list-style-type: none"> Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable Know what culture means Know that differences in culture can sometimes be a source of conflict Know that rumour-spreading is a form of bullying online and offline Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different could affect someone's life Know why some people choose to bully others Know that people with disabilities can lead amazing lives

Celebrating Difference Puzzle – Autumn 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different and the same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Recognise similarities and differences between their family and other families 	<ul style="list-style-type: none"> Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique 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 Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different 	<ul style="list-style-type: none"> Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to show appreciation for their families, parents and carers Empathise with people who are bullied Employ skills to support someone who is bullied Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Identify when a first impression they had was right or wrong 	<ul style="list-style-type: none"> Appreciate the value of happiness regardless of material wealth Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Develop respect for cultures different from their own Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied 	<ul style="list-style-type: none"> Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Appreciate people for who they are Show empathy

Dreams and Goals Puzzle – Spring 1

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

Dreams and Goals Puzzle – Spring 1

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal 	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved Know how to work well with a partner Know that tackling a challenge can stretch their learning 	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group-working looks like Know how to share success with other people 	<ul style="list-style-type: none"> Know that they are responsible for their own learning Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know what dreams and ambitions are important to them Know about specific people who have overcome difficult challenges to achieve success Know how they can best overcome learning challenges Know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> Know how to make a new plan and set new goals even if they have been disappointed Know how to work as part of a successful group Know how to share in the success of a group Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to work out the steps they need to take to achieve a goal 	<ul style="list-style-type: none"> Know about a range of jobs that are carried out by people I know Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that they will need money to help them to achieve some of their dreams Know that different jobs pay more money than others Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> Know their own learning strengths Know what their classmates like and admire about them Know a variety of problems that the world is facing Know some ways in which they could work with others to make the world a better place Know what the learning steps are they need to take to achieve their goal Know how to set realistic and challenging goals
<p>Social and Emotional skills</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> Understand that challenges can be difficult Resilience Recognise some of the feelings linked to perseverance Recognise how kind words can encourage people Talk about a time that they kept on trying and achieved a goal Be ambitious Feel proud Celebrate success 	<ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle Recognise how they feel when they overcome a challenge/obstacle Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> Can break down a goal into small steps Can manage feelings of frustration linked to facing obstacles Imagine how it will feel when they achieve their dream/ambition Recognise other people's achievements in overcoming difficulties Recognise how other people can help them to achieve their goals Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is Can identify a time when they have felt disappointed Can talk about their hopes and dreams and the feelings associated with these Help others to cope with disappointment Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others Appreciate the opportunities learning and education can give them 	<ul style="list-style-type: none"> Understand why it is important to stretch the boundaries of their current learning Be able to give praise and compliments to other people when they recognise that person's achievements Empathise with people who are suffering or living in difficult situations Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances

Healthy Me Puzzle – Spring 2

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

		<p>Internet safety and harms (H11) that for most people the internet is an integral part of life and has many benefits (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being (H17) where and how to report concerns and get support with issues online.</p> <p>Physical health and fitness (H18) the characteristics and mental and physical benefits of an active lifestyle (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (H20) the risks associated with an inactive lifestyle (including obesity) (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Healthy eating (H22) what constitutes a healthy diet (including understanding calories and other nutritional content) (H23) the principles of planning and preparing a range of healthy meals (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>Drugs, alcohol (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Health and prevention (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (H31) the facts and science relating to allergies, immunisation and vaccination.</p> <p>Basic first aid (H32) how to make a clear and efficient call to emergency services if necessary (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle overview Healthy Me	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.	In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.	In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.	In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to	In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.	In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.	In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people's bodies. The children learn about exploitation as well as gang culture and the associated risks therein. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.

