



PSHE yearly overview	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>EYFS</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
<b>Year 1</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
<b>Year 2</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
<b>Year 3</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
<b>Year 4</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
<b>Year 5</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
<b>Year 6</b>	Being in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me



## PSHE Curriculum

### Respect

### Ambition

### Kindness

### Resilience

### Inclusivity

At Vane Road Primary School, our school values underpin the teaching of Personal, Social, Health and Economic Education, including Relationships and Sex Education. We promote all five values in each lesson and throughout the school environment. As a whole school, we provide opportunities for children to reflect on and clarify their own and other people's values and attitudes.

We make links between people and our school values. For example, Michael Jordan and how ambition, respect and resilience has led him to become a key figure in sport.

### Intent

At Vane Road Primary, we have planned a curriculum with a holistic approach to the learning and emotional development of all our children. Our PSHE curriculum enables all our children to achieve their full potential academically as well as developing them into young adults who are well-rounded, empathetic, confident, tolerant, socially and emotionally aware and safety conscious. It has a vital role in our school, as we embed it across all subjects and everyday school life.

All Children from EYFS to Year 6 take part in a well-planned programme called Jigsaw that is age-appropriate and progressive, covering six key areas:

- Being in my World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

We believe that our PSHE curriculum will provide pupils with opportunities;

- To gain relevant learning experiences that will navigate their world
- To enhance positive relationships with themselves and others
- To develop their emotional awareness
- To investigate, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- To strengthen positive personal attributes such as resilience, self-confidence, self-esteem and empathy
- To explore racism, debating what it is and to be aware of their own feelings towards people from other cultures

**Substantive knowledge** – what our pupils will know by the end of each enquiry

**Disciplinary knowledge** – the subject skills and techniques our pupils will master and apply in order to understand the significance of what they know

#### **KS1 disciplinary knowledge**

Recognise, identify, describe, observe, select, categorise, classify, sequence, compare and contrast, recall

#### **LKS2 disciplinary knowledge**

Same as KS1 reason and speculate, summarise and explain

**UKS2 disciplinary knowledge**

KS1/LKS2 skills and demonstrate understanding, empathise, reach informed conclusions make reasoned judgements, justify, apply, evaluate and critique

**Key concepts**

Being Me in My World

Understanding my place in the class, school and global community as well as devising Learning Charters.

Celebrating Difference

Includes anti-bullying (cyber and homophobic bullying included) and diversity work.

Dreams and Goals

Includes goal-setting, aspirations for yourself and the world and working together.

Healthy Me

Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.

Relationships

Includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Changing Me

This puzzle includes sex and relationships education in the context of coping positively with change. (includes age-appropriate sex education)

<p><b>PSED PSHE Jigsaw</b></p>	<p>Being Me in My World To begin to understand emotions and rights and responsibilities within our class/school.</p>	<p>Celebrating Difference To talk about themselves and their family.</p>	<p>Dreams and Goals To understand challenges and build resilience.</p>	<p>Healthy Me To know where their heart is and ways to help keep themselves clean and healthy. Link to teeth cleaning.</p>	<p>Relationships To know what makes a good friend and how to be kind to others.</p>	<p>Changing Me To identify parts of the body; eye, ear, knee, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg.</p>
<p><b>Self Regulation ELG</b></p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. 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 teachers says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p>					
<p><b>Managing Self ELG</b></p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reason for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>					
<p><b>Building Relationships ELG</b></p>	<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with their peers. Show sensitivity to their own and to others' needs.</p>					



EYFS Autumn term A			Key concepts
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know they have a right to learn and play, safely and happily</li> <li>• Know that some people are different from themselves</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• now special things about themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that being kind is good</li> </ul>	<p><b>Emotional Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify feelings associated with belonging</li> <li>• Skills to play co-operatively with others</li> <li>• Be able to consider others' feelings</li> <li>• Identify feelings of happiness and sadness</li> <li>• Be responsible in the setting</li> </ul>	<p><b>Unit Outcome</b></p> <p>In this unit, the children learn about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.</p>	
<p><b>Vocabulary</b></p> <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, turn taking, emotions, right, wrong, safety, rules,</p>	<p><b>National Curriculum Links</b></p> <p>See Appendix 1</p>	<p><b>School Values</b></p> <p>Respect, Inclusivity, Kindness</p>	



Key concepts		
<b>EYFS Autumn term B</b>		
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what being unique means</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know why having friends is important and to know some qualities of a positive friendship. To know that they don't have to be 'the same as' to be a friend</li> <li>• Know what being proud means and that people can be proud of different things and to know that people can be good at different things</li> <li>• Know that families can be different and to know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends and to know different ways to stand up for myself</li> </ul>	<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Recognise emotions when they or someone else is upset, frightened or angry</b></li> <li>• <b>Identify and use skills to make a friend</b></li> <li>• Identify some ways they can be different and the same as others</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Identify feelings associated with being proud</li> <li>• <b>Identify things they are good at</b></li> <li>• Be able to vocalise success for themselves and about others successes</li> <li>• Recognise similarities and differences between their family and other families</li> </ul>	<p><b><u>Unit Outcome</u></b></p> <p>In this unit, children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in some ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>
<p><b><u>Vocabulary</u></b></p> <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, friendship.</p>	<p><b><u>National Curriculum Links</u></b></p> <p>See Appendix 1</p>	<p><b><u>School Values</u></b></p> <p>Respect, Inclusivity</p>



EYFS Spring term A			Key concepts
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what a challenge is and to know that it is important to keep trying</li> <li>• Know what a goal is and to know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older and to know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> </ul>	<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand that challenges can be difficult</li> <li>• Resilience</li> <li>• Recognise some of the feelings linked to perseverance</li> <li>• <b>Recognise how kind words can encourage people</b></li> <li>• <b>Talk about a time that they kept on trying and achieved a goal</b></li> <li>• Be ambitious</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>	<p><b><u>Unit Outcome</u></b></p> <p>In this unit, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>	
<p><b><u>Vocabulary</u></b></p> <p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p><b><u>National Curriculum Links</u></b></p> <p>See Appendix 1</p>	<p><b><u>School Values</u></b></p> <p>Kindness, Ambition</p>	



