

**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:**

<p><b>Self-Awareness</b></p> <ol style="list-style-type: none"> <li>1. Things we are good at</li> <li>2. Kind and unkind behaviours</li> <li>3. Playing and working together</li> <li>4. People who are special to us</li> <li>5. Getting on with others</li> </ol>	<p><b>Managing Feelings</b></p> <ol style="list-style-type: none"> <li>1. Identifying and expressing feelings</li> <li>2. Managing strong feelings</li> </ol>	<p><b>Healthy Lifestyles</b></p> <ol style="list-style-type: none"> <li>1. Healthy Eating</li> <li>2. Taking care of physical health</li> <li>3. Keeping well</li> </ol>
<p><b>Self-care, Support and Safety</b></p> <ol style="list-style-type: none"> <li>1. Taking care of ourselves</li> <li>2. Keeping safe</li> <li>3. Trust</li> <li>4. Keeping safe online</li> <li>5. Public and Private</li> </ol>	<p><b>Changing and Growing</b></p> <ol style="list-style-type: none"> <li>1. Baby to adult</li> <li>2. Changes at puberty</li> <li>3. Dealing with touch</li> <li>4. Different types of relationships</li> </ol>	<p><b>The World I Live In</b></p> <ol style="list-style-type: none"> <li>1. Respecting differences between people</li> <li>2. Jobs people do</li> <li>3. Rules and laws</li> <li>4. Taking care of the environment</li> <li>5. Belonging to a community</li> </ol>

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.

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

Puzzle 1 SEND within Jigsaw

## BEING ME IN MY WORLD

Content in **ITALICS UNDERLINED** are key curriculum markers - focus area mastered before moving on.

Links to Jigsaw F1/F2 content	Links to Jigsaw Yr1 / Yr2 content	Links to Jigsaw Yr3 / Yr4 / Yr5 content	Links to Yr6 content
<ul style="list-style-type: none"> <li>• <b><u>Express and experience feelings of happiness and sadness.</u></b></li> <li>• Experience and understand how it feels to belong.</li> <li>• <b><u>Begin to recognise my feelings.</u></b></li> <li>• I can use gentle hands and understand it is good to be kind to people.</li> <li>• I will experience and explore my feelings.</li> <li>• <b><u>I will show happiness and displeasure during activities, through expressing simple preferences.</u></b></li> <li>• I will experience and participate in a sensory shared learning experience with my friends and begin to show awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>I can listen to other people and contribute my own ideas, in my own communication style.</u></b></li> <li>• I understand my rights and responsibilities as a member of my class.</li> <li>• <b><u>I can recognise the choices I make and begin to understand the consequences.</u></b></li> <li>• I can listen to other people and contribute my own ideas about rewards and consequences.</li> <li>• I know that my views are valued and I am free to contribute these views.</li> <li>• I can identify some of my hopes and fears for this year.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>I understand why rules are needed.</u></b></li> <li>• <b><u>I can make responsible choices.</u></b></li> <li>• I can identify positive things about myself and my achievements.</li> <li>• <b><u>I can ask for help when I need it.</u></b></li> <li>• I can face new challenges positively.</li> <li>• <b><u>I understand who is in my school community, the roles they play and how I fit in.</u></b></li> <li>• I understand how groups come together to make decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• I can make positive choices about my own behaviour because I understand rewards and consequences.</li> <li>• I can understand how my behaviour can impact a group.</li> <li>• I understand how democracy and having a voice benefits the school community.</li> </ul>

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Puzzle 2 SEND within Jigsaw

## CELEBRATING DIFFERENCE

Content in ***BOLD ITALICS UNDERLINED*** are key curriculum markers - focus area mastered before moving on.