				strategies for keeping themselves safe.			
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Healthy Me Puzzle – Spring 2							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> Know what the word 'healthy' means Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know what to do if they get lost 	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices 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 how to keep themselves clean and healthy Know that germs cause disease/illness Know about people who can keep them safe 	<ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means Know why healthy snacks are good for their bodies Know which foods given their bodies energy Know that it is important to use medicines safely Know what makes them feel relaxed/stressed Know how medicines work in their bodies Know how to make some healthy snacks 	<ul style="list-style-type: none"> Know how exercise affects their bodies Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know when something feels safe or unsafe Know why their hearts and lungs are such important organs Know a range of strategies to keep themselves safe Know that their bodies are complex and need taking care of 	<ul style="list-style-type: none"> Know that there are leaders and followers in groups Know the facts about smoking and its effects on health Know the facts about alcohol and its effects on health, particularly the liver Know ways to resist when people are putting pressure on them Know what they think is right and wrong Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that they can take on different roles according to the situation Know some of the reasons some people start to smoke Know some of the reasons some people drink alcohol 	<ul style="list-style-type: none"> Know basic emergency procedures, including the recovery position Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure Know some of the risks linked to misusing alcohol, including antisocial behaviour Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> Know how to take responsibility for their own health Know what it means to be emotionally well 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 stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse 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

Healthy Me Puzzle – Spring 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approaches them Can explain how they might feel if they don't get enough sleep Recognise how different foods can make them feel 	<ul style="list-style-type: none"> Keep themselves safe Recognise how being healthy helps them to feel happy Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Feel good about themselves when they make healthy choices Realise that they are special 	<ul style="list-style-type: none"> Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> Respect their own bodies and appreciate what they do Can take responsibility for keeping themselves and others safe Identify how they feel about drugs Can express how being anxious or scared feels Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice 	<ul style="list-style-type: none"> Can identify the feelings that they have about their friends and different friendship groups Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with 	<ul style="list-style-type: none"> Respect and value their own bodies Can reflect on their own body image and know how important it is that this is positive Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Accept and respect themselves for who they are Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> Are motivated to care for their own physical and emotional health Suggest strategies someone could use to avoid being pressured Can use different strategies to manage stress and pressure Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Recognise that people have different attitudes towards mental health/illness

Relationships Puzzle – Summer 1							
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>PSED – ELG SELF-REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>PSED – ELG: BUILDING RELATIONSHIPS Form positive attachments to adults and friendships with peers.</p>	<p>Relationships Education – By end of primary, pupils should know:</p> <p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.</p>					
	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Internet safety and harms (H11) that for most people the internet is an integral part of life and has many benefits</p>						

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		<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 (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted (H17) where and how to report concerns and get support with issues online.</p> <p>Physical health and fitness (H18) the characteristics and mental and physical benefits of an active lifestyle (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p>					
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle Overview Relationships	<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 practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>	<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>	<p>In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>	<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	<p>In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p>

Relationships – Summer 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry 	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends • Know about the different people in the school community and how they help 	<ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together problem-solving methods 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have rights (UNCRC) • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • Know how some of the actions and work of people around the world help and influence my life • Know the lives of children around the world can be different from their own 	<ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • Know that jealousy can be damaging to relationships • Know that memories can support us when we lose a special person or animal 	<ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family

Relationships – Summer 1							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Social and Emotional skills (Key objectives are in bold)	<ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can show skills of friendship • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> • Can identify the responsibilities they have within their family • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job or are less fortunate • Understand that they are connected to the global community in many different ways • Can use Solve it together in a conflict scenario and find a win-win outcome • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or different from other children in school and the global community 	<ul style="list-style-type: none"> • Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> • Can suggest strategies for building self-esteem of themselves and others • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/ social media • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> • Recognise that people can get problems with their mental health and that it is nothing to be ashamed of • Can help themselves and others when worried about a mental health problem • Recognise when they are feeling grief and have strategies to manage them • Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control • Can resist pressure to do something online that might hurt themselves or others • Can take responsibility for their own safety and well-being

