

## Being Me in My World Puzzle – Autumn 1

### Overview as a whole school:

The whole-school Learning Charter, the end product of Puzzle), gives the school a process for everyone to be involved in the production or review of the school’s positive behaviour policy. The system of ‘rewards and consequences’ in the Learning Charter is built upon the communal understanding of ‘rights and responsibilities’, as opposed to a set of rules imposed from on high. (This can also be taken to a global citizenship level by considering the United Nations Convention on the Rights of the Child.)

Rights, responsibilities, rewards and consequences are built on the belief that each child has the right and the capacity to make his/her own choices and, in doing so, is aware of, and therefore, accepts the consequences of these. The Learning Charter should, therefore, provide a cohesive structure that empowers children and brings consistency in managing behaviour positively.

Assemblies SLT Phase Leads	PANTS delivered by class teachers			Additional Mental Wellbeing & Safeguarding			
	Class Teachers and MN (SENDCo/Phase lead)	JIGSAW Delivered by SMLT ZB (RHSE/PPG/KS1 Phase)		JIGSAW Delivered by SMLT GR (AHT/LKS2 Phase) MW (DSL)		JIGSAW Delivered by SMLT GW (SENDCo/DDSL/UKS2 Phase) MW (DSL)	
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><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous 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><b>Mental well-being</b> (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

Puzzle overview <b>Being Me in My World</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Safeguarding &amp; Awareness days/weeks</b> UNCRC World Mental Health Day (helloYellow) Parent online safety training Black History month Rail Safety visitor <b>Community/Charity links</b> Foodbank Coffee mornings (eg. Macmillan) Harvest (Hanover Close residents) BagsToSchools <b>Ambassador Elections</b>  <b>Cultural</b> European Day of Languages	Learn about their similarities/differences and how that is OK. Begin working on recognising and managing their feelings, identifying different ones and the causes these can have. Learn to work with others and why it is good to be kind and use gentle hands. Discuss children’s rights, especially linked to the right to learn and to play. Learn what it means to be responsible.	Children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and possible consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	Children discuss their hopes and fears for the year ahead – they talk about when feeling worried and recognising when and who to ask for help. They learn about rights and responsibilities; listening and working collaboratively and how to make the classroom a safe and fair place. They talk about choices and the consequences of making different choices. Set up their Class Charters.	Learn to recognise self-worth and identify positive things about themselves and their achievements. Discuss how to face new challenges with appropriate positivity. They will learn about the need for rules and how these relate to rights and responsibilities. Explore choices and consequences, working collaboratively and seeing things from other people’s points of view. They will learn about different feelings and the ability to recognise these feelings in themselves and others. They will set up and establish Class Charters.	Explore being part of a team. Talk about attitudes and actions and their effects on the whole class. Learn about the school and community; who all the people are and their roles. Discuss meaning of democracy and link this to the School Council, what its purpose is and how it works. Children learn about group work: different roles people have, making positive contributions, making collective decisions and dealing with conflict. They also learn about considering other people’s feelings. Set up the Class Charters.	Plan for the year ahead, set goals and discuss challenges they may face. Explore their rights and responsibilities as a member of their class, school, wider community and country. Learn about their own behaviour and its impact, as well as choices, rewards, consequences and the feelings associated with each. Learn about democracy; how it benefits the school and how they can contribute towards it. Revisit Jigsaw Charter.	Set goals. Discuss fears/worries about the future. Learn about the UNCRCs and if they are/not met worldwide. Discuss the effects of their choices and actions - locally and globally. Reflect on their own behaviour and how choices result in rewards/consequences. Talk about democracy; how it benefits the school and how they can contribute towards it. Establish Class Charters.
<b>UNCRC Articles 12, 13, 15, 28, 29, 36</b>	Plus: Articles 24 and 31 in pieces 5 & 6	Plus: Article 5 in pieces 4, 5 & 6	Plus: Articles 3 and 20 in piece 2	Plus: Article 5 in pieces 5 & 6	Plus: Article 5 in pieces 5 & 6	Plus: All articles in pieces 5 & 6	Plus: Articles 24 and 32 in piece 2 Articles 24, 27, 32 in piece 3 Article 5 in pieces 5 & 6
<b>British Values</b>	<i>Democracy</i> <i>Rule of Law</i>  <i>Mutual respect</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>
<b>SMSC</b>	Every PSHE lesson from Early Years to Year 6 offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development. Likewise, lessons are designed to provide structured opportunities to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).						