EYFS Spring term B			Key concepts
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what the word 'healthy' means and know some things that they need to do to keep healthy</li> <li>• Know the names for some parts of their body</li> <li>• Know when and how to wash their hands properly</li> <li>• Know how to say no to strangers</li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> </ul>	<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Can explain what they need to do to stay healthy</li> <li>• Recognise how exercise makes them feel</li> <li>• Can give examples of healthy food</li> <li>• Can explain what to do if a stranger approaches them</li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Recognise how different foods can make them feel</li> </ul>	<p><b><u>Unit Outcome</u></b></p> <p>In this unit, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss 'stranger danger' and what they should do if approached by someone they don't know.</p>	
<p><b><u>Vocabulary</u></b></p> <p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare, health, healthy food,</p>	<p><b><u>National Curriculum Links</u></b></p> <p>See Appendix 1</p>	<p><b><u>School Values</u></b></p> <p>Resilience, Respect</p>	



<h2>EYFS Summer term A</h2>		<h2>Key concepts</h2>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what a family is and to know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendships and know that friends sometimes fall out. To know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry and to know some reasons why others get angry</li> </ul>	<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul>	<p><b><u>Unit Outcome</u></b></p> <p>In this unit, 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><b><u>Vocabulary</u></b></p> <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing, family, friendship, kindness, happy, sad, shy, feelings, sorry, angry, difference.</p>	<p><b><u>National Curriculum Links</u></b></p> <p>See Appendix 1</p>	<p><b><u>School Values</u></b></p> <p>Resilience, Kindness, Inclusivity</p>



EYFS Summer term B			Key concepts
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> </ul>	<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Recognise that changing class can elicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Can identify positive memories from the past year in school/home</li> </ul>	<p><b><u>Unit Outcome</u></b></p> <p>In this unit, children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	
<p><b><u>Vocabulary</u></b></p> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p><b><u>National Curriculum Links</u></b></p> <p>See Appendix 1</p>	<p><b><u>School Values</u></b></p> <p>Resilience, Respect, Inclusivity, kindness</p>	





<b>Year 1 Autumn term A</b>		
<b>Key concepts</b>		
<b>Knowledge</b>	<b>Emotional Knowledge</b>	<b>Unit Outcome</b>
<ul style="list-style-type: none"> <li>• <b>Understand their own rights and responsibilities with their classroom</b></li> <li>• <b>Understand that their choices have consequences</b></li> <li>• <b>Understand that their views are important</b></li> <li>• <b>Understand the rights and responsibilities of a member of a class</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand that they are safe in their class</li> <li>• <b>Identifying helpful behaviours to make the class a safe place</b></li> <li>• Understand that they have choices</li> <li>• <b>Understanding that they are special</b></li> <li>• Identify what it's like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> </ul>	<p>In this unit, the children discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>
<b>Vocabulary</b>	<b>National Curriculum Links</b>	<b>School Values</b>
Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	See Appendix 1	Respect, Inclusivity, Kindness
<b>Year 1 Autumn term B</b>		
<b>Key concepts</b>		
<b>Knowledge</b>	<b>Emotional Knowledge</b>	<b>Unit Outcome</b>
<ul style="list-style-type: none"> <li>• <b>Know what bullying means and to know who to tell if they or someone else is being bullied or is feeling unhappy</b></li> <li>• <b>Know that people are unique and that it is OK to be different</b></li> <li>• <b>Know skills to make friendships</b></li> <li>• <b>Know that people have differences and similarities</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify what is bullying and what isn't</b></li> <li>• <b>Understand how being bullied might feel</b></li> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> <li>• Know ways to help a person who is being bullied</li> </ul>	<p>In this unit, the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The</p>



- Identify emotions associated with making a new friend
- Verbalise some of the attributes that make them unique and special

children also discuss being nice to and looking after other children who might be being bullied.

**Vocabulary**

Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique

**National Curriculum Links**

See Appendix 2

**School Values**

Respect, Inclusivity

**Year 1 Spring term A**

**Key concepts**

**Knowledge**

- **Know how to set simple goals and to know how to achieve a goal**
- **Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them**
- **Know when a goal has been achieved**
- **Know how to work well with a partner**
- **Know that tackling a challenge can stretch their learning**

**Emotional Knowledge**

- Recognise things that they do well
- **Explain how they learn best**
- Recognise their own feelings when faced with a challenge/obstacle
- **Recognise how they feel when they overcome a challenge/obstacle**
- Celebrate an achievement with a friend
- Can store feelings of success so that they can be used in the future

**Unit Outcome**

In this unit, 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.

**Vocabulary**

Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve

**National Curriculum Links**

See Appendix 3

**School Values**

Kindness, Ambition



<h2>Year 1 Spring term B</h2>		<h2>Key concepts</h2>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know the difference between being healthy and unhealthy. To know some ways to keep healthy and to know how to make healthy lifestyle choices</b></li> <li>• <b>Know that all household products, including medicines, can be harmful if not used properly and to know that medicines can help them if they feel poorly</b></li> <li>• <b>Know how to keep safe when crossing the road</b></li> <li>• <b>Know how to keep themselves clean and healthy and to know that germs cause disease/illness</b></li> <li>• <b>Know about people who can keep them safe</b></li> </ul>	<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Keep themselves safe</b></li> <li>• <b>Recognise how being healthy helps them to feel happy</b></li> <li>• Recognise ways to look after themselves if they feel poorly</li> <li>• Recognise when they feel frightened and know how to ask for help</li> <li>• Feel good about themselves when they make healthy choices</li> <li>• Realise that they are special</li> </ul>	<p><b><u>Unit Outcome</u></b></p> <p>In this unit, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</p>
<p><b><u>Vocabulary</u></b>          Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p><b><u>National Curriculum Links</u></b>           See Appendix 4</p>	<p><b><u>School Values</u></b>           Resilience, Respect</p>
<h2>Year 1 Summer term A</h2>		<h2>Key concepts</h2>



**Knowledge**

- **Know that everyone's family is different and to know that families are founded on belonging, love and care**
- **Know that physical contact can be used as a greeting**
- **Know how to make a friend**
- **Know who to ask for help in the school community**
- **Know that there are lots of different types of families**
- **Know the characteristics of healthy and safe friends and to know about the different people in the school community and how they help**

**Emotional Knowledge**

- Can express how it feels to be part of a family and to care for family members
- Can say what being a good friend means
- Can identify forms of physical contact they prefer
- **Can say no when they receive a touch they don't like**
- Can show skills of friendship
- Can praise themselves and others
- **Can recognise some of their personal qualities**
- Can say why they appreciate a special relationship

**Unit Outcome**

In this unit, children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.