Progression through Life to the Full

Module 1 – Created and Loved by God

	EYFS	KS1	Lower KS2	Upper KS2
Religious Understanding	<p>Children can express that:</p> <ul style="list-style-type: none"> We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God 	<p>Children can express that:</p> <ul style="list-style-type: none"> We are created individually by God God wants us to talk to Him often through the day and treat Him as our best friend God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness We are created as a unity of body, mind and spirit: who we are matters and what we do matters We can give thanks to God in different ways 	<p>Children can explain that:</p> <ul style="list-style-type: none"> We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God In Baptism God makes us His adopted children and 'receivers' of His love By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue) It is important to make a nightly examination of conscience 	<p>Children can explain that:</p> <ul style="list-style-type: none"> We were created individually by God who cares for us and wants us to put our faith in Him Physically becoming an adult is a natural phase of life Lots of changes will happen during puberty and some times it might feel confusing, but it is all part of God's great plan and the results will be worth it!
Me, My Body, My Health	<p>Children can express that:</p> <ul style="list-style-type: none"> We are each unique, with individual gifts, talents and skills Whilst we all have similarities because we are made in God's image, difference is part of God's plan That their bodies are good and made by God The names of the parts of the body (not genitalia) That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene 	<p>Children can explain:</p> <ul style="list-style-type: none"> That we are unique, with individual gifts, talents and skills That our bodies are good The names of the parts of our bodies (naming genitalia will depend on key decision made by individual schools) That girls and boys have been created by God to be both similar and different and together make up the richness of the human family Our bodies are good and we need to look after them What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating The importance of sleep, rest and recreation for our health; How to maintain personal hygiene 	<p>Children can explain:</p> <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community Self-confidence arises from being loved by God (not status, etc) They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do <p>Year 4 onwards</p> <ul style="list-style-type: none"> What the term puberty means When they can expect puberty to take place That puberty is part of God's plan for our bodies Correct naming of genitalia What changes will happen to boys during puberty What changes will happen to girls during puberty 	<p>Children can explain:</p> <ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community Self-confidence arises from being loved by God (not status, etc) That human beings are different to other animals About the unique growth and development of humans, and the changes that girls and boys will experience during puberty About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately The need for modesty and appropriate boundaries How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.
Emotional Well-being	<p>Children can express that:</p>	<p>Children can explain:</p>	<p>Children can explain:</p>	<p>Children can explain:</p>

Module 1 – Created and Loved by God

	EYFS	KS1	Lower KS2	Upper KS2
	<ul style="list-style-type: none"> That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus 	<ul style="list-style-type: none"> That it is natural for us to relate to and trust one another That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) A language to describe our feelings In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character Simple strategies for managing feelings and for good behaviour That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do That Jesus died on the cross so that we would be forgiven 	<ul style="list-style-type: none"> That emotions change as they grow up (including hormonal effects) A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action What emotional well-being means; That positive actions help emotional well-being (beauty, art, etc. lift the spirit) That talking to trusted people helps emotional well-being (eg parents/carer/teacher/ parish priest) That images in the media do not always reflect reality and can affect how people feel about themselves That some behaviour is wrong, unacceptable, unhealthy and risky That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media 	<ul style="list-style-type: none"> That images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action That some behaviour is wrong, unacceptable, unhealthy or risky That emotions change as they grow up (including hormonal effects) About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being The difference between harmful and harmless videos and images The impact that harmful videos and images can have on young minds Ways to combat and deal with viewing harmful videos and images
Life Cycles	<p>Children can express that:</p> <ul style="list-style-type: none"> That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult 	<p>Children can describe:</p> <ul style="list-style-type: none"> That there are natural life stages from birth to death, and what these are - typically naming baby, child, teenager, adult, old age adult 	<p>Children can explain:</p> <ul style="list-style-type: none"> That they were handmade by God with the help of their parents How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception How conception and life in the womb fits into the cycle of life 	<p>Children can explain:</p> <ul style="list-style-type: none"> How a baby grows and develops in its mother's womb About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life Some practical help on how to manage the onset of menstruation <p>NON STATUTORY - schools should make their own choices over these:</p> <ul style="list-style-type: none"> Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.

