



Whole School PSHE Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit of Work	Being Me in My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
	Key Vocabulary (Tier 2/Tier 3)	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	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	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	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping
	Prior Knowledge	Similarities and differences from their friends and how that is OK. Recognising and managing their feelings, identifying different ones and the causes these can have. Working with others and why it is good to	Things that they are good at. Being different and how that makes everyone special but also recognise that we are the same in some ways. Experiences of their homes and	Challenges and facing up to them. Not giving up and trying until they have achieved their goal. Jobs that they might like to have when	Names of some key parts as well as how to stay healthy. Food and that some foods are healthier than others. Importance of sleep and what they can do to help themselves get to sleep.	Children have been introduced to the key relationships in their lives. They have learned about families and the different roles people can have in a family. They have explored the friendships they have and what makes a good	How they have changed from being a baby and what may change for them in the future. Bodies change in lots of different ways as we get older. Change can



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	<p>be kind and use gentle hands. Children's rights, especially linked to the right to learn and the right to play. What it means to be responsible.</p>	<p>why it is special to them. 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>they are older. Achieving goals and the feelings linked to this.</p>	<p>Hand washing and why it is important. 'Stranger danger' and what they should do if approached by someone they don't know.</p>	<p>friend. They have been 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>bring about positive and negative feelings. Memories can manage change.</p>
Sticky Knowledge	<p>Children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter.</p> <p>Rights and responsibilities, and choices and consequences.</p> <p>Being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	<p>Similarities and differences between people and how these make us unique and special.</p> <p>What bullying is and what it isn't.</p> <p>How it might feel to be bullied and when and who to ask for help.</p> <p>How to make friends and that it is OK to have differences/be different from their friends.</p> <p>Being nice to and looking after other</p>	<p>Setting simple goals, how to achieve them as well as overcoming difficulties when they try. Recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them.</p> <p>Partner working and how to do this well.</p>	<p>Healthy and less healthy choices and how these choices make them feel.</p> <p>Hygiene, keeping themselves clean and that germs can make you unwell. Road safety, and about people who can help them to stay safe.</p>	<p>People they may find in their school community.</p> <p>Own significant relationships (family, friends and school community) and why these are special and important.</p> <p>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.</p> <p>Pupils also consider their own personal attributes as a</p>	<p>Introduced to life cycles, e.g. that of a frog and identify the different stages. Compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. How they have changed so far and that people grow up at different rates.</p>



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			children who might be being bullied.			friend, family member and as part of a community, and are encouraged to celebrate these.	Correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles). Change discussed as a natural and normal part of getting older which can bring about happy and sad feelings.
Learning Sequence	<ul style="list-style-type: none"> To understand their own rights and responsibilities with their classroom To understand that their choices have consequences To understand that their views are important 	<ul style="list-style-type: none"> To know what bullying means To know who to tell if they or someone else is being bullied or is feeling unhappy To know that people 	<ul style="list-style-type: none"> To know how to set simple goals To know how to achieve a goal To know how to identify obstacles 	<ul style="list-style-type: none"> To know the difference between being healthy and unhealthy To know some ways to keep healthy To know how to make healthy lifestyle choices To know that all 	<ul style="list-style-type: none"> To know that everyone's family is different To know that families are founded on belonging, love and care To know that physical contact can be used as a greeting 	<ul style="list-style-type: none"> To understand and the life cycle of animals and humans To know that some things about me have changed and some things 	

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		<ul style="list-style-type: none"> To understand the rights and responsibilities of a member of a class 	<p>are unique and that it is OK to be different</p> <ul style="list-style-type: none"> To know skills to make friendships To know that people have differences and similarities 	<p>les which make achieving their goals difficult and work out how to overcome them</p> <ul style="list-style-type: none"> To know when a goal has been achieved To know how to work well with a partner To know that tackling a 	<p>household products, including medicines, can be harmful if not used properly</p> <ul style="list-style-type: none"> To know that medicines can help them if they feel poorly To know how to keep safe when crossing the road To know how to keep themselves clean and healthy To know that germs cause disease/illness To know about people who can keep them safe 	<ul style="list-style-type: none"> To know how to make a friend To know who to ask for help in the school community To know that there are lots of different types of families To know the characteristics of healthy and safe friends To know about the different people in the school community and how they help 	<p>have stayed the same</p> <ul style="list-style-type: none"> To know how I have changed since I was a baby To identify the parts of the body that make boys and girls different To understand that every time I learn something new I change a
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				challeng can stretch h their learning			little bit • To underst and about changes that have happene d in my life
	Text Link(s)						

