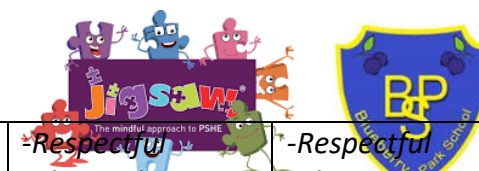




<b>Puzzle</b>	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Being me in the World (BM)</b>	<ul style="list-style-type: none"> <li>-How it feels to belong and that we are similar and different</li> <li>- Understand how being sad and happy can be expressed</li> <li>- Can work together and consider other people's feelings</li> <li>- Can use gentle hands and understand that it is good to be kind to people</li> <li>-Starting to understand children's right and this means we should be allowed to learn and play</li> <li>-What being responsible means</li> </ul>	<ul style="list-style-type: none"> <li>-How it feels to belong and that we are similar and different</li> <li>- Start to manage and recognise feelings</li> <li>-Working with others to make school a good place</li> <li>- Can use gentle hands and understand that it is good to be kind to people</li> <li>-Starting to understand children's right and this means we should be allowed to learn and play</li> <li>-What being responsible means</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to use my Jigsaw Journal and feel special and safe in my class.</li> <li>-Rights and responsibilities as a member of the class.</li> <li>-Rights and responsibilities for being a member of my class and how to make my class safe for everyone</li> <li>-My views are valued and can contribute to the Learning Charter</li> <li>-Recognise choices I can make and understand the consequences.</li> <li>-Rights and Responsibilities within learning charter and following.</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify some of my hopes and fears for the year</li> <li>- Rights and responsibilities as a member of the class and school.</li> <li>- Rights and responsibilities for being a member of my class.</li> <li>-Listen to other people and contribute my own ideas about rewards and consequences</li> <li>-How following learning charter will help me and others learn (together)</li> <li>-Recognise choices I make and understand the consequences</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise my worth and positive things about myself and my achievements</li> <li>-Can face new challenges positively, make responsible choices and ask for help when needed</li> <li>-Why rules are needed and how they relate to rights and responsibilities</li> <li>-Understand that my actions affect myself and others and I care about others people's feelings</li> <li>-Can make responsible choices and take action</li> <li>-Understand my actions affect others and try to see things from their point of view</li> </ul>	<ul style="list-style-type: none"> <li>-Know my attitudes and actions make a difference to the class team</li> <li>-Understand who my school community is, the role it plays and how I fit in</li> <li>-Understand how democracy works through school council</li> <li>-Understand that my actions affect myself and others, I care about other people's feelings and try to empathise with them</li> <li>-Understand how groups come together to make decisions</li> <li>-How democracy and having a voice benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>-Can face new challenges positively and know how to set personal goals</li> <li>-Understand my rights and responsibilities as a citizen of my country</li> <li>- Understand my rights and responsibilities as a citizen of my country and as a member of my school</li> <li>-Make choices about my own behaviour because I understand how rewards and consequences feel</li> <li>-Understand how an individual's behaviour can impact on a group</li> <li>- How democracy and having a voice benefits the school community and know how to participate in this.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify my goals for this year, understand my fears and worries about the future and know how to express them</li> <li>-Know that there are universal rights for all children but that many children don't met them</li> <li>-My actions affect people locally and globally</li> <li>-Make choices about my own behaviour because I understand how rewards and consequences feel and relate to rights and responsibilities</li> <li>- How an individual's behaviour can impact on a group</li> <li>- How democracy and having a voice benefits the school community</li> </ul>