Module 2 – Created to Love Others

	EYFS	KS1	Lower KS2	Upper KS2
Religious Understanding	<p>Children can express that:</p> <ul style="list-style-type: none"> We are part of God's family Jesus cared for others and wanted them to live good lives like Him We should love other people in the same way God loves us 	<p>Children can describe that:</p> <ul style="list-style-type: none"> We are part of God's family Saying sorry is important and can mend friendships; Jesus cared for others and had expectations of them and how they should act We should love other people in the same way God loves us 	<p>Children can explain:</p> <ul style="list-style-type: none"> That God loves, embraces, guides, forgives and reconciles us with him and one another The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness That relationships take time and effort to sustain That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness 	<p>Children can describe:</p> <ul style="list-style-type: none"> That God calls us to love others Ways in which we can participate in God's call to us
Personal Relationships	<p>Children are able to describe:</p> <ul style="list-style-type: none"> Special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them if something is troubling them How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships Different types of teasing and that all bullying is wrong and unacceptable When they have been unkind to others and say sorry That when we are unkind, we hurt God and should say sorry When people are being unkind to them and others and how to respond That we should forgive like Jesus forgives 	<p>Children are able to describe:</p> <ul style="list-style-type: none"> 'Special people' (their parents, carers, friends, parish priest) and what makes them special The importance of nuclear and wider family The importance of being close to and trusting special people and telling them if something is troubling them How their behaviour affects other people, and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships Different types of teasing and that all bullying is wrong and unacceptable When they have been unkind and say sorry When people are being unkind to them and others and how to respond When we are unkind to others, we hurt God also and should say sorry to him as well That we should forgive like Jesus forgives 	<p>Children can describe:</p> <ul style="list-style-type: none"> Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong That there are different types of relationships including those between acquaintances, friends, relatives and family That good friendship is when both persons enjoy each other's company and also want what is truly best for the other The difference between a group of friends and a 'clique' Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying Harassment and exploitation in relationships, including physical and emotional abuse and how to respond 	<p>Children can explain:</p> <ul style="list-style-type: none"> That pressure comes in different forms, and what those different forms are That there are strategies that they can adopt to resist pressure What consent and bodily autonomy means Different scenarios in which it is right to say 'no' How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships
Keeping Safe	Children can explain:	Children can explain:	Children can explain:	Children can explain:

Module 2 – Created to Love Others

	EYFS	KS1	Lower KS2	Upper KS2
	<ul style="list-style-type: none"> About safe and unsafe situations indoors and outdoors, including online That they can ask for help from their special people That they are entitled to bodily privacy That they can and should be open with 'special people' they trust if anything troubles them That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest That medicines should only be taken when a parent or doctor gives them to us That medicines are not sweets That we should always try to look after our bodies because God created them and gifted them to us That there are lots of jobs designed to help us That paramedics help us in a medical emergency That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance 	<ul style="list-style-type: none"> Some safe and unsafe situations, including online The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them How to resist pressure when feeling unsafe That they are entitled to bodily privacy That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 Some basic principles of First Aid 	<ul style="list-style-type: none"> That their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages How to use technology safely That bad language and bad behaviour are inappropriate That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages To judge well what kind of physical contact is acceptable or unacceptable and how to respond That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume That in an emergency, it is important to remain calm That quick reactions in an emergency can save a life How to help in an emergency using their First Aid knowledge 	<ul style="list-style-type: none"> That their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages What the term cyberbullying means and examples of it What cyberbullying feels like for the victim How to get help if they experience cyberbullying What kind of physical contact is acceptable or unacceptable and how to respond That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests The effect that a range of substances including drugs, tobacco and alcohol can have on the body How to make good choices about substances that will have a positive impact on their health That our bodies are created by God, so we should take care of them and be careful about what we consume How they may come under pressure when it comes to drugs, alcohol and tobacco That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies That the recovery position can be used when a person is unconscious but breathing That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance

Module 3 – Created to live in community

	EYFS	KS1	Lower KS2	Upper KS2
Religious Understanding	<p>Children can express:</p> <ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community That no matter how small our offerings, they are valuable to God and He can use them for His glory 	<p>Children can explain</p> <ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others What a community is, and that God calls us to live in community with one another A scripture illustrating the importance of living in community as a consequence of this Jesus' teaching on who is my neighbour 	<p>Children can describe that:</p> <ul style="list-style-type: none"> God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' The human family can reflect the Holy Trinity in charity and generosity The Church family comprises home, school and parish (which is part of the diocese) 	<p>Children can explain:</p> <ul style="list-style-type: none"> That God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity That the Holy Spirit works through us to bring God's love and goodness to others The principles of Catholic Social Teaching That God formed them out of love, to know and share His love with others
Living in the Wider World	<p>Children can express:</p> <ul style="list-style-type: none"> That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc) About what harms and what improves the world in which they live 	<p>Children can explain:</p> <ul style="list-style-type: none"> That they belong to various communities such as home, school, parish, the wider local community, nation and global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. That we have a duty of care for others and for the world we live in (charity work, recycling etc.) What harms and what improves the world in which we live in simple terms 	<p>Children can explain:</p> <ul style="list-style-type: none"> That God wants His Church to love and care for others Practical ways of loving and caring for others 	<p>Children can explain:</p> <ul style="list-style-type: none"> How to apply the principles of Catholic Social Teaching to current issues Ways in which they can spread God's love in their community