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work	Being Me in My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
	Key Vocabulary (Tier 2/Tier 3)	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness,	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving,	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina,



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			Kindness, Unique, Value			Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy
Prior Knowledge	Rights and responsibilities, and choices and consequences. Being special and how to make everyone feel safe in their class as well as recognising their own safety.	Similarities and differences between people and how these make us unique and special. What bullying is and what it isn't. How it might feel to be bullied and when and who to ask for help. Friendship, how to make friends and that it is OK to have differences/be different from their friends.	Setting simple goals, how to achieve them as well as overcoming difficulties when they try. Recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. Partner working and how to do this well.	Healthy and less healthy choices and how these choices make them feel. Hygiene, keeping themselves clean and that germs can make you unwell. Road safety, and about people who can help them to stay safe.	Their own significant relationships (family, friends and school community) and why these are special and important. Touch can be used in kind and unkind ways. Safeguarding. Consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	Introduced to life cycles, e.g. that of a frog and identify the different stages. Compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. How they have changed so far and that people grow up at different rates. Correct words for private parts of the	



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							body (those kept private by underwear: vagina, anus, penis, testicles). Change discussed as a natural and normal part of getting older which can bring about happy and sad feelings.
Sticky Knowledge	<p>Hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask.</p> <p>Rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place.</p> <p>Choices and the consequences of making different choices.</p>	<p>Recognising gender stereotypes, that boys and girls can have differences and similarities and that is OK.</p> <p>How children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied.</p>	<p>Setting realistic goals and how they can achieve them.</p> <p>Perseverance when they find things difficult as well as recognising their strengths as a learner.</p> <p>Reflect on with whom they work well and with whom they don't.</p> <p>Reflect on sharing</p>	<p>Healthy food – having a healthy relationship with food and making healthy choices.</p> <p>What makes them feel relaxed and stressed.</p> <p>Medicines, how they work and how to use them safely.</p> <p>Why are healthy snacks good for their bodies.</p>	<p>Learning about family relationships and the importance of co-operation, appreciation and trust.</p> <p>Friendships with a focus on falling out and mending friendships.</p> <p>Conflict resolution (Solve it together and Mending Friendships).</p> <p>The importance of trust in relationships</p>	<p>Compare different life cycles in nature, including that of humans.</p> <p>Reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age.</p> <p>Discuss how independence, freedoms and responsibility can increase with age.</p>	



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			<p>Feelings associated with bullying and how and where to get help.</p> <p>Explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	<p>success with other people.</p>		<p>and what this feels like.</p> <p>Types of secret, and why 'worry secrets' should always be shared with a trusted adult.</p> <p>Different types of physical contact in relationships, which are acceptable and which ones are not.</p> <p>Strategies for being assertive when someone is hurting them or being unkind.</p> <p>People who can help them if they are worried or scared.</p>	<p>Re-teach the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles).</p> <p>Where they can get help if worried or frightened.</p> <p>Change is a natural and normal part of growing up.</p>
Learning Sequence	<ul style="list-style-type: none"> To understand the rights and responsibility 	<ul style="list-style-type: none"> To know the difference between 	<ul style="list-style-type: none"> To know how to choose a realist 	<ul style="list-style-type: none"> To know what their body needs to stay healthy 	<ul style="list-style-type: none"> To know that there are lots of forms 	<ul style="list-style-type: none"> To know how to recognise cycles of life 	