Addition lesson across all year groups: Mental Health Awareness

## Celebrating Difference Puzzle – Autumn 2

Assemblies	PANTS delivered by class teachers			Additional Mental Wellbeing & Safeguarding			
	Class Teachers and MN (SENDCo/Phase lead)	JIGSAW Delivered by SMLT ZB (RHSE/PPG/KS1 Phase)		JIGSAW Delivered by SMLT GR (AHT/LKS2 Phase) MW (DSL)		JIGSAW Delivered by SMLT GW (SENDCo/DDSL/UKS2/Phase) MW (DSL)	
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 Show sensitivity to their own and to others’ needs.</p>	<p><b>Families and the people who care for me</b> (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p><b>Being safe</b> (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>				

	<p><b>Mental well-being</b>  (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).</p> <p><b>Internet safety and harms</b>  (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted  (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  (H17) where and how to report concerns and get support with issues online.</p>						
<b>Puzzle overview</b> <b>Celebrating Difference</b>							
<b>Safeguarding &amp; Awareness days/weeks</b> Anti-Bullying wk. Road Safety wk. Firework Safety Universal Children's Day Catch it-Bin it-Kill it  <b>Community/ Charity links</b> Children in Need Coffee Mornings Baby Bank Let's Get Going - (family yoga class) Christmas Jumper Day (8 <sup>th</sup> Dec) <b>Cultural</b> Spanish: Christmas cards and letters (y6)	<b>EYFS</b> Children are encouraged to think about things they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes us special but also recognise that we are the same in other ways. They will 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.  <b>25 Challenge</b> (EYFS families)	<b>Year 1</b> Children will explore the similarities and differences between people and how these make us unique/special. They will learn what bullying is and what it isn't and how it might feel to be bullied as well as 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.	<b>Year 2</b> 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.	<b>Year 3</b> Children learn that families are all different and sometimes fall out with each other. They will practise methods to calm themselves down and discuss the 'Solve it together' technique. 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. They will discuss 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.	<b>Year 4</b> 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.	<b>Year 5</b> 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. They will learn the direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. They will consider happiness regardless of material wealth and respecting other people's cultures.	<b>Year 6</b> 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.
<b>UNCRC Articles</b> 7, 8, 12, 13, 14 22, 28, 29, 30					Plus: Article 23 in piece 1	Plus: Articles 24 & 32 in piece 5	Plus: Article 23 in pieces 1, 4, 5 & 6
<b>British Values</b>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>
<b>SMSC</b>	<i>Every PSHE lesson from Early Years to Year 6 offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. Likewise, lessons are designed to provide structured opportunities to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</i>						

**Addition lesson across all year groups: Hidden Difference - Autism**

## Dreams and Goals Puzzle – Spring 1

<b>Assemblies</b>	PANTS delivered by class teachers			Additional Mental Wellbeing & Safeguarding			
	Class Teachers and MN (SENDCo/Phase lead)	<b>JIGSAW</b> Delivered by SMLT ZB (RHSE/PPG/KS1 Phase)		<b>JIGSAW</b> Delivered by SMLT GR (AHT/LKS2 Phase) MW (DSL)		<b>JIGSAW</b> Delivered by SMLT GW (SENDCo/DDSL/UKS2 Phase) MW (DSL)	
<b>DfE Statutory Relationships &amp; Health Education outcomes</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year</b>
	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.  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.  PSED ELG: MANAGING SELF Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.  PSED – ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.	<p><b>Respectful relationships</b></p> <p>(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</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(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</p> <p>(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b></p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>					
		<p><b>Mental well-being</b></p> <p>(H1) that mental well-being is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(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>					