**Vocabulary**

Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate

**National Curriculum Links**

See Appendix 5

**School Values**

Resilience, Kindness, Inclusivity

**Year 1 Summer term B**

**Key concepts**



<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand the life cycles of animals and humans</li> <li>• Know how to tell you some things about me that have changed and some things about me that have stayed the same</li> <li>• Know how to tell you how my body has changed since I was a baby</li> <li>• Know how to identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus</li> <li>• Understand that every time I learn something new, I change a little bit</li> <li>• Know how to tell you about changes that have happened in my life</li> </ul>
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<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Understand that changes happen as we grow and that this is OK</li> <li>• Know that changes are OK and that sometimes they will happen whether I want them to or not</li> <li>• Understand that growing up is natural and that everybody grows at different rates</li> <li>• To know how to respect my body and understand which parts are private</li> <li>• Know how to enjoy learning new things</li> <li>• Know some ways to cope with changes</li> </ul>
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<p><b><u>Unit Outcome</u></b></p> <p>In this unit, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates.</p> <p>Across the six units, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.</p> <p>At the end of the unit, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.</p>
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<p><b><u>Vocabulary</u></b></p> <p>Adult, adulthood, anus, , anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn life cycle, male, nervous, new, penis, proud, testicles, vulva, worried.</p>
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<p><b><u>National Curriculum Links</u></b></p> <p>See Appendix 6</p>
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<p><b><u>School Values</u></b></p> <p>Resilience, Respect, Inclusivity, kindness</p>
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**Year 2 Autumn term A**

**Year 2 Autumn term A**

**Key concepts**

<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Understand the rights and responsibilities of class members and to know about rewards and consequences and that these stem from choices</b></li> </ul>
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<p><b><u>Emotional Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• <b>Know how to make their class a safe and fair place</b></li> <li>• <b>Show good listening skills</b></li> <li>• <b>Be able to work co-operatively</b></li> </ul>
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<p><b><u>Unit Outcome</u></b></p> <p>In this unit, the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to</p>
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- **Know that it is important to listen to other people and to understand that their own views are valuable**
- **Know that positive choices impact positively on self-learning and the learning of others**
- **Identifying hopes and fears for the year ahead**

- Recognise own feelings and know when and where to get help
- Recognise the feeling of being worried

listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.

**Vocabulary**

Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving

**National Curriculum Links**

See Appendix 1

**Year 2 Autumn term B**

**Key concepts**

**Knowledge**

- starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
- starting to understand that sometimes people make assumptions about boys and girls (stereotypes)
- understand that bullying is sometimes about difference
- recognise what is right and wrong and know how to look after myself
- understand that it is OK to be different from other people and to be friends with them
- tell you some ways I am different from my friends

**Emotional Knowledge**

- understand some ways in which boys and girls are similar and feel good about this.
- understand some ways in which boys and girls are different and accept that this is OK
- can tell you how someone who is bullied feels
- can be kind to children who are bullied
- know when and how to stand up for myself and others
- **know how to get help if I am being bullied**
- **understand we shouldn't judge people if they are different**
- know how it feels to be a friend and have a friend
- **understand these differences make us all special and unique**

**Unit Outcome**

In this unit, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. By the end of the unit, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.



**Vocabulary**  
 Assumptions, belong, boundary, boys, bully, bystander, culture, courtesy, difference, disability, fairness, family, feelings, female, friends, girls, help, identity, included, inclusive, kind, lonely, male, on purpose, respect, self-respect, similarities, special, stereotypes, support, teasing, unkind, unique, valued.

**National Curriculum Links**  
 See Appendix 2

**School Values**  
 Respect, Inclusivity, Kindness

## Year 2 Spring term A

## Key concepts

## Key concepts

- Knowledge**
- Know how to choose a realistic goal and think about how to achieve it
  - know what I need to keep myself healthy
  - can recognise who I work well with and who it is more difficult for me to work with
  - can work well in a group to create an end product
  - can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
  - know how to share success with other people

- Emotional Knowledge**
- Know how to tell you things I have achieved and say how that makes me feel
  - **Know how to be motivated to make healthy choices that help me to reach my goals**
  - Know how to tell you how working with other people helps me learn
  - **Know how to work with other people in a group to solve problems**
  - **Know how to tell you when a feeling is weak and when a feeling is strong**
  - Know how contributing to the success of a group feels and how to store those feelings in my internal treasure chest (proud)

**Unit Outcome**

In this unit, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning.

Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.

By the end of the unit, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement.



**Vocabulary**  
 Achievement, calm, celebrate, challenge, community, courtesy, dream, feelings, goal, group, health, healthy choices, hobbies, interest, interests, learning together, lifestyle, manners, motivation, partner, product, proud, realistic, relax, relaxation, safety, self-care, self-esteem, stress, success, team work, tense, wellbeing.

**National Curriculum Links**  
 See Appendix 3

**School Values**  
 Kindness, Ambition

## Year 2 Spring term B

## Key concepts

## Key concepts

**Knowledge**

**Knowledge**

- Know how to sort foods into the correct food groups and know which foods my body needs to keep me healthy
- **Know how to make some healthy snacks and explain why they are good for my body and give me energy**
- **Know how to recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe**
- **Know how to recognise risks and know how to keep safe around roads, railways, and water, and can explain why safety rules help protect me**
- **Understand how medicines work in my body and how important it is to use them safely**
- **Know how to explain how to keep my body healthy and safe at home and when I'm out**

**Emotional Knowledge**

- **Understand a healthy relationship with food and know which foods I enjoy the most**
- Know how to express how it feels to share healthy food with my friends
- **Know how to recognise when I feel worried or unsafe and know to tell an adult straight away**
- **Know how to recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice**
- Know how to be positive about caring for my body and keeping it healthy
- **Know how to make good choices that help me stay healthy and safe**

**Unit Overview**

In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe.

Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.

By the end of the Puzzle, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical ways to stay healthy and safe every day.



**Vocabulary**  
 Assess, balanced diet, barriers, body, choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks safe, scared, stop, drop, roll, unhealthy, unsafe worry.