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		<p>ies of class members</p> <ul style="list-style-type: none"> To know about rewards and consequences and that these stem from choices To know that it is important to listen to other people To understand that their own views are valuable To know that positive choices impact positively on self-learning and the learning of others To know how to identify hopes and fears for the year ahead 	<p>a one-off incident and bullying</p> <ul style="list-style-type: none"> To know that sometimes people get bullied because of difference To know that friends can be different and still be friends To know there are stereotypes about boys and girls To know where to get help if being bullied 	<p>ic goal and think about how to achieve it</p> <ul style="list-style-type: none"> To know that it is important to persevere To know how to recognise what working together well looks like To know what good group-working looks like To know how to share success with 	<ul style="list-style-type: none"> To know what relaxed means To know why healthy snacks are good for their bodies To know which foods give their bodies energy To know that it is important to use medicines safely To know what makes them feel relaxed/stressed To know how medicines work in their bodies To know how to make some healthy snacks 	<p>of physical contact within a family</p> <ul style="list-style-type: none"> To know how to stay stop if someone is hurting them To know there are good secrets and worry secrets and why it is important to share worry secrets To know what trust is To know that everyone's family is 	<p>in nature</p> <ul style="list-style-type: none"> To know about the natural process of growing from young to old To recognise how my body has changed since I was a baby To recognise the physical differences between boys and girls To understand there are different types of touch and can tell you which ones I
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			<ul style="list-style-type: none"> To know that it is OK not to conform to gender stereotypes To know it is good to be yourself To know the difference between right and wrong and the role that choice has to play in this 	other people		<p>differen t</p> <ul style="list-style-type: none"> Know that families function well when there is trust, respect, care, love and co-operation To know some reasons why friends have conflicts To know that friendships have ups and downs and sometimes change with time To know how to use the Mending 	<p>like and don't like</p> <ul style="list-style-type: none"> To know how to identify what I am looking forward to when I move to my next class
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						Friendships or Solve it together problem-solving methods	
	Text Link(s)						

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit of Work	Being Me in My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
	Key Vocabulary (Tier 2/Tier 3)	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together'	Oxygen, Calories/kilojoules, Heartbeats, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication,	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Womb/uterus, Stereotypes, Task, Roles, Challenge



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				Technique, Solutions, Review, Learning, Evaluate		Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	
Prior Knowledge	Hopes and fears for the year ahead. Recognising when they should ask for help and who to ask. Rights and responsibilities ; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. Choices and the consequences of making different choices.	Recognise gender stereotypes. Bullying because people are different, that this shouldn't happen and how they can support a classmate who is being bullied. Feelings associated with bullying and how and where to get help. Similarities and differences and that it is OK for friends to have differences without it affecting their friendship.	Setting realistic goals and how they can achieve them. Perseverance when they find things difficult as well as recognising their strengths as a learner. Reflect on with whom they work well and with whom they don't. Reflect on sharing success with other people.	Healthy food; having a healthy relationship with food and making healthy choices. What makes them feel relaxed and stressed. Medicines, how they work and how to use them safely. Healthy snacks and discuss why they are good for their bodies.		Roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships with a focus on falling out and mending friendships. (Solve it together and Mending Friendships). 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.	Compared different life cycles in nature, including that of humans. Changes that occurred (not including puberty) between baby, toddler, child, teenager, adult and old age. Independence, freedoms and responsibility increase with age. Retought the correct words



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							<p>for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles) Where they can get help if worried or frightened.</p> <p>Change is a natural and normal part of growing up.</p>
Sticky Knowledge	<p>Recognise their self-worth and identify positive things about themselves and their achievements.</p> <p>Discuss new challenges and how to face them with appropriate positivity.</p> <p>The need for rules and how these relate to rights and responsibilities .</p>	<p>Families, are all different and that sometimes they fall out with each other.</p> <p>Methods to calm themselves down and discuss the 'Solve it together' technique.</p> <p>Discover how a witness has choices and how these choices can affect the bullying that is taking place.</p>	<p>People who have overcome challenges to achieve success and discuss what they can learn from these stories.</p> <p>Identify their own dreams and ambitions and discuss how it will feel when they achieve them.</p> <p>Facing learning challenges and identify their</p>	<p>Importance of exercise and how it helps your body to stay healthy.</p> <p>Heart and lungs, what they do and how they are very important. Calories, fat and sugar; how the amount they consume can affect their health.</p> <p>Different types of drugs, the ones you take to make you better,</p>	<p>Different expectations and roles that exist within the family home.</p> <p>Why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. Families are founded on love, respect, appreciation, trust and co-operation.</p> <p>Rules for staying safe online. Investigate the</p>	<p>Children are taught that it is usually the female that carries the baby in nature.</p> <p>Basic body changes in males and females.</p> <p>Bodies changing is a natural part of growing up and that it is a process for getting their bodies ready for</p>	