## Dreams and Goals Puzzle – Spring 1

Puzzle overview Dreams and Goals	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Safeguarding</b> Parent Online Safety Training  <b>Awareness days/weeks</b> Children’s Mental Health Week Place2Be ‘My Voice Matters’ SchoolofKindness 52Lives  Safer Internet Day (February)  <b>Community/ Charity links</b> Coffee Mornings  <b>Cultural</b> Chinese culture (New Lunar Year)	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.
<b>UNCRC Articles</b> 6, 12, 13, 15, 16, 28, 29						Plus: Article 24 in pieces 4 & 5	Plus: Article 23 in piece 3 Article 24 in piece 5
<b>British Values</b>	<i>Democracy</i>  <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i>  <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i>	<i>Democracy</i> <i>Rule of Law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>	<i>Democracy</i>  <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance</i>
<b>SMSC</b>	<i>Every PSHE lesson from Early Years to Year 6 offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development. Likewise, lessons are designed to provide structured opportunities to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</i>						

Healthy Me Puzzle – Spring 2							
Assemblies	PANTS delivered by class teachers			Additional Mental Wellbeing & Safeguarding			
	Class Teachers and MN (SENDCo/Phase lead)	JIGSAW Delivered by SMLT ZB (RHSE/PPG/KS1 Phase)		JIGSAW Delivered by SMLT GR (AHT/LKS2 Phase) MW (DSL)		JIGSAW Delivered by SMLT GW (SENDCo/DDSL/UKS2 Phase) MW (DSL)	
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<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><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b> (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p><b>Being safe</b> (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to 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>				

## Healthy Me

### **Mental well-being**

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

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

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

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

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

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

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

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

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

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

### **Internet safety and harms**

(H11) that for most people the internet is an integral part of life and has many benefits

(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being

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

### **Physical health and fitness**

(H18) the characteristics and mental and physical benefits of an active lifestyle

(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise

(H20) the risks associated with an inactive lifestyle (including obesity)

(H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

### **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).

### **Drugs, alcohol**

(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **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.

### **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.

## Healthy Me Puzzle – Spring 2

Puzzle overview <b>Healthy Me</b>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Safeguarding</b> Coping with SATs</p> <p><b>Awareness days/weeks</b> <i>Stress Awareness month (April)</i></p> <p><b>Community/Charity links</b> Coffee Mornings Fairtrade Fortnight</p> <p><b>Cultural</b></p>	<p>In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss ‘safe adults’ and what they should do if approached by someone they don’t know.</p>	<p>In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p>	<p>In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.</p>	<p>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 strategies for keeping themselves safe.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>UNCRC Articles</b> 6, 12, 19, 27, 28, 29, 36	<p>Plus: Article 24 in pieces 1, 3, 4 &amp; 5 Article 31 in pieces 1 &amp; 2</p>	<p>Plus: Article 24 in pieces 1,2,3,4 &amp; 5</p>	<p>Plus: Article 24 in pieces 1, 4, 5 &amp; 6</p>	<p>Plus: Article 24 in pieces 1, 2, 3 &amp; 5 Article 33 in piece 3</p>	<p>Plus: Article 24 in pieces 1, 3, 4 &amp; 5</p>	<p>Plus: Article 17 and 24 in pieces 1, 2, 4, 5 &amp; 6</p>	<p>Plus: Article 24 in piece 3 Article 33 in pieces 2, 4 &amp; 6</p>
<b>British Values</b>	<p><i>Rule of Law Individual liberty Mutual respect Tolerance</i></p>	<p><i>Rule of Law Individual liberty</i></p>	<p><i>Rule of Law Individual liberty Mutual respect Tolerance</i></p>	<p><i>Rule of Law Individual liberty Mutual respect Tolerance</i></p>	<p><i>Democracy Rule of Law Individual liberty Mutual respect Tolerance</i></p>	<p><i>Rule of Law Individual liberty Mutual respect Tolerance</i></p>	<p><i>Rule of Law Individual liberty Mutual respect Tolerance</i></p>
<b>SMSC</b>	<p><i>Every PSHE lesson from Early Years to Year 6 offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development. Likewise, lessons are designed to provide structured opportunities to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</i></p>						