**National Curriculum Links**  
 See Appendix 4

**School Values**  
 Resilience, Respect

## Year 2 Summer term A

## Key concepts

## Key concepts

- Knowledge**
- **Know that there are lots of forms of physical contact within a family and to know how to stay stop if someone is hurting them**
  - **Know there are good secrets and worry secrets and why it is important to share worry secrets and to know what trust is**
  - **Know that everyone's family is different and to know that families function well when there is trust, respect, care, love and co-operation**
  - **Know some reasons why friends have conflicts and to know that friendships have ups and downs and sometimes change with time and to know how to use the Mending Friendships or Solve it together problem-solving methods**

- Emotional Knowledge**
- Can identify the different roles and responsibilities in their family
  - Can recognise the value that families can bring
  - **Can recognise and talk about the types of physical contact that is acceptable or unacceptable**
  - **Can identify the negative feelings associated with keeping a worry secret**
  - **Can identify who they trust in their own relationships**
  - Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict
  - Can identify the feelings associated with trust
  - Can give and receive compliments
  - **Can say who they would go to for help if they were worried or scared**

**Unit Overview**

In this unit, the children's learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.

**Vocabulary**  
 Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust,

**National Curriculum Links**  
 See Appendix 5

**School Values**  
 Resilience, Kindness, Inclusivity



Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate

## Year 2 Summer term B

### Key concepts

#### Knowledge

- Know how to recognise cycles of life in nature
- Know how to tell you about the natural process of growing from young to old and understand that this is not in my control
- Know how to recognise how my body has changed since I was a baby and where I am on the continuum from young to old
- Know how to recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private
- Understand there are different types of touch and can tell you which ones I like and don't like
- Know how to identify what I am looking forward to when I move to my next class

#### Emotional Knowledge

- Understand there are some changes that are outside my control and can recognise how I feel about this
- Know how to identify people I respect who are older than me
- Know how to feel proud about becoming more independent
- Know how to describe what I enjoy about being a boy or girl whilst understanding we are all different
- Know how to be confident to say what I like and don't like and can ask for help
- Know how to start to think about changes I will make when I am in Year 3 and know how to go about this.

#### Unit Overview

In this unit children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others.

Across the six units, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.

By the end of the unit, children create Leaf Mobiles to celebrate growth and looking ahead.

#### Vocabulary

Adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, penis, physical, private, public, respect, responsibilities, teenager

#### National Curriculum Links

See Appendix 6

#### School Values

Resilience, Respect, Inclusivity, kindness



testicles, texture, timeline, toddler, touch, uncomfortable, vagina, vulva, young.

## Year 3 Autumn term A

- Knowledge**
- **Know that the school has a shared set of values**
  - **Know why rules are needed and how these relate to choices and consequences**  
**Know that actions can affect others' feelings**
  - **Know that others may hold different views**
  - **Understand that they are important**
  - **Know what a personal goal is**
  - **Understanding what a challenge is**

**Vocabulary**  
Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong

## Year 3 Autumn term A

- Emotional Knowledge**
- Make other people feel valued
  - Develop compassion and empathy for others
  - **Be able to work collaboratively**
  - Recognise self-worth
  - **Identify personal strengths**
  - Be able to set a personal goal
  - **Recognise feelings of happiness, sadness, worry and fear in themselves and others**

**National Curriculum Links**  
See Appendix 1

## Key concepts

**Unit Overview**

In this unit, the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people's points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.

**School Values**  
Respect, Inclusivity, Kindness

## Year 3 Autumn term B

## Year 3 Autumn term B

## Key concepts



**Knowledge**

- **Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do**
- **Know that conflict is a normal part of relationships**
- **Know that some words are used in hurtful ways and that this can have consequences**
- **Know why families are important**
- **Know that everybody's family is different**
- **Know that sometimes family members don't get along and some reasons for this**

**Emotional Knowledge**

- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family
- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
- Be able to show appreciation for their families, parents and carers
- **Empathise with people who are bullied**
- **Employ skills to support someone who is bullied**
- Be able to recognise, accept and give compliments
- Recognise feelings associated with receiving a compliment

**Unit Overview**

In this unit, the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.

**Vocabulary**  
 Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,

**National Curriculum Links**  
 See Appendix 2

**School Values**  
 Respect, Inclusivity

**Year 3 Spring term A**

**Key concepts**

**Knowledge**

- Know how to tell you about a person who has faced difficult challenges and achieved success
- **Know how to identify a dream / ambition that is important to me**
- Know how to enjoy facing new challenges. I'm working out the best ways need to achieve them

**Emotional Knowledge**

- **Know how to respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)**
- Know how to imagine how I will feel when I achieve my dream / ambition
- **Know how to break down a goal into a number of steps and know how others could help me to achieve it**

**Unit Overview**

In this unit, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem.

Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles,



- Know how to stay motivated and enthusiastic about achieving a new challenge
- **Know how to recognise obstacles which might hinder my achievements and can take steps to overcome them**
- **Know how to evaluate my own learning process and identify how it can be better next time**

- **Know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge**
- Know how to manage the feelings of frustration that may arise when obstacles occur
  - Know how to be confident in sharing my success with others and can store my feelings in my internal treasure chest

managing frustration and helping others to succeed.

By the end of the unit, children will have contributed their garden designs to the shared Garden of Dreams and Goals, celebrating learning, resilience and achievement.

**Vocabulary**  
 Ambitions, challenge, challenges, community, design, differences, dream, dreams, enthusiastic, evaluate, frustration, future, garden, goal, goals, healthy, identity, include, learning, motivated, obstacles, outdoors, responsible, respect, review, safe choices, self-esteem, self-review, solution strengths, success, team work, teamwork, wellbeing, water safety.

**National Curriculum Links**  
 See Appendix 3

**School Values**  
 Kindness, Ambition

## Year 3 Spring term B

## Key concepts

## Unit Overview

- Knowledge**
- Understand how exercise affects my body and know why my heart and lungs are such important organs
  - Know that the amount of calories, fat and sugar I put into my body will affect my health
  - Know how to tell you my knowledge and attitude towards drugs
  - Know how to identify things, people and places that I need to keep safe from
  - Know some strategies for keeping myself safe, who to go to for help and how to call emergency services
  - Know how to identify when something feels safe or unsafe

- Emotional Knowledge**
- Know how to set myself a fitness challenge
  - Know what it feels like to make a healthy choice
  - Know how to identify how I feel towards drugs
  - Know how to express how being anxious or scared feels
  - Know how to take responsibility for keeping myself and others safe
  - Know how to respect my body and appreciate what it does for me

In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel.