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	<p>They explore choices and consequences, working collaboratively and seeing things from other people's points of view.</p> <p>Different feelings and the ability to recognise these feelings in themselves and others.</p>	<p>Problem-solving techniques in bullying situations.</p> <p>Choosing not to use hurtful words.</p> <p>Giving and receiving compliments and the feelings associated with this.</p>	<p>own strategies for overcoming these.</p> <p>Obstacles that might stop them from achieving their goals and how to overcome these.</p> <p>They reflect on their progress and successes and identify what they could do better next time.</p>	<p>as well as other drugs.</p> <p>Things, places and people that are dangerous and links to strategies for keeping themselves safe.</p>	<p>wants and needs of other children who are less fortunate and compare these with their own.</p>	<p>being a grown up</p> <p>Children discuss how they feel about growing up.</p>
Learning Sequence	<ul style="list-style-type: none"> To know that the school has a shared set of values To know why rules are needed and how these relate to choices and consequences 	<ul style="list-style-type: none"> To 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 To know that 	<ul style="list-style-type: none"> To know that they are responsible for their own learning To know what an obstacle is and how they can hinder achievement 	<ul style="list-style-type: none"> To know how exercise affects their bodies To know that the amount of calories, fat and sugar that they put into their bodies will affect their health To know that there are 	<ul style="list-style-type: none"> To know that different family members carry out different roles or have different responsibilities within the family To know some of the skills of friendship, e.g. taking 	<ul style="list-style-type: none"> To understand that in animals and humans lots of changes happen from birth to fully grown To understand and how

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		<ul style="list-style-type: none"> • To know that actions can affect others' feelings • To know that others may hold different views • To understand that they are important • To know what a personal goal is • To understand what a challenge is 	<p>conflict is a normal part of relationships</p> <ul style="list-style-type: none"> • To know that some words are used in hurtful ways and that this can have consequences • To know why families are important • To know that everybody's family is different • To know that sometimes family members don't get along and some 	<ul style="list-style-type: none"> • To know how to take steps to overcome obstacles • To know what dreams and ambitions are important to them • To know about specific people who have overcome difficult challenges to achieve success • To know how they can best overcome learning challenges 	<p>different types of drugs</p> <ul style="list-style-type: none"> • To know that there are things, places and people that can be dangerous • To know when something feels safe or unsafe • To know why their hearts and lungs are such important organs • To know a range of strategies to keep themselves safe • To know that their bodies are complex and need taking care of 	<p>turns, being a good listener</p> <ul style="list-style-type: none"> • To know some strategies for keeping themselves safe online • To know that they and all children have rights (UNCRC) • To know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • To know how some of the actions and work of people around the world help and influence my life 	<p>babies grow and develop in the mother's uterus</p> <ul style="list-style-type: none"> • To understand and that boys' and girls' bodies need to change as they get older • To know how I feel about changes happening to me and how to cope with these feelings • To understand and ideas I might
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			reasons for this	<ul style="list-style-type: none"> To know what their own strengths are as a learner Know how to evaluate their own learning progress and identify how it can be better next time 		<ul style="list-style-type: none"> To know the lives of children around the world can be different from their own 	<p>have about family roles</p> <ul style="list-style-type: none"> To understand what I am looking forward to when I move to my next class
	Text Link(s)						

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit of Work	Being Me in My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
Year 4	Key Vocabulary	Character, Judgement, Surprised, Different,	Character, Judgement, Surprised, Different,	Hope, Determination, Resilience, Positive	Friendship, Emotions, Relationships,	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief,	Personal, Unique, Characteristics, Parents, Circle, Seasons, Change,



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	(Tier 2/Tier 3)	Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Control, Emotions, Acceptance
	Prior Knowledge	Self-worth and identify positive things about themselves and their achievements. Discussing new challenges The need for rules Seeing things from other	Families, are all different. Methods to calm themselves down. Discover how a witness has choices and how these choices can affect the bullying	People who have overcome challenges Identify their own dreams and ambitions Facing learning challenges Obstacles that might stop them from achieving their goals	Importance of exercise and how it helps your body to stay healthy. Heart and lungs, what they do and how they are very important. Different types of drugs, the	Different expectations and roles that exist within the family home. Why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. Families are founded on love, respect, appreciation, trust and co-operation. Rules for staying safe online. Investigate the	Children are taught that it is usually the female that carries the baby in nature. Basic outside body changes in males and females. Bodies changing are a natural part of growing up and that it is a process for getting ready for being a grown up