Progression in Vocabulary

Vocabulary Progression								
		EYFS	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jigsaw	Autumn 1 Being Me in My World	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Safe, Special, Calm, belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision
	Autumn 2 Celebrating Difference	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights
	Spring 1 Dreams and Goals	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

Vocabulary Progression

		EYFS	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Jigsaw	Spring 2 Healthy Me	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure
	Summer 1 Relationships	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation,	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

Vocabulary Progression								
		EYFS	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Gratitude			
Life to the Full	Module 1		Special, important, worthy, valuable, unique, individual, Kingdom of Heaven, welcome, Faith, purpose, happy, body, mind, spirit, unique, special, similarities, differences, individual, gifts talents, skills, similarities, differences, gender, stereotypes, equal, value, worth, favourite, interests, personality, physical appearance, shoulders, legs, arms, ears, head, care, special, good, super, balanced diet, clean, wash, brush, sleep, teeth, hair, body, hygiene, healthy, like/dislike, love/hate, prefer, feelings, positive/negative, loved, respected, safe, excited, frightened, worried, happy, sad, annoyed, bored, sleepy, calm, disgusted, feelings, actions, choice, extremely, very, a little bit, fight, angry, annoyed, negative, positive, feelings, actions, consequences, choice, mistakes, sorry, forgiveness, God, Jesus, Sin, separate, friends, Garden of Eden, die, Cross, Sacrament of Reconciliation, different, similar, special, growing, changing, God's plan, God's love, baby, child, teenager, adult, elderly, person		Media, radio, television, newspapers, magazines, video games, internet, advertising, influence, social media, truth, reality, stereotypes, resilience, self-confidence, Facebook, Snapchat, TikTok, Twitter, Instagram, OK, un/acceptable, un/healthy, risky, resilience, thankfulness, feelings, actions, In/appropriate, peer pressure, influence, information, choices, wider context		Care, love, faith, trust, confidence, power, calm, individual, doubts, troubles, fear, listen, possible, change, puberty, adult, similarities, differences, gifts, talents, unique, loved, child of God, accept, self-confidence, value, show off, compare, community, faults, weaknesses, body hair, growth, spurt, puberty, breasts, buds, nipples, hips, widen, waist, narrows, perspiration, oily skin, genitals, vagina, uterus, menstruation, development, self-conscious, embarrassed, changing, natural, respect, boundaries, private, shoulders, voice breaking, genitals, penis, erections, ejaculation, semen, urethra, nocturnal emissions, wet dreams, hormones, spots, sleep, exercise, personal hygiene, screen time, gaming, addictive, protein shake, balanced diet, choice, impact, health, sun exposure, dental hygiene, pressure, peer pressure, body image, media, social media, expectations, teasing, banter, bullying, thankfulness, gratitude, resist, build resilience, appropriate, inappropriate, behaviour, actions, feelings, emotions, thoughts, manage, reframe, scared, excited, happy, intense, crush, infatuation, puberty, mood swings, HALT (Am I Hungry, Angry, Lonely or Tired?) isolation loneliness, mental-ill, health,	
			Key Decision –	Key Decision –				