## Relationships Puzzle – Summer 1

Assemblies	PANTS delivered by class teachers			Additional Mental Wellbeing & Safeguarding			
	Class Teachers and MN (SENDCo/Phase lead)	JIGSAW Delivered by SMLT ZB (RHSE/PPG/KS1 Phase)		JIGSAW Delivered by SMLT GR (AHT/LKS2 Phase) MW (DSL)		JIGSAW Delivered by SMLT GW (SENDCo/DDSL/UKS2 Phase) MW (DSL)	
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><b>Families and the people who care for me</b> (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b> (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (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><b>Online relationships</b> (R20) that people sometimes behave differently online, including by pretending to be someone they are not (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (R24) how information and data is shared and used online.</p> <p><b>Being safe</b> (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to 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>				

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

**Internet safety and harms**  
 (H11) that for most people the internet is an integral part of life and has many benefits  
 (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being  
 (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.

**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.

**Puzzle overview Relationships**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p><b>Safeguarding</b></p> <p><b>Awareness days/weeks</b>            Earth Day (22<sup>nd</sup> April)            Walk to School Wk. May TBC            Stress Awareness month (April)</p> <p><b>Community/Charity links</b></p> <p><b>Cultural</b></p>	<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also 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 and why these are special and important. As part of healthy &amp; safe relationships, children learn that touch can be used in kind/unkind ways. (This supports later safeguarding work.) Pupils consider their own personal attributes as a friend, family member and as part of a community and encouraged to celebrate these.</p>	<p>Roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are revisited: falling out and mending friendships. This becomes more formalised and the children learn/practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust and what this feels like. They also learn about two types of secret, and why 'worry secrets' should be shared with a trusted adult. Children reflect upon different types of physical contact; which are acceptable and which are not. Practise strategies for being assertive when someone is hurting them or being unkind. The children also learn who can help if they are worried or scared.</p>	<p>Identify different expectations and roles that exist within the family home; why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. Look at careers and why stereotypes can be unfair in this context. Learn that families should be founded on love, respect, appreciation, trust and co-operation. Children reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships (gaming &amp; apps) are explored and rules for staying safe online introduced. Children learn that they are part of a global community and connected to others they don't know in many ways, e.g. global trade. Investigate wants and needs of other children less fortunate and compare these with their own. UNCRC revised.</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>Learn about the importance of self-esteem and ways it 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. A series of lessons follow to investigate and reflect positive and negative online &amp; social media contexts, including gaming and social networking. Learn age-limits/age-appropriateness. Children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited focussing on the physical and emotional aspects of identifying when something online feels uncomfortable or unsafe. They are taught about grooming and how people online can pretend to be who they're not. Rights, responsibilities and respect are revisited linking to 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>
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<b>UNCRC Articles</b> 3, 15, 16, 19, 28, 29, 34	Plus: Article 30 in piece 1	Plus: Article 24 pieces 1, 3 & 4		Plus: Articles 24, 27 and 31 in piece 5		Plus: Article 24 in piece 5	Plus: Article 30 in piece 4 Article 17 in piece 5
<b>British Values</b>	<i>Democracy Rule of Law Individual liberty Mutual respect Tolerance</i>	<i>Democracy Rule of Law Individual liberty Mutual respect Tolerance</i>	<i>Democracy Rule of Law Individual liberty Mutual respect Tolerance</i>	<i>Democracy Rule of Law Individual liberty Mutual respect Tolerance</i>	<i>Rule of Law Individual liberty Mutual respect Tolerance</i>	<i>Democracy Rule of Law Individual liberty Mutual respect Tolerance</i>	<i>Democracy Rule of Law Individual liberty Mutual respect Tolerance</i>
<b>SMSC</b>	<i>Every PSHE lesson from Early Years to Year 6 offers opportunities for children’s spiritual, moral, social and cultural (SMSC) development. Likewise, lessons are designed to provide structured opportunities to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</i>						