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	<p>people's points of view.</p> <p>The ability to recognise feelings in themselves and others.</p>	<p>that is taking place.</p> <p>Problem-solving techniques in bullying situations.</p> <p>Choosing not to use hurtful words.</p> <p>Giving and receiving compliments and the feelings associated with this.</p>	<p>Identify what they could do better next time.</p>	<p>ones you take to make you better, as well as other drugs.</p> <p>Things, places and people that are dangerous and links to strategies for keeping themselves safe.</p>	<p>wants and needs of other children who are less fortunate and compare these with their own.</p>	<p>Children discuss how they feel about growing up.</p>
Sticky Knowledge	<p>Being part of a team.</p> <p>School and its community, who all the different people are and what their roles are.</p> <p>Democracy and link this to their own School Council, what</p>	<p>Concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal.</p> <p>Explore more about bullying, including</p>	<p>Hopes and dreams.</p> <p>How it feels when dreams don't come true and how to cope with/overcome feelings of disappointment.</p> <p>Making new plans and setting new goals even if they have been disappointed.</p>	<p>Friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play.</p> <p>Friendships, how different people make them feel</p>	<p>Emotional aspects of relationships and friendships.</p> <p>Jealousy and loss/bereavement.</p> <p>Identifying the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change.</p> <p>Change is natural in relationships and they will experience (or may</p>	<p>Bodily changes are revisited with some additional vocabulary.</p> <p>Feelings associated with change and how to manage these.</p> <p>Jigsaw's Circle of change model as a strategy for managing future changes.</p>

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	<p>its purpose is and how it works.</p> <p>Different roles people can have, how to make positive contributions</p> <p>How to make collective decisions and how to deal with conflict.</p> <p>Considering other people's feelings.</p>	<p>online bullying and what to do if they suspect or know that it is taking place.</p> <p>Pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. Their own uniqueness and what is special about themselves.</p> <p>First impressions and when their own first impressions of someone have changed.</p>	<p>Overcoming challenges together.</p> <p>Reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p>and which friends they value the most.</p> <p>Smoking and alcohol and their effects on health; reasons why people might drink or smoke.</p> <p>Peer pressure and how to deal with it successfully</p> <p>.</p>	<p>have already experienced) some of these changes.</p> <p>Skills of negotiation particularly to help manage a change in a relationship.</p> <p>Relationships can end, especially if they are causing negative feelings or they are unsafe.</p> <p>Relationship endings can be amicable.</p>	
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Whole School PSHE Curriculum Map

<p>Learning Sequence</p>	<ul style="list-style-type: none"> To know their place in the school community To know what democracy is (applied to pupil voice in school) To know how groups work together to reach a consensus To know that having a voice and democracy benefits the school 	<ul style="list-style-type: none"> To know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying To know the reasons why witnesses sometimes join in with bullying and don't tell anyone To know that sometimes people make assumptions 	<ul style="list-style-type: none"> To know how to make a new plan and set new goals even if they have been disappointed To know how to work as part of a successful group To know how to share in the success of a group To know what their own hopes and dreams are To know that hopes and dreams don't always come true 	<ul style="list-style-type: none"> To know that there are leaders and followers in groups To know the facts about smoking and its effects on health To know the facts about alcohol and its effects on health, particularly the liver To know ways to resist when people are putting pressure on them To know what 	<ul style="list-style-type: none"> To know some reasons why people feel jealousy To know that loss is a normal part of relationships To know that negative feelings are a normal part of loss To know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe To know that jealousy can be damaging to relationships To know that memories can support us when we lose a special person or animal 	<ul style="list-style-type: none"> To know that personal characteristics are inherited from birth parents To understand what responsibilities there are in parenthood and the joy it can bring To consider what has influenced my life and what might influence the lives of other people To know that change can bring about a range of different emotions To know that change is a normal part of life and that some cannot be
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Whole School PSHE Curriculum Map

		<p>community</p> <ul style="list-style-type: none"> To know how individual attitudes and actions make a difference to a class To know about the different roles in the school community To know that their own actions affect themselves and others 	<p>about a person because of the way they look or act</p> <ul style="list-style-type: none"> To know there are influences that can affect how we judge a person or situation To know what to do if they think bullying is or might be taking place To know that first impressi 	<ul style="list-style-type: none"> To know that reflecting on positive and happy experiences can help them to counteract disappointment To know how to work out the steps they need to take to achieve a goal 	<p>they think is right and wrong</p> <ul style="list-style-type: none"> To know how different friendship groups are formed and how they fit into them To know which friends they value most To know that they can take on different roles according to the situation To know some of the reasons some people 	<p>controlled and have to be accepted</p> <ul style="list-style-type: none"> To know what I am looking forward to when I move to a new class
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Whole School PSHE Curriculum Map

			ons can change		start to smoke • To know some of the reasons some people drink alcohol		
	Text Link(s)						