Across the six Pieces, children learn about ways to keep themselves safe - especially around water - recognising risk and who to contact in emergencies and how to do this . They practise identifying safe and unsafe situations - especially around water -managing worried feelings and taking responsibility for their own safety and the safety of others.



- Understand how complex my body is and how important it is to take care of it

**Vocabulary**

Advice, ambulance, anxious, appreciate attitude, body, calories/kilojoules, choice coastguard helicopter, complex, dangerous drugs, emergency, emergency services energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels lungs, oxygen, police car, responsibility, risk safe, scared, strategy, sugar, saturated fat unsafe.

**National Curriculum Links**

See Appendix 4

By the end of the Puzzle, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book.

**School Values**

Resilience, Respect

**Year 3 Summer term A**

**Key concepts**

**Knowledge**

- Know how to identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- **Know how to identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener**
- **Know and can use some strategies for keeping myself safe online**
- Understand how people around the world help and influence my life and that media doesn't always show complete information
- **Understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes**

**Emotional Knowledge**

- Know how to describe how taking some responsibility in my family makes me feel
- Know how to negotiate in conflict situations to try to find a win-win solution
- Know who to ask for help if I am worried or concerned about anything online
- **Know how to appreciate different cultures, and question stereotypes I might see in photos or information**
- Know how to empathise with children whose lives are different to mine and know who I can talk to when I need help
- **Know how to enjoy being part of a family and friendship groups**

**Unit Overview**

In this unit, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms.

Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.

By the end of the unit, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups.



- Know how to express my appreciation to my friends and family

**Vocabulary**

age restriction, appreciation, careers, celebrating conflict, culture, deprivation, differences, fairness family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected job, location settings, male, manners, media messaging, needs, personal information, privacy problem solving, relationships, respect responsibilities, rights, risky, role, safe/unsafe sex (male and female), social media, solution stereotype, support, trade, trusted adult.

**National Curriculum Links**

See Appendix 5

**School Values**

Respect, kindness, resilience

**Year 3 Summer term B**

**Key concepts**

**Knowledge**

- Understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby
- Know how to identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up
- Understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy
- Know some simple ways of keeping clean which can keep me healthy and protect me from some infections

**Emotional Knowledge**

- Know how to express how I feel when I see babies or baby animals
- Know how to recognise how I feel about these changes happening to me and know how to cope with those feelings
- Know how to start to think about the ways to keep my body clean as I grow up and how I feel about this
- Know how to express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
- Know how start to think about changes I will make next year and know how to go about this

**Unit Overview**

In this unit, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change.

Across the six units, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.



- Know how to start to recognise stereotypical ideas I might have about parenting and family roles
- Know how to identify what I am looking forward to when I move to my next class

By the end of the unit, children create Ribbon Mobiles to celebrate growth and looking ahead.

**Vocabulary**

Animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles vagina, womb / uterus, worries.

**National Curriculum Links**

See Appendix 6

**School Values**

Resilience, Respect, Inclusivity, kindness

**Year 4 Autumn term A**

**Key concepts**

**Knowledge**

- **Know their place in the school community**
- **Know what democracy is (applied to pupil voice in school) and to know how groups work together to reach a consensus**
- **Know that having a voice and democracy benefits the school community**
- **Know how individual attitudes and actions make a difference to a class**
- **Know about the different roles in the school community**
- **Know that their own actions affect themselves and others**

**Emotional Knowledge**

- Be able to take on a role in a group discussion / task and contribute to the overall outcome
- **Know how to regulate my emotions**
- Can make others feel cared for and welcome
- Recognise the feelings of being motivated or unmotivated
- Can make others feel valued and included

**Unit Overview**

In this unit, the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.



- Understand why the school community benefits from a Learning Charter
- **Be able to help friends make positive choices**

**Vocabulary**

Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)

**National Curriculum Links**

See Appendix 1

**School Values**

Respect, Inclusivity, Kindness

**Year 4 Autumn term B**

**Key concepts**

**Knowledge**

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

**Emotional Knowledge**

- **Be comfortable with the way they look**
- Try to accept people for who they are
- Be non-judgemental about others who are different
- Identify influences that have made them think or feel positively/negatively about a situation
- **Identify feelings that a bystander might feel in a bullying situation**
- Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
- Identify their own uniqueness
- Identify when a first impression they had was right or wrong

**Unit Overview**

In this 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.



**Vocabulary**

Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed

**National Curriculum Links**

See Appendix 2

**School Values**

Respect, Inclusivity

**Year 4 Spring term A**

**Key concepts**

**Knowledge**

- Know how to tell you about some of my hopes and dreams
- **Understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help**
- **Understand how to cope with disappointment and find ways to move forward**
- **Know how to make a new plan and set new goals even if I have been disappointed**
- Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
- Know how to identify the contributions made by myself and others to the group's achievement

**Emotional Knowledge**

- Know how it feels to have hopes and dreams
- **Know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me**
- **Know how to respect myself and notice how coping builds my self-esteem and resilience**
- Understand what it means to be resilient and to have a positive attitude
- Know how to enjoy being part of a group challenge
- Know how to share in the success of a group and how to store this success experience in my internal treasure chest

**Topic Overview**

In this unit, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward.

Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.

By the end of the unit, children celebrate shared achievements by sharing their Potato people to the Garden of Dreams and Goals, recognising effort, wellbeing and teamwork.



**Vocabulary**

agree/disagree, anxious, attitude, celebrate, cope, courtesy, courage, design, determination, determined, disappointed, disappointment, dream, dreams, follower, goal, goals, help, hope, hopeful, hopes, hurt, inspired, internal treasure chest, leader, learning, manners, motivated, plans, positive, positive attitude, problem-solve, proud, resilience, review, risk, roles, safety, self-belief, self-esteem, self-respect, setback, success, wellbeing

**National Curriculum Links**

See Appendix 3

**School Values**

Kindness, Ambition

**Year 4 Spring term B**

**Key concepts**

**Key concepts**

**Knowledge**

- Know how to recognise how different friendship groups are formed, how I fit into them and the friends I value the most
- **Understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help**
- **Know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape**
- **Understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol**
- **Know how to recognise when people are putting me under pressure and can explain ways to resist this when I want**
- Know myself well enough to have a clear picture of what I believe is right and wrong

**Emotional Knowledge**

- Know how to identify the feelings I have about my friends and my different friendship groups
- **Know how to recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe**
- **Know how to recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others**
- **Know how to identify feelings of anxiety and fear associated with peer pressure**
- **Know how to tap into my inner strength and know how to be assertive**

**Topic Overview**

In this unit, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways.

Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.

By the end of the unit, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships.



**Vocabulary**

Advice, agree/disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship groups, friendships, guilt, healthy, leader, liver, lonely, opinion, peers, pressure, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong.

**National Curriculum Links**

See Appendix 4

**School Values**

Resilience, Respect

**Year 4 Summer term A**



**Key concepts**

**Knowledge**

- **Know to recognise situations which can cause jealousy in relationships**
- Know how to identify someone I love and can express why they are special to me
- **Know how to tell you about someone I know that I no longer see**
- **Know how to recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends**
- Understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older
- Know how to show love and appreciation to the people and animals who are special to me

**Emotional Knowledge**

- **Know how to identify feelings associated with jealousy and suggest strategies to problem-solve when this happens**
- **Know how most people feel when they lose someone or something they love**
- **Understand that we can remember people even if we no longer see them**
- Know how to stand up for myself and how to negotiate and compromise
- **Understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend**
- Know how to love and be loved

**Topic Overview**

In this unit, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change.

Across the six units, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.

By the end of the unit, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection.

**Vocabulary**

Addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online, hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-

**National Curriculum Links**

See Appendix 5

**School Values**

Resilience, Kindness, Inclusivity



esteem, self-perception, social, social network, targeting troll, trustworthy.

## Year 4 Summer term B

## Key concepts

### Knowledge

- Understand that lots of things make up a person's identity and this is what makes them unique
- Know how to describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
- Know there are many types of family and that often our family members form part of our inner circle
- Know there are trusted people I can turn to if I need help and support as I grow up and go through puberty
- Know how the circle of change works and can apply it to changes I want to make in my life
- Know how to identify changes that have been and may continue to be outside of my control that I learnt to accept
  - Know how to identify what I am looking forward to when I move to a new class

### Emotional Knowledge

- Know how to describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am
- Know how to have strategies to help me cope with the physical and emotional changes I will experience during puberty
- Know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me
- Know how to be confident enough to try to make changes when I think they will benefit me
- Know how express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
- Know how to reflect on the changes I would like to make next year and describe how to go about this.

### Topic Overview

In this unit, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support.

Across the six units, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.

By the end of the unit, children use Circles of Change to think about future transitions and celebrate growth and resilience.



**Vocabulary**

Acceptance, anxious, belonging, care, characteristics, change, choices, circle, control family, fallopian tube, hobbies, hormone, identity inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner period pants, period products, periods, personality proud, proportionate, puberty, reliable, seasons skills, support, tampons, trusted adult, trustworthy unique, values, vagina, vulva, womb.

**National Curriculum Links**

See Appendix 6

**School Values**

Resilience, Respect, Inclusivity, kindness

**Year 5 Autumn term A**



**Key concepts**

**Knowledge**

- **Understand how democracy and having a voice benefits the school community and to understand how to contribute towards the democratic process**
- **Understand the rights and responsibilities associated with being a citizen in the wider community and their country**
- **Know how to face new challenges positively**
- **Understand how to set personal goals**
- **Know how an individual's behaviour can affect a group and the consequences of this**

**Emotional Knowledge**

- **Empathy for people whose lives are different from their own**
- **Consider their own actions and the effect they have on themselves and others**
- **Be able to work as part of a group, listening and contributing effectively**
- Be able to identify what they value most about school
- Identify hopes for the school year
- Understand why the school community benefits from a Learning Charter
- Be able to help friends make positive choices

Know how to regulate my emotions

**Unit Overview**

In this unit, the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.



**Vocabulary**

Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision

**National Curriculum Links**

See Appendix 1

**School Values**

Respect, Inclusivity, Kindness

**Year 5 Autumn term B**



**Key concepts**

**Knowledge**

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

**Emotional Knowledge**

- **Appreciate the value of happiness regardless of material wealth**
- Identify their own culture and different cultures within their class community
- Identify their own attitudes about people from different faith and cultural backgrounds
- Develop respect for cultures different from their own
- **Identify a range of strategies for managing their own feelings in bullying situations**
- **Identify some strategies to encourage children who use bullying behaviours to make other choices**
- Be able to support children who are being bullied

**Topic Overview**

In this unit, the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures.



**Vocabulary**

Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation

**National Curriculum Links**

See Appendix 2

**School Values**

Respect, Inclusivity

**Year 5 Spring term A**



**Key concepts**

**Knowledge**

- **Understand that I will need money to help me achieve some of my dreams**
- Know how to recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values
- Know how to explore a range of different jobs and think critically about the information I see about them online
- **Know how to describe the dreams and goals of young people in a culture different to mine**
- **Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other**
- Know how to encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship

**Emotional Knowledge**

- **Know how to identify what I would like my life to be like when I am grown up**
- Know how to recognise that people have different attitudes towards saving and spending money, and towards risk
- **Know how to recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow**
- Understand how to reflect on how these relate to my own
- **Know how to appreciate the similarities and differences in aspirations between myself and young people in a different culture**
- Understand why I am motivated to make a positive contribution to supporting others

**Topic Overview**

In this unit, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time.

Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.

By the end of the unit, children work together to rally support for shared causes and share these ideas, developing motivation, empathy and responsibility within the Garden of Dreams and Goals whole school puzzle outcome.



**Vocabulary**

Adult, aspiration, attitudes, barrier, career, choice, community participation, country, culture, digital spending, dream, environment, financial harm, goal, grown up, identity, influence, job, lifestyle, media, money, motivation, opportunity, profession, rallying, reliable, rights, risk, salary, save, self-care, self-esteem, society, spend, spending decisions, sponsorship, support, team work, technology values.