Vocabulary Progression

Life to the Full		EYFS	KS1		Lower KS2		Upper KS2	
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Genitalia, scientific, penis, testicles, vulva, vagina, urethra, private		Puberty, childhood, adulthood, milestone, timeline, physical, growth, development, body, changes, emotions, gradual, past, future, Child of God, private parts, genitalia, penis, testicles, scrotum, vulva, vagina, breasts, hips, pubic hair, muscles, spots, sweat, hormones, mood swings, periods, blood, hormones, chemicals, life before birth, womb, egg, sperm, Fallopian tube		Childline, online, good, bad, pornography, addictive, emotional brain, thinking brain, harmless, harmful, truth, love, respect, online safety, pregnant, parents, baby, conception, sperm, egg, Fallopian Tube, womb, uterus, implantation, placenta, umbilical cord, embryo, fetus, vagina, birth, organ development, belly button, period, menstruation, sanitary towel, sanitary products, period hygiene, blood, cramps, premenstrual syndrome (PMS), moodiness, bloating, spots, the menstrual cycle, ovaries, egg, womb, lining, tissue, fertilisation, marriage, calling	
		Module 2	Welcoming, selfish, fun, good listener, fair, trust, steal, hurt, fault, blame, forgiveness, argument, responsible, sorry, feelings, actions, trust, hurt, mistakes, sin, good secret, bad secret, surprise, safe, unsafe, temporary, forever, trust, threat, guilty, private matter, medicines, drugs, alcohol, cigarettes, tobacco, un/harmful substance, addictive, nicotine, pills, consume, smoke, bleach, needles, liquids, doctor, pharmacy, emergency, police officer, fire brigade, firefighter, ambulance, paramedic, vaccine, 999, injury, sick, pain, struggling, car crash, help, caution, germs, help, twists, sprains, RICE (Rest, Ice, Compression, Elevation), burns, cuts		Drugs, legal, medicine, illegal, recreational, doctor, pharmacy, alcohol, perception, judgement, responsibility, moderation, addiction, smoking, tobacco, chemical, Nicotine, tar, Carbon Monoxide, Oxygen, brain, heart, lungs, teeth, skin, blood, carcinogens, cancer, First Aid, illness, injury, assistance, emergency, 999, doctor, paramedic, calm, rest, ice, compression, elevation, collapse, fire, smoke, drowning, burn, hero, award, courage, strong, brave, difficulty, trust		Zacchaeus, tax, rich, unpopular, dis/honest, un/satisfied, material, needs, outlook, perspective, called, created, love, others, prayer, conversation, 'thank you', 'help', 'sorry', 'I'm feeling...', pressure, un/spoken, in/direct, un/helpful, choice, good, bad, emotional, well-being, best interests, time out, critical, journal, sense of humour, consent, permission, yes, no, powerful, powerless, bodily, autonomy, respect, control, freedom, confidence, decisions, children of God, gift, precious, dignity, positive, negative, self-talk, thoughts, feelings, actions, behaviour, healthy relationships, beneficial, risks, safe, balance, expectations, realistic, emotional, well-being, people, places, rules, un/safe, bodily privacy, bodily autonomy, physical, touch, in/appropriate, abuse, neglect, physical abuse, emotional abuse, sexual abuse, secrets, drugs, alcohol, tobacco, legal, illegal, recreational, impact, lifestyle, lungs, Oxygen, heart, blood, smoke, cigarettes, chemicals, Nicotine, Carbon Monoxide, tar, organ damage, pulse, physical, financial, social, impaired, moderation, responsibility, independence, honour, respect, conscience, uncomfortable, worried, anxious, upset, distressed, moderation, self-confidence, resilience, respect, First Aid, casualty, injury, safe, emergency services, recovery position, un/conscious, DR ABC (Danger Response Airway Breathing Circulation), Defibrillator, life-threatening, environment, hazards, risk, innate, desire	
		Module 3	Holy Trinity, God the Father, God the son (Jesus), God the Holy Spirit, Sign of the Cross, persons, love, designed, triangle, community, neighbour, The Good Samaritan, consequences, responsibilities, national, global, school, parish, home, receptionist, teacher, teaching assistant, caretaker, cleaner, headteacher, priest, altar server, reader, choir, recycling, litter, respectful, graffiti		Holy Trinity, God, Father, Son (Jesus), Holy Spirit, community of love, mystery of faith, married, family, signs, symbols, kind, generous, loving, wise, merciful, good listening, family, Church, Mass, sacrament, community, worship, generous, The Common Good, The Human Person, Social, Relationships, Stewardship, Everyone is included, no-one left behind, care, love, noticed, respected, included, recognised, appreciated, secure, not alone, charity, caritas, generous, love, Emmaus, homeless, companions, injustice, prayer		Holy Trinity, God the Father, God the Son (Jesus), God the Holy Spirit, love, mystery of faith, helper, Good News, the Creed, the Church, God's family, home, school, parish, diocese, Catholic Social Teaching, love, relationships, created, equality, justice, dignity, family, community, participation, rights, responsibilities, poor, vulnerable, workers, solidarity, care, in/justice, protect, donate, compassion	