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit of Work	Being Me in My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
Year 5	Key Vocabulary (Tier 2/Tier 3)	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,	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving,	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect,	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling,	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Develops, Hips, Adam's Apple, Genitals, Hair, Broader, Wider, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Embryo, Umbilical cord,

Whole School PSHE Curriculum Map

	Artefacts, Display, Presentation	Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	operation, Difference	Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules	Foetus, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities Rights
Prior Knowledge	<p>Being part of a team.</p> <p>School and its community, who all the different people are and what their roles are.</p> <p>Democracy and link this to their own School Council, what its purpose is and how it works.</p> <p>Different roles people can have, how to make positive contributions</p>	<p>Concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal.</p> <p>Explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place.</p>	<p>Hopes and dreams.</p> <p>How it feels when dreams don't come true and how to cope with/overcome feelings of disappointment.</p> <p>Making new plans and setting new goals even if they have been disappointed.</p> <p>Overcoming challenges together.</p>	<p>Friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play.</p> <p>Friendships, how different people make them feel and which friends they value the most.</p> <p>Smoking and alcohol and their effects on health; reasons why people might drink or smoke.</p>	<p>Emotional aspects of relationships and friendships.</p> <p>Jealousy and loss/bereavement.</p> <p>Identifying the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change.</p> <p>Change is natural in relationships and they will</p>	<p>Bodily changes are revisited with some additional vocabulary.</p> <p>Feelings associated with change and how to manage these.</p> <p>Jigsaw's Circle of change model as a strategy for managing future changes.</p>

Whole School PSHE Curriculum Map

	<p>How to make collective decisions and how to deal with conflict.</p> <p>Considering other people's feelings.</p>	<p>Pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen.</p> <p>Their own uniqueness and what is special about themselves.</p> <p>First impressions and when their own first impressions of someone have changed.</p>	<p>Reflect on their successes and the feelings associated with overcoming a challenge.</p>	<p>Peer pressure and how to deal with it successfully.</p>	<p>experience (or may have already experienced) some of these changes.</p> <p>Skills of negotiation particularly to help manage a change in a relationship. Relationships can end, especially if they are causing negative feelings or they are unsafe.</p>	
Sticky Knowledge	<p>Plan for the year ahead, goals they could set for themselves as well as the challenges they may face.</p> <p>Explore their rights and responsibilities as a member of their class, school, wider</p>	<p>Explore culture and cultural differences.</p> <p>Racism, debating what it is and how to be aware of their own feelings towards people from different cultures.</p>	<p>Dreams and goals and how they might need money to help them achieve them.</p> <p>Jobs that people they know do, they look at the fact that some jobs pay more money than</p>	<p>Risks associated with smoking and how it affects the lungs, liver and heart.</p> <p>Risks associated with alcohol misuse.</p> <p>Basic first aid and emergency procedures (including the</p>	<p>The importance of self-esteem and ways this can be boosted.</p> <p>Mental health can be damaged by excessive comparison with others.</p> <p>Investigate and reflect upon a variety of</p>	<p>Self-esteem, self-image and body image.</p> <p>Perceptions about ourselves and others, and these may be right or wrong.</p> <p>Reflect on how social media and the media can promote</p>

Whole School PSHE Curriculum Map

	<p>community and the country they live in.</p> <p>Individual behaviour and its impact on a group choices, rewards, consequences and the feelings associated with each.</p> <p>Democracy, how it benefits the school and how they can contribute towards it.</p>	<p>Bullying and discuss rumour spreading and name-calling.</p> <p>Direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours.</p> <p>Happiness regardless of material wealth and respecting other people's cultures.</p>	<p>others and reflect on what types of jobs they might like to do when they are older.</p> <p>Similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p>recovery position) and learn how to contact the emergency services when needed.</p> <p>How body types are portrayed in the media, social media and celebrity culture.</p> <p>Eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>	<p>positive and negative online/social media contexts including gaming and social networking.</p> <p>Age-limits and also age-appropriateness.</p> <p>SMARRT internet safety rules and they apply these in different situations.</p> <p>People online pretending to be whoever they want.</p> <p>Rights, responsibilities and respect are revisited with an angle on technology use.</p> <p>Finding ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	<p>unhelpful comparison and how to manage this.</p> <p>Puberty, explaining bodily changes in males and females (Led by visiting School Nurse team)</p> <p>Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities</p> <p>Consider own perceptions around different age groups.</p>
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Whole School PSHE Curriculum Map