**National Curriculum Links**

See Appendix 3

**School Values**

Kindness, Ambition

**Year 5 Spring term B**



**Key concepts**

**Knowledge**

- **Know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body**
- **Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart**
- **Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations**
- **Understand how the media, social media and celebrity culture promotes certain body types**
- **Know how to describe the different attitudes people have to food and how these can be affected by external influences**
- **Know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy**

**Emotional Knowledge**

- **Know how to make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure**
- **Know how to make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure**
- **Know how to keep myself calm in emergencies**
- **Know how to reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am**
- **To know how to respect and value my body**
  - Know how to stay motivated to keep myself healthy and happy

**Topic Overview**

In this unit, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help.

Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.

By the end of the unit, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.



**Vocabulary**

Addicted, alcohol, altered, body image, calm, celebrity, choices, comparison, debate, emergency, fact, healthy behaviour, healthy lifestyle, informed decision, influence, level-headed, media, motivation, nicotine, obesity, opinion, pressure, procedure, recovery position, self-respect, smoking, social media, tobacco, unhealthy behaviour, vaping.

**National Curriculum Links**

See Appendix 4

**School Values**

Resilience, Respect

**Year 5 Summer term A**



**Key concepts**

**Knowledge**

- Know how to have an accurate picture of who I am as a person in terms of my characteristics and personal qualities
- Understand that belonging to an online community can have positive and negative consequences
- Understand there are rights and responsibilities in an online community or social network
- Know there are rights and responsibilities when playing an online game
- Know how to recognise when I am spending too much time using devices (screen time)
- Know how to explain how to stay safe when using technology to communicate with my friends
- Understand I have rights about my personal data.

**Emotional Knowledge**

- Know to keep building my own self-esteem
- Know how to recognise when an online community feels unsafe or uncomfortable
- Know how to recognise when an online community is helpful or unhelpful to me
- Know how to recognise when an online game is becoming unhelpful or unsafe
- Know how to identify things I can do to reduce screen time, so my health isn't affected
- Know how to use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable.

**Topic Overview**

In this unit, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities.

Across the six units, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.

By the end of the unit, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships.

**Vocabulary**

Addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, **data protection**, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information

**National Curriculum Links**

See Appendix 5

**School Values**

Resilience, Kindness, Inclusivity



personal qualities, physical health, privacy, reliable reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy.

## Year 5 Summer term B

## Key concepts

- Knowledge**
- Know how to be aware of my own self-image and how my body image fits into that
  - Know how to explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally
  - Know how to describe how boys' and girls' bodies change during puberty
  - Understand that sexual intercourse can lead to conception and that is how babies are usually made
  - Understand that sometimes people need IVF to help them have a baby
  - Know how to identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities
  - Know how to identify what I am looking forward to when I move to my next class

- Emotional Knowledge**
- Know how to develop my own self esteem
  - Understand that puberty is a natural process that happens to everybody and that it will be OK for me
  - Know how to express how I feel about the changes that will happen to me during puberty
  - Know how to appreciate how amazing it is that human bodies can reproduce in these ways
  - Know how to be confident that I can cope with the changes that growing up will bring
  - Know how to start to think about changes I will make next year and know how to go about this

**Topic Overview**

In this unit, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing.

This unit includes the first of 2 non-statutory sex education lessons in PSHE, where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.

By the end of the unit, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.

**Vocabulary**  
Affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter,

**National Curriculum Links**  
See Appendix 6

**School Values**  
Resilience, Respect, Inclusivity, kindness



growth spurt, hormone, hope, hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels, menstruation mental health/wellbeing, milestone, opportunities

## Year 6 Autumn term A

## Key concepts

**Knowledge**

- **Know about children’s universal rights (United Nations Convention on the Rights of the Child) and to know about the lives of children in other parts of the world**
- **Know that personal choices can affect others locally and globally**
- **Know how to set goals for the year ahead**
- **Understand what fears and worries are**
- **Understand that their own choices result in different consequences and rewards**
- **Understand how democracy and having a voice benefits the school community and to understand how to contribute towards the democratic process**

**Emotional Knowledge**

- **Know own wants and needs**
- Be able to compare their life with the lives of those less fortunate
- **Demonstrate empathy and understanding towards others**
- Can demonstrate attributes of a positive role-model
- Can take positive action to help others
- Be able to contribute towards a group task
- **Know what effective group work is**
- **Know how to regulate my emotions**
- Be able to make others feel welcomed and valued

**Topic Overview**

In this unit, the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual's behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.

**Vocabulary**  
 Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective

**National Curriculum Links**  
 See Appendix 1

**School Values**  
 Respect, Inclusivity, Kindness



# Year 6 Autumn term B

# Key concepts

# Key concepts

**Knowledge**

- Know that people can hold power over others individually or in a group and to know that power can play a part in a bullying or conflict situation
- Know that there are different perceptions of 'being normal' and where these might come from
- Know that difference can be a source of celebration as well as conflict
- Know that being different could affect someone's life
- Know why some people choose to bully others
- Know that people with disabilities can lead amazing lives

**Emotional Knowledge**

- Empathise with people who are different and be aware of my own feelings towards them
- Identify feelings associated with being excluded
- Be able to recognise when someone is exerting power negatively in a relationship
- Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens
- Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict
- Identify different feelings of the bully, bullied and bystanders in a bullying scenario
- Appreciate people for who they are
- Show empathy

**Topic Overview**

In this 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.

**Vocabulary**

Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration

**National Curriculum Links**

See Appendix 2

**School Values**

Respect, Inclusivity



# Year 6 Spring term A



## Key concepts

- Knowledge**
- Know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)
  - Know how to work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these
  - Know how to identify problems in the world that concern me and talk to other people about them
  - Know how to work with other people to help make the world a better place
  - Know how to describe some ways in which I can work with other people to help make the world a better place
  - Know what some people in my class like or admire about me and can accept their praise

- Emotional Knowledge**
- Understand why it is important to stretch the boundaries of my current learning
  - Know how to set success criteria so that I will know whether I have reached my goal
  - Know how to recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
  - Understand how to empathise with people who are suffering or who are living in difficult situations  
Know how to identify why I am motivated to do this
  - Know how to give praise and compliments to other people when I recognise their contributions and achievements

**Topic Overview**

In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives.

Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world.

By the end of the Puzzle, children recognise their own and others' achievements in their shared planning for a school event and share this work in , the shared Garden of Dreams and Goals outcome.