## Changing Me Puzzle – Summer 2

Assemblies	PANTS delivered by class teachers			Additional Mental Wellbeing & Safeguarding			
	Class Teachers and MN (SENDCo/Phase lead)	JIGSAW Delivered by SMLT ZB (RHSE/PPG/KS1 Phase)		JIGSAW Delivered by SMLT GR (AHT/LKS2 Phase) MW (DSL)		JIGSAW Delivered by SMLT GW (SENDCo/DDSL/UKS2 Phase) MW (DSL)	JIGSAW GW (SENDCo/DDSL/UKS2 Phase) MW (DSL)  Leavers' Assembly: reflect & share memories, certificates and awards. Presented by Year 6 (July)
DfE Statutory Relationships & Health Education outcomes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<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: BUILDING RELATIONSHIPS Show sensitivity to their own and to others' needs.</p>	<p><b>Families and the people who care for me</b> (R1) that families are important for children growing up because they can give love, security and stability (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Respectful relationships</b> (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b> (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.</p> <p><b>Mental well-being</b> (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (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><b>Changing adolescent body</b> (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual well-being including the key facts about the menstrual cycle.</p>				

Puzzle overview Changing Me	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Safeguarding</b> Slip-Slap-Slop Sun stroke Dehydration Water safety</p> <p><b>Awareness days/weeks</b></p> <p>Healthy Eating wk (June)</p> <p><b>Community/Charity links</b> Refugee Week (17<sup>th</sup> – 23<sup>rd</sup> June)</p> <p><b>Cultural</b></p> <p>Sports Week</p> <p>Year 6 Performances and Leavers' Ceremony (July)</p>	<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	<p>Children are introduced to life cycles of various species and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise skills to help manage feelings: how to get help if they are worried about change, or if someone is hurting them.</p>	<p>Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not puberty) between baby, toddler, child, teenager, adult and old age. Within this, they discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. They practise a range of strategies for managing feelings and emotions, as well as taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur are explored and discussed.</p>	<p>This Puzzle begins learning about babies and what they need to grow and develop - including parenting. They are taught that it is usually the female that carries the baby in nature. (Puberty is introduced.) Children first look at the outside body changes in males and females. Puberty is a natural part of growing up and that is process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries that are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. <b>Sexual intercourse and the birth of the baby are not taught in this year group.</b> Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>	<p>In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different menstrual and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>	<p>A revisit of self-esteem, self-image and body image. Learn that perceptions of ourselves and others may be right/wrong. Reflect on how social media and the media can promote unhelpful comparison and how to manage this. Revisit puberty in further detail, explaining bodily changes. Sexual intercourse is explained in slightly more detail than in the previous year; children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy introduced, including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. <b>Details of contraceptive options and methods are not taught, as this is not age-appropriate.</b> Reasons why people choose to be in a romantic relationship and/or to have a baby are also explored. Children look at what becoming a teenager means for them: increase in freedom, rights and responsibilities. Consider the perceptions surrounding teenagers and reflect if always accurate, e.g. all teenagers are moody or have a boyfriend/girlfriend, etc.</p>	<p>In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the <b>*transition to secondary school</b> and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p> <p><i>*Children will also meet with staff from their new school.</i></p>
<p><b>UNCRC Articles</b> 3, 6, 16, 17, 28, 29, 36</p>	<p>Plus: Article 24 in piece 2</p>	<p>Plus: Article 5 pieces 1, 2 &amp; 3 Article 34 piece 4</p>	<p>Plus: Article 24 in piece 4 Article 34 in pieces 4 &amp; 5</p>	<p>Plus: Article 24 and 34 in pieces 3 &amp; 4 Article 30 in piece 5</p>	<p>Plus: Articles 24 and 34 In pieces 2 &amp; 3</p>	<p>Plus: Article 24 in pieces 2, 3, 4 &amp; 5</p>	<p>Plus: Articles 24 and 34 in pieces 2 &amp; 3</p>
<p><b>British Values</b></p>	<p><i>Individual liberty Mutual respect Tolerance</i></p>	<p><i>Rule of Law Individual liberty Mutual respect Tolerance</i></p>	<p><i>Democracy Rule of Law Individual liberty Mutual respect</i></p>	<p><i>Individual liberty Mutual respect Tolerance</i></p>	<p><i>Democracy Individual liberty Mutual respect Tolerance</i></p>	<p><i>Individual liberty Mutual respect Tolerance</i></p>	<p><i>Individual liberty Mutual respect Tolerance</i></p>
<p><b>SMSC</b></p>	<p><i>Every PSHE lesson from Early Years to Year 6 offers opportunities for children's spiritual, moral, social and cultural (SMSC) development. Likewise, lessons are designed to provide structured opportunities to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</i></p>						