<p>Learning Sequence</p>	<ul style="list-style-type: none"> • To understand how democracy and having a voice benefits the school community • To understand how to contribute towards the democratic process • To understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively 	<ul style="list-style-type: none"> • To know external forms of support in regard to bullying e.g. Childline • To know that bullying can be direct and indirect • To know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture 	<ul style="list-style-type: none"> • To know about a range of jobs that are carried out by people I know • To know the types of job they might like to do when they are older • To know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of 	<ul style="list-style-type: none"> • To know basic emergency procedures, including the recovery position • To know the health risks of smoking • To know how smoking tobacco affects the lungs, liver and heart • To know how to get help in emergency situations • To know that the media, social media and celebrity culture promotes certain body types • To know the different roles food can play in 	<ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • To know how to stay safe when using technology to communicate with friends • To know that a personality is made up of many 	<ul style="list-style-type: none"> • To know about my own self image and how my body image fits into that • To understand how to cope with embarrassment • To understand important considerations when adults choose to start a family • To know that becoming a teenager involves various changes and also brings growing responsibility
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Whole School PSHE Curriculum Map

	<ul style="list-style-type: none"> Understand how to set personal goals Know how an individual's behaviour can affect a group and the consequences of this 	<p>can sometimes be a source of conflict</p> <ul style="list-style-type: none"> 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 	<p>their dreams</p> <ul style="list-style-type: none"> Know that different jobs pay more money than others Know that communicating with someone from a different culture means that they can learn from them and vice versa To know ways that they can support young people in their own culture and abroad 	<p>people's lives and know that people can develop eating problems/disorders related to body image pressure</p> <ul style="list-style-type: none"> To know some of the risks linked to misusing alcohol, including antisocial behaviour To know what makes a healthy lifestyle 	<p>different characteristics, qualities and attributes</p> <ul style="list-style-type: none"> To know that belonging to an online community can have positive and negative consequences 	<ul style="list-style-type: none"> To know what perception means and that perceptions can be right or wrong (Twinkl resource) To understand what I am looking forward to when I move to my next class.
Text Link(s)						

Whole School PSHE Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Unit of Work	Being Me in My World	Celebrating Difference	Dreams And Goals	Healthy Me	Relationships	Changing Me
	Key Vocabulary (Tier 2/Tier 3)	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, Paralympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration	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, Paralympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition	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 illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure	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,	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, transition, secondary, journey, worries, anxiety, excitement



Whole School PSHE Curriculum Map

						Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety	
Prior Knowledge	<p>Plan for the year ahead, goals they could set for themselves as well as the challenges they may face.</p> <p>Explore their rights and responsibilities as a member of their class, school, wider community and the country they live in.</p> <p>Individual behaviour and its impact on a group choices, rewards, consequences and the feelings associated with each.</p> <p>Democracy, how it benefits the school and how</p>	<p>Explore culture and cultural differences.</p> <p>Racism, debating what it is and how to be aware of their own feelings towards people from different cultures.</p> <p>Bullying and discuss rumour spreading and name-calling.</p> <p>Direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours.</p> <p>Happiness regardless of material wealth and respecting</p>	<p>Dreams and goals and how they might need money to help them achieve them.</p> <p>Jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.</p> <p>Similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	<p>Risks associated with smoking and how it affects the lungs, liver and heart.</p> <p>Risks associated with alcohol misuse.</p> <p>Basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed.</p> <p>How body types are portrayed in the media, social media and celebrity culture.</p> <p>Eating disorders and people's relationships</p>	<p>The importance of self-esteem and ways this can be boosted.</p> <p>Mental health can be damaged by excessive comparison with others.</p> <p>Investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking.</p> <p>Age-limits and also age-appropriateness.</p> <p>SMARRT internet safety rules</p>	<p>Self-esteem, self-image and body image.</p> <p>Perceptions about ourselves and others, and these may be right or wrong.</p> <p>Reflect on how social media and the media can promote unhelpful comparisons and how to manage these.</p> <p>Puberty, explaining bodily changes in males and females.</p> <p>What becoming a teenager means for them with an increase in freedom, rights and responsibilities.</p>	



Whole School PSHE Curriculum Map

	they can contribute towards it.	other people's cultures.		with food and how this can be linked to negative body image pressures.	and they apply these in different situations. People online pretending to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Finding ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.	Consider own perceptions around different age groups.
Sticky Knowledge	Setting appropriate goals and discuss their fears and worries about the future.	Differences and similarities and that, for some people, being different is difficult. Bullying and how people can	Personal strengths and further stretching themselves by setting challenging and realistic goals.	Taking responsibility for their own physical and emotional health. Different types of drugs and the effects these can	Mental health and how to take care of their own mental well-being. The grief cycle and its	Puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes.