**Vocabulary**  
 Achieve, achievement, admire, aspirations, awareness, collaborate, compliment, concern, contribution, cooperate, dream, feeling, feelings, global, goal, issue, leadership skills, learning, money, motivate, personal, praise, prevention, recognition, realistic, rescue, role, safety, strategy, strengths, stretch, success, success criteria, suffering, support, unrealistic.

**National Curriculum Links**  
 See Appendix 3

**School Values**  
 Kindness, Ambition



# Year 6 Spring term B



## Key concepts

- Knowledge**
- Know how to take responsibility for their own health and to know what it means to be emotionally well
  - Know how to make choices that benefit their own health and well-being
  - Know about different types of drugs and their uses and to know how these different types of drugs can affect people's bodies, especially their liver and heart
  - Know that stress can be triggered by a range of things and to know that being stressed can cause drug and alcohol misuse
  - Know that some people can be exploited and made to do things that are against the law
  - Know why some people join gangs and the risk that this can involve

- Emotional Knowledge**
- Are motivated to care for their own physical and emotional health
  - Suggest strategies someone could use to avoid being pressured
  - Can use different strategies to manage stress and pressure
  - Are motivated to find ways to be happy and cope with life's situations without using drugs
  - Identify ways that someone who is being exploited could help themselves
  - Recognise that people have different attitudes towards mental health/illness

**Topic Overview**

In this unit, 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 there is. 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.

**Vocabulary**  
 Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure

**National Curriculum Links**  
 See Appendix 4

**School Values**  
 Resilience, Respect



# Year 6 Summer term A



## Key concepts

- Knowledge**
- Know that it is important to take care of their own mental health
  - Know ways that they can take care of their own mental health
  - Know the stages of grief and that there are different types of loss that cause people to grieve
  - Know that sometimes people can try to gain power or control them
  - Know some of the dangers of being 'online'
  - Know how to use technology safely and positively to communicate with their friends and family

- Emotional Knowledge**
- Recognise that people can get problems with their mental health and that it is nothing to be ashamed of
  - Can help themselves and others when worried about a mental health problem
  - Recognise when they are feeling grief and have strategies to manage them
  - Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control
  - Can resist pressure to do something online that might hurt themselves or others
  - Can take responsibility for their own safety and well-being

**Topic Overview**

In this unit, 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.

**Vocabulary**  
 Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

**National Curriculum Links**  
 See Appendix 5

**School Values**  
 Resilience, Kindness, Inclusivity

# Year 6 Summer term B



## Key concepts



### Knowledge

- Know how to be aware of my own self-image and how my body image fits into that
- Know how to explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally
- Know how to describe how a baby develops from conception through the nine months of pregnancy, and how it is born
- Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
- Know to be aware of the importance of a positive self-esteem and what I can do to develop it
- Know how to identify what I am looking forward to when I move to my next class

### Emotional Knowledge

- Know how to develop my own self esteem
- Know how to express how I feel about the changes that will happen to me during puberty
- Know how to recognise how I feel when I reflect on the development and birth of a baby
- Understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to
- Know how to express how I feel about my self-image and know how to challenge negative 'body-talk'
- Know how to prepare myself emotionally for the changes next year

#### **Alternative Piece 4a: Adolescent Friendships**

- Knowledge: I know myself well enough to maintain positive relationships with others whilst still keeping my own identity
- Social and Emotional: I can be assertive when appropriate

### Topic Overview

In this unit, children explore self-image and self-esteem while learning about physical and emotional changes during puberty.

Across the six unit, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.

In the second of 2 non-statutory sex education lessons in PSHE, they develop understanding of reproduction, pregnancy, and birth.

By the end of the unit, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.

### Vocabulary

Adolescent, assertive, attraction, baby, caesarean celebrity, cervix, challenge, choice, contractions consent, criticise, embryo, feelings/emotions foetus, freedoms, identity, independence, journey labour, looking forward, love, mental health midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty real self, relationship, relationships, responsibilities secondary, self-esteem

### National Curriculum Links

See Appendix 6

### School Values

Resilience, Respect, Inclusivity, kindness



## Appendix 1

### **Relationships Education – By end of primary, pupils should know:**

#### **Caring friendships**

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

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

(R14) the conventions of courtesy and manners

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

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

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

#### **Online relationships**

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

Being safe

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

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

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

#### **Mental well-being**

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

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

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



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

## Appendix 2

### **Relationships Education – By end of primary, pupils should know:**

#### **Families and the people who care for me**

(R1) that families are important for children growing up because they can give love, security and stability

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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

(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

#### **Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

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

(R14) the conventions of courtesy and manners

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

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

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

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



### **Online relationships**

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

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

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

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

### **Being safe**

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

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

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

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

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

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

#### **Mental well-being**

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

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

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

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

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

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

#### **Internet safety and harms**

(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted

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

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



### Appendix 3

#### **Relationships Education – By end of primary, pupils should know:**

##### **Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

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

(R14) the conventions of courtesy and manners

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

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

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

##### **Being safe**

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

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

##### **Mental well-being**

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

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

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

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

(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.

### Appendix 4

#### **Relationships Education – By end of primary, pupils should know:**

##### **Caring friendships**

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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

(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

**Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

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

(R14) the conventions of courtesy and manners

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

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

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

**Online relationships**

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

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

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

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

(R24) how information and data is shared and used online.

**Being safe**

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

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

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

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

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

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

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

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

Appendix 5**Physical Health and Well-Being – By end of primary, pupils should know:****Mental well-being**

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

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

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

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

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

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

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



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

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

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

### **Internet safety and harms**

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

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

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

### **Physical health and fitness**

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

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

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

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

### **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.

## Appendix 5

### **Relationships Education – By end of primary, pupils should know:**



### **Families and the people who care for me**

(R1) that families are important for children growing up because they can give love, security and stability

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

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(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

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

(R14) the conventions of courtesy and manners

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

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

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

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

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

### **Online relationships**

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

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

(R24) how information and data is shared and used online.

### **Being safe**

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



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

being safe

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

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

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

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

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

#### **Mental well-being**

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

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

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(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

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(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.

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(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.



## Appendix 6

### Relationships Education - **By end of primary, pupils should know:**

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

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

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

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(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

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

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

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

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

**Changing adolescent body**

(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

(H35) about menstrual well-being including the key facts about the menstrual cycle.