Links to Jigsaw F1/F2 content	Links to Jigsaw Yr1 / Yr2 content	Links to Jigsaw Yr3 / Yr4 / Yr5 content	Links to Yr6 content
<ul style="list-style-type: none"> <li>• <b><i><u>I can tell you one way in which I am special and unique.</u></i></b></li> <li>• <b><i><u>I can identify something I am good at.</u></i></b></li> <li>• I can say how to be a kind friend.</li> <li>• <b><i><u>I can recognise some emotions such as happy, sad, angry and frightened.</u></i></b></li> </ul>	<ul style="list-style-type: none"> <li>• I know what right and wrong is.</li> <li>• <b><i><u>I can tell you what bullying is.</u></i></b></li> <li>• <b><i><u>I can tell you ways in which I am the same and ways in which I am different to my friends.</u></i></b></li> <li>• I know how to make new friends.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i><u>I understand everyone's family is different and important to them.</u></i></b></li> <li>• I recognise that some words such as gay or fat can be used in a hurtful way.</li> <li>• <b><i><u>I understand and correctly use the term bullying.</u></i></b></li> <li>• I understand that, sometimes, we make assumptions based on what people look like.</li> <li>• <b><i><u>I can identify what is special about me and value the ways I am unique.</u></i></b></li> </ul>	<ul style="list-style-type: none"> <li>• I understand what racism is.</li> <li>• I can give examples of people with disabilities who have led and who lead amazing lives e.g. Billy Monger, Stephen Hawking.</li> <li>• I understand how being different may affect someone's life.</li> </ul>

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Puzzle 3 SEND within Jigsaw

## DREAMS AND GOALS

Content in **ITALICS UNDERLINED** are key curriculum markers - focus area mastered before moving on.

Links to Jigsaw F1/F2 content	Links to Jigsaw Yr1 / Yr2 content	Links to Jigsaw Yr3 / Yr4 / Yr5 content	Links to Yr6 content
<ul style="list-style-type: none"> <li>• <b><u>I can feel proud when I achieve a goal.</u></b></li> <li>• <b><u>I can work and play co-operatively with others.</u></b></li> <li>• I know how to use kind words and actions towards my friends.</li> <li>• I can start to think about the jobs I might do when I am older.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>I can set a simple goal.</u></b></li> <li>• I can think about how I can achieve my goal.</li> <li>• <b><u>I can work well in a group of my peers.</u></b></li> <li>• <b><u>I can celebrate my own successes.</u></b></li> <li>• <b><u>I can carry on trying, even when finding something difficult.</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>I can identify and communicate about a dream or ambition that is important to me.</u></b></li> <li>• I can tell you about a person who has faced a difficult challenge and achieved success.</li> <li>• <b><u>I can communicate about my own hopes and dreams for my future.</u></b></li> <li>• I can show an understanding of disappointment and know that it can be upsetting.</li> <li>• I know how to work out the steps to take to achieve as goal and can do this as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>• I can set a challenging yet realistic goal for myself.</li> <li>• I can describe ways in which I can work with others to make the world a better place.</li> <li>• I can identify problems in the world that concern me and communicate with others about them.</li> <li>• I understand that I will need money to help me achieve some of my dreams</li> </ul>

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Puzzle 4 SEND within Jigsaw

## HEALTHY ME

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Links to Jigsaw F1/F2 content	Links to Jigsaw Yr1 / Yr2 content	Links to Jigsaw Yr3 / Yr4 / Yr5 content	Links to Yr6 content
<ul style="list-style-type: none"> <li>• <b><u>I know the names of some of my body parts.</u></b></li> <li>• <b><u>I recognise some foods that are healthy or unhealthy.</u></b></li> <li>• I can wash my hands and know it is important to do this before I eat and after I go to the toilet.</li> <li>• I understand how moving and resting are good for me body.</li> <li>• I know to say NO to strangers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>I can tell you why my body is amazing and identify some ways to keep it safe and healthy.</u></b></li> <li>• <b><u>I know what I need to keep my body healthy.</u></b></li> <li>• I can make some healthy snacks and explain why they are good for my body.</li> <li>• <b><u>I know why it is important to keep myself clean.</u></b></li> <li>• I understand that medicines can help me if I feel poorly.</li> <li>• I know how to keep safe when crossing a road.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>I have some understanding of how exercise effects my body.</u></b></li> <li>• <b><u>I can identify if something feels or sounds safe or unsafe.</u></b></li> <li>• I know who to ask for help if I feel unsafe – including safe strangers such as policemen.</li> <li>• <b><u>I know what makes a healthy lifestyle including healthy eating and what choices I can make to be happy and healthy.</u></b></li> <li>• I understand the facts about smoking and alcohol and some of the effects they have on the body.</li> <li>• I have some understanding of how the media and social media promotes certain body types.</li> </ul>	<ul style="list-style-type: none"> <li>• I know some of the risks associated with alcohol.</li> <li>• I know some of the risks associated with smoking.</li> <li>• I know some of the way's drugs can affect our body.</li> <li>• I can take responsibility for my health and make choices that benefit my wellbeing.</li> <li>• I understand that some people can be exploited and made to do things that are against the law.</li> </ul>

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Puzzle 5 SEND within Jigsaw

## RELATIONSHIPS

Content in **ITALICS UNDERLINED** are key curriculum markers - focus area mastered before moving on.