Whole School PSHE Curriculum Map

	<p>United Nations Convention on the Rights of the Child and that these are not met for all children worldwide.</p> <p>Choices and actions and how these can have far-reaching effects, locally and globally.</p> <p>Own behaviour and how their choices can result in rewards and consequences and how they feel about this.</p> <p>An individual's behaviour and the impact it can have on a group.</p> <p>Democracy, how it benefits the school and how they can contribute towards it.</p>	<p>have power over others in a group.</p> <p>Strategies for dealing with this as well as wider bullying issues.</p> <p>People with disabilities and specific examples of disabled people who have amazing lives and achievements.</p>	<p>Steps they will need to take as well as talking about how to stay motivated.</p> <p>Reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning.</p> <p>Discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments.</p>	<p>have on people's bodies.</p> <p>Exploitation as well as gang culture and the associated risks therein.</p> <p>Mental health/illness and that people have different attitudes towards this.</p> <p>Recognising the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>	<p>various stages, and discuss the different causes of grief and loss.</p> <p>People who can try to control them or have power over them.</p> <p>How to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way.</p>	<p>The stages of development of a baby in the womb</p> <p>Self-esteem, why it is important and ways to develop it.</p> <p>Transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>
Learning Sequence	<ul style="list-style-type: none"> To know about children's 	<ul style="list-style-type: none"> To know that people can hold 	<ul style="list-style-type: none"> To know their own 	<ul style="list-style-type: none"> To know how to take responsibility 	<ul style="list-style-type: none"> To know that it is important 	<ul style="list-style-type: none"> To know how to be aware of my own

Whole School PSHE Curriculum Map

		<p>universal rights (United Nations Convention on the Rights of the Child)</p> <ul style="list-style-type: none"> To know about the lives of children in other parts of the world To know that personal choices can affect others locally and globally To know how to set goals for the year ahead To understand what fears and worries are 	<p>power over others individually or in a group</p> <ul style="list-style-type: none"> To know that power can play a part in a bullying or conflict situation To know that there are different perceptions of 'being normal' and where these might come from To know that difference can be a source of celebration as well as conflict To know that being different could affect someone's life To know why some people choose to bully others To know that people with disabilities 	<p>learning strengths</p> <ul style="list-style-type: none"> To know what their classmates like and admire about them To know a variety of problems that the world is facing To know some ways in which they could work with others to make the world a better place To know what the learning steps are they need to take to 	<p>ty for their own health</p> <ul style="list-style-type: none"> To know what it means to be emotionally well To know how to make choices that benefit their own health and well-being To know about different types of drugs and their uses To know how these different types of drugs can affect people's bodies, especially their liver and heart To know that stress can be triggered 	<p>to take care of their own mental health</p> <ul style="list-style-type: none"> To know ways that they can take care of their own mental health To know the stages of grief and that there are different types of loss that cause people to grieve To know that sometimes people can try to gain power or control them To know some of the dangers of being 'online' 	<p>self image and how my body image fits into this</p> <ul style="list-style-type: none"> To know myself well enough to maintain positive relationships with others whilst still keeping my own identity To know the importance of self-esteem and what I can do to develop it To know how a baby develops through the nine months of pregnancy and how it is born To understand
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Whole School PSHE Curriculum Map

		<ul style="list-style-type: none"> To understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process 	can lead amazing lives	<p>achieve their goal</p> <ul style="list-style-type: none"> To know how to set realistic and challenging goals 	<p>by a range of things</p> <ul style="list-style-type: none"> To know that being stressed can cause drug and alcohol misuse To know that some people can be exploited and made to do things that are against the law To know why some people join gangs and the risk that this can involve 	<ul style="list-style-type: none"> To know how to use technology safely and positively to communicate with their friends and family 	<p>how to celebrate how I have grown and changed since I started school</p> <ul style="list-style-type: none"> To know what they are looking forward to and what they are worried about when thinking about transition to secondary school.
	Text Link (s)						

SMSC Links: Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to **practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are



Whole School PSHE Curriculum Map

vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

British Values: Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.