## PSHE PLANNING FRAMEWORK FOR CHILDREN WITH SEND

### The Planning Framework is organised into six sections:

1. **Self-Awareness** *Me, who I am, my likes, dislikes, strengths and interests*
2. **Self-care, Support and Safety** *Looking after myself and keeping safe; aspects of Relationships and Sex Education*
3. **Managing Feelings** *Understanding feelings, and that how I feel and how others feel affects choices and behaviour; aspects of Relationships and Sex Education*
4. **Changing and Growing** *How I and others are changing; new opportunities and responsibilities; aspects of Relationships and Sex Education*
5. **Healthy Lifestyles** *Being and keeping healthy, physically and mentally*
6. **The World I Live In** *Living confidently in the wider world*

PSHE Association

### Each section is subdivided into topic areas:

<b>Self-Awareness</b> 1. Things we are good at 2. Kind and unkind behaviours 3. Playing and working together 4. People who are special to us 5. Getting on with others	<b>Managing Feelings</b> 1. Identifying and expressing feelings 2. Managing strong feelings	<b>Healthy Lifestyles</b> 1. Healthy Eating 2. Taking care of physical health 3. Keeping well
<b>Self-care, Support and Safety</b> 1. Taking care of ourselves 2. Keeping safe 3. Trust 4. Keeping safe online 5. Public and Private	<b>Changing and Growing</b> 1. Baby to adult 2. Changes at puberty 3. Dealing with touch 4. Different types of relationships	<b>The World I Live In</b> 1. Respecting differences between people 2. Jobs people do 3. Rules and laws 4. Taking care of the environment 5. Belonging to a community

*'Grids for each section identify learning outcomes for each topic area in progressive stages. Each column builds on the one before, assumes that the pupil has met the previous column's outcomes, and in some cases introduces new or additional learning in successive columns.'* (PSHE Association)

ENCOUNTERING	FOUNDATION	CORE	DEVELOPMENT	ENRICHMENT	ENHANCEMENT
effective engagement in the learning process	underpinning learning	fundamental learning elements	increasing understanding of learning	deepening of application of learning	applying learning in different contexts
Jigsaw F1/F2 content	Jigsaw Yr1/Yr2 content	Jigsaw Yr3/Yr4/Yr5 content	Jigsaw Yr6 content		

*The table shows where lesson plans within Jigsaw pieces link to the progressive stages within the SEND framework:*

*Where possible, SEND children will work alongside their peers. If the lesson content proves beyond their understanding, focus can be differentiated to meet all Jigsaw learning intentions, rather than remove children from the PSHE lesson entirely. The class teacher can make an informed decision of which stage the child is at. It doesn't matter if there's repetition - mastering is key. (MFogarty)*

*NB: Differentiated points for discussion have not been attached to this document.*

*Within each puzzle (unit), areas to be mastered before moving on to the next stage are identified in bold.*