Links to Jigsaw F1/F2 content	Links to Jigsaw Yr1 / Yr2 content	Links to Jigsaw Yr3 / Yr4 / Yr5 content	Links to Yr6 content
<p><b><u>I can tell you about my family.</u></b></p> <p>I can work together and enjoy being with my friends.</p> <p>I know what to do or say if someone is mean to me.</p> <p><b><u>I know how to be a good friend.</u></b></p>	<p>I understand there are lots of different types of families.</p> <p><b><u>I can identify the different members of my family and understand my relationship with each of them is important.</u></b></p> <p><b><u>I can identify what being a good friend means to me.</u></b></p> <p>I know who can help me in my school community.</p> <p><b><u>I know appropriate acts of physical contact to greet my friends.</u></b></p> <p><b><u>I know that some acts of physical contact are unacceptable.</u></b></p> <p><b><u>I understand that sometimes it is good to keep a secret (e.g. surprise party) and sometimes bad to keep a secret (e.g. if I am scared or worried).</u></b></p>	<p><b><u>I know and can put into practise skills of friendship e.g. turn taking and listening.</u></b></p> <p>I know and can use some strategies for keeping myself safe online.</p> <p>I know there are rights and responsibilities when playing a game online or using social media.</p> <p><b><u>I can identify someone I love and say why they are special to me.</u></b></p> <p>I can tell you about someone I no longer see and know that I can remember them even though I cannot see them (not solely focused on the death of a loved one).</p> <p><b><u>I know how to show love and appreciation for/ to the people and animals who are special to me.</u></b></p> <p>I understand what having a boyfriend or girlfriend means and know that it is special relationship for when I am older.</p>	<p>I know that being part of an online community (games &amp; social media) can have both positive and negative consequences.</p> <p>I can use technology positively to communicate with my friends and family.</p> <p>I can judge whether something online is safe and helpful for me.</p> <p>I understand what it means to have a girlfriend or boyfriend and that it is a special relationship.</p> <p>I know that it is important to take care of my mental health.</p>

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Puzzle 6 SEND within Jigsaw

## CHANGING ME

Content in **ITALICS UNDERLINED** are key curriculum markers - focus area mastered before moving on.

Links to Jigsaw F1/F2 content	Links to Jigsaw Yr1 / Yr2 content	Links to Jigsaw Yr3 / Yr4 / Yr5 content	Links to Yr6 content
<p>I understand we all grow from babies to adults.</p> <p><b><u>I know that I grow and change.</u></b></p> <p><b><u>I can name some parts of my body.</u></b></p>	<p><b><u>I am starting to understand the life cycles of animals and humans.</u></b></p> <p>I can tell you some things about me that have changed and some things that have stayed the same.</p> <p><b><u>I can tell you how my body has changed since I was a baby.</u></b></p> <p>I understand there are different types of touch and can tell you which ones I like and which ones I don't.</p> <p><b><u>I can recognise some physical differences between boys and girls.</u></b></p>	<p><b><u>I can recognise the physical difference between boys and girls and use the correct names for parts of the body.</u></b></p> <p><b><u>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</u></b></p> <p>I understand that some of my birth characteristics have come from my birth parents.</p> <p><b><u>I can describe how boys' and girls' bodies change during puberty.</u></b></p> <p>I can identify what I am looking forward too about becoming a teenage and understand this brings growing responsibilities.</p> <p><b><u>I can identify changes that have been and may continue to be outside of my control and that I learn to accept e.g. growing body hair, menstruation.</u></b></p>	<p>I can describe and explain how girls' and boys' bodies change in puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can identify what I am looking forward to about growing up.</p> <p>I am aware of the importance of a positive self-esteem and know what I can do to develop it.</p> <p>I can identify what I am looking forward to about transition.</p>

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