Optional lessons from Jigsaw (unit/lesson links identified)	Awareness – Mental Health and Wellbeing	First Aid
<ul style="list-style-type: none"> <li>*Anti Bullying Week (inc. Anti Bullying Alliance.org)</li> <li>Autism (Hidden difference)</li> <li>*Covid-19 (Recovery Package)</li> <li>Dreams &amp; Goals (additional lesson KS1)</li> <li>FGM and Sensitive Issues (not explicitly)</li> <li>*Fire and Fireworks (UKS2)</li> <li>Financial Education (2 additional lessons each Key Stage)</li> <li>Healthy Teeth and Gums (UKS2)</li> <li>Knife Crime (KS2)</li> <li>*Lockdown (KS2 – Being in an unfamiliar place)</li> <li>Mega Movers (KS1)</li> <li>*Online/Internet Safety (2 lessons KS1)</li> <li>*Road and Travel Safety (LKS2)</li> <li>*Sun Safety</li> <li>*Water Safety (2 lessons UKS2)</li>   <li>*further resources/newsletters (provided by PSHE lead)</li> </ul>	<p><a href="https://pshestaffs.com/wp-content/uploads/2023/06/2023-2024-PSHE-Awareness-Calendar.pdf">https://pshestaffs.com/wp-content/uploads/2023/06/2023-2024-PSHE-Awareness-Calendar.pdf</a></p> <p><a href="https://www.youngcitizens.org/resources/tools-for-teachers/awareness-days-calendar/">https://www.youngcitizens.org/resources/tools-for-teachers/awareness-days-calendar/</a></p> <p>Curriculum themes, raising awareness and activity ideas across each term</p> <p><b>Autumn:</b>  World Mental Health Awareness Day (HelloYellow)  Anti-Bullying Week (Make A Noise: Odd Sock Day, Kindness Day, Friendship Friday)</p> <p><b>Spring:</b>  Children’s Mental Health Week – Place2Be (My Voice Matters)</p> <p><b>Summer:</b>  Walk to School Week TBC</p>	<p>CPR and defibrillation  mini Annie &amp; Manny plus a mini training defibrillator in PSHE cupboard (staffroom)</p> <p>After-school Club with PSHE Lead  Lessons from St. John Ambulance and British Red Cross for Primary Schools</p>

(for information only) **Jigsaw PSHE and the Global Learning Programme**  
**Years 4, 5 and 6**

**The Jigsaw scheme of work supports the learning outcomes of the Global Learning Programme (GLP).**

The GLP helps teachers to facilitate effective learning about development and global issues at Key Stage 2. The GLP organises the learning under themes, skills and values and offers different lenses to bring focus to aspects of the learning. Jigsaw’s approach to PSHE shares the aims and values set out by the GLP.

Many lessons within the Jigsaw units in years 4, 5 and 6 look at the key themes of the GLP (focusing on key topics relating to global poverty and development as well as understanding, explaining and considering solutions to poverty and development issues) whilst developing pupils’ skills and considering values.

GLP Theme	Global Poverty	Development	Rights & Essential Services	Globalisation & Interdependence	Sustainable Development	Actions of Governments	Actions of Citizens	Business & Technology
<b>Being Me in My World</b>	Years 5 and 6	Year 6	Years 4, 5 and 6	Year 6	<i>Although not specifically taught, teachers may choose to discuss in class or as part of ECO council.</i>	Years, 4, 5 and 6	Years 4, 5 and 6	Year 6
<b>Celebrating Difference</b>	Year 5	Year 5	Year 5	Year 5		Year 5	Year 5	Year 5
<b>Dreams and Goals</b>	Years 5 and 6	Year 5	Years 5 and 6	Years 5 and 6		Year 6	Year 6	Year 5
GLP Skills	Critical Learning	Multiple Perspectives	Challenging Perceptions	Enquiry & Discussion	Communication	Teamwork	Planning	Reflection & Evaluation
<b>Being Me in My World</b>	Years 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6		Year 6
<b>Celebrating Difference</b>	Year 5	Year 5	Year 5	Year 5	Year 5	Year 5		
<b>Dreams and Goals</b>	Year 5	Years 5 and 6	Years 5 and 6	Years 5 and 6	Year 6	Years 5 and 6	Years 5 and 6	
GLP Value	Fairness	Agency	Care	Self Esteem	Diversity	Respect	Social Justice	Empathy
<b>Being Me in My World</b>	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 4, 5 and 6	Years 5 and 6
<b>Celebrating Difference</b>	Years 4 and 5	Years 4 and 5	Years 4 and 5	Years 4 and 5	Years 4 and 5	Years 4 and 5	Years 4 and 5	Years 4 and 5
<b>Dreams and Goals</b>	Years 5 and 6	Years 5 and 6	Years 5 and 6	Years 5 and 6	Years 5 and 6	Years 5 and 6	Years 5 and 6	Years 5 and 6

## Education for a Connected World

*'A framework to equip children and young people for a digital life. It was written by the UK Council for Internet Safety and enables the development of teaching and learning as well as guidance to support children and young people to live knowledgably, responsibly and safely in a digital world.'* (2020)

**It focuses on eight different aspects of online education:**

<b>1. Self-image and identity</b>	<i>This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.</i>
<b>2. Online relationships</b>	<i>This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</i>
<b>3. Online reputation</b>	<i>This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</i>
<b>4. Online bullying</b>	<i>This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.</i>
<b>5. Managing online information</b>	<i>This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.</i>
<b>6. Health, well-being and lifestyle</b>	<i>This strand explores the impact technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</i>
<b>7. Privacy and security</b>	<i>This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data systems against compromise.</i>
<b>8. Copyright and ownership</b>	<i>This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</i>

### Internet safety links:

[Internet Matters Parent Hub for Early Years](#) - From child-friendly apps and games to resources that support balanced screen time, parents/carers can help prepare children for technology as they grow and learn.

[Internet Matters Parent Hub for Primary](#) - From cyberbullying to thinking critically about the online information they read, this site has a variety of primary age resources to help teach children about safe online use.

[PEGI Online](#) – Offers reliable information, such as online gaming age restrictions to help parents understand the risks of unsuitable gaming content. Parental control tools protect children's privacy and online safety according to chosen parameters: browsing, time, gaming...

[CEOP](#) - A law enforcement agency there to help keep children safe online. They are there to help and give advice and you can also make a report directly to them if something has happened online which has made you/your child feel unsafe, scared or worried.

[UK Safer Internet Centre](#) – A place to report harmful online content.

[Internet Watch Foundation](#) – The UK's hotline for reporting illegal content found on the internet.

[True Vision](#) – Report online content which incites hatred on the grounds of race, religion and sexual orientation.

[Childnet](#) - A useful hub for parents/carers with information and resources to help you support your child to have a happy and safe online experience.

[Think U Know](#) - educational programme from the National Crime Agency's CEOP where you can find information and resources to help raise young people's awareness.

[SWGfL](#) (South West Grid for learning) – an award-winning charity dedicated to empowering the safe and secure use of technology in schools and globally.

## Jigsaw PSHE approach to safeguarding and consent

Jigsaw 3-16 guides the teacher as well as the pupils through a clear comprehension of safeguarding, in practical PSHE related terms.

Jigsaw, the mindful approach to PSHE, meets all the statutory Relationships and Health Education requirements for primary schools (England, DfE 2019). More sensitive issues of PSHE are covered in age and stage-appropriate ways.

### **Spiral Approach**

PSHE learning is designed in a **progressive and developmental** way: from the age of 3, children learn about keeping themselves safe, why it is important, and how they can get help if they need it. These messages are repeated and added to, across all year groups.

### **Rights Respecting Schools Award**

This programme focuses the UNCRC treaty in a more practical way for schools, by helping to create safe and inspiring places to learn, and supports learning about their rights as under-18s. Jigsaw offers the next step, as it teaches about rights explicitly within its unique and comprehensive PSHE lessons, most notably in the first unit of the school year: Being Me in My World.

**Themes** are threaded through the entire Jigsaw programme, which enable our pupils to see how their learning is practical and can be life-long – and how safety underpins everything they learn.

### **Mindfulness**

When applied to the safeguarding context, this offers pupils insight into their own thoughts and feelings. In addition, this increases their resilience and ability to self-regulate and respond rather than react.

**Distancing techniques/tools** (such as placing 'someone else' in a scenario or using puppets) can help pupils' initial learning and subsequently reflect on how something applies to their own lives.