## Jigsaw Planning with National Curriculum links





<p><u>NC links – Statutory Relationships and Health Education Expectations</u></p>	<p>(30-50 months)</p> <ul style="list-style-type: none"> <li>- To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> <li>- To enjoy the responsibility of carrying out small tasks.</li> <li>- To be confident talking to other children when playing and communicate freely about own home and community.</li> <li>-To be aware of own feelings and know that some actions and words can hurt others' feelings.</li> <li>-To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.</li> <li>-To play in a group, extending and elaborating play ideas</li> </ul>	<p>(40-60 months)</p> <p><u>Early learning Goal:</u></p> <ul style="list-style-type: none"> <li>- To talk about how they and others show feelings, talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>	<p><i>-Respectful relationships</i> <i>-Being safe</i></p>	<p><i>-Respectful relationships</i> <i>-Being safe</i></p>	<p><i>-Respectful relationships</i> <i>-Caring friendships</i> <i>-Being safe</i> <i>-Mental wellbeing</i></p>	<p><i>-Respectful relationships</i> <i>-Caring friendships</i> <i>-Being safe</i> <i>-Mental wellbeing</i></p>	<p><i>-Respectful relationships</i> <i>-Caring friendships</i> <i>-Being safe</i> <i>-Mental wellbeing</i></p>	<p><i>-Respectful relationships</i> <i>-Caring friendships</i> <i>-Being safe</i> <i>-Mental wellbeing</i></p>
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<u>Puzzle</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Celebrating Difference (CD)</u></b>	<ul style="list-style-type: none"> <li>-Know what it feels like to be proud of something I am good at</li> <li>-I can tell you one way I am special and unique</li> <li>-Know that all families are different</li> <li>-Know that there are different houses and homes</li> <li>-Can tell you how to make new friends</li> <li>-Can use my words to stand up for myself</li> </ul>	<ul style="list-style-type: none"> <li>-Identify something I am good at and understand everyone is good at different things</li> <li>-Understand that being different makes us all special</li> <li>-Know we are all different but the same in some ways</li> <li>-Can tell you why I think my home is special to me</li> <li>-Can tell you how to be a kind friend</li> <li>-Know which words to use to stand up for myself when someone does or says something unkind</li> </ul>	<ul style="list-style-type: none"> <li>-Identify similarities between people in my class</li> <li>-Identify differences between people in my class</li> <li>-Can tell you what bullying is</li> <li>-Know some people I could talk to if I was feeling unhappy or being bullied</li> <li>-Know how to make new friends</li> <li>-Can tell you some ways I am different from my friends</li> </ul>	<ul style="list-style-type: none"> <li>- Starting to understand that people make assumptions about boys and girls</li> <li>-Understand that bullying is sometimes about difference</li> <li>-Recognise what is right and wrong and know how to look after myself</li> <li>-Understand that it is OK to be different from other people and to be friends with them</li> <li>-Can tell you ways I am different from my friends</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that everyone's family is different and important to them</li> <li>-Understand that differences and conflicts sometimes happen among family members</li> <li>-Know what it means to be a witness to bullying</li> <li>-Know that witnesses can make the situation better or worse by what they do</li> <li>-Recognise that some words are used in hurtful ways</li> <li>-Can tell you about a time when my words affected someone's feelings and what the consequences were</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that, sometimes, we make assumptions based on what people look like</li> <li>-Understand what influences me to make assumptions based on how people look</li> <li>-Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but not sure</li> <li>-Can tell you why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>-Can identify what is special about me and value the ways in which I am unique</li> <li>-Can tell you a time when my first impression of someone changed when I got to know them</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that cultural differences sometimes cause conflict</li> <li>-Understand what racism is</li> <li>-Understand how rumour spreading and name calling can be bullying behaviour</li> <li>-Can explain the differences between direct and indirect types of bullying</li> <li>-Can compare my life with people in the developing world</li> <li>-Understand a different culture from my own</li> </ul>	<ul style="list-style-type: none"> <li>-Understand there are different perceptions about what normal means</li> <li>-Understand how being different could affect someone's life</li> <li>-Explain some of the ways in which one person or group can have power over another</li> <li>-Know some of the reasons why people use bullying behaviours</li> <li>-Can give examples of people with disabilities who lead amazing lives</li> <li>-Explain ways in which difference can be a source of conflict and cause for celebration</li> </ul>

## Jigsaw Planning with National Curriculum links

<u>NC links – Statutory Relationships and Health Education Expectations</u>	<p>(30-50 months)</p> <ul style="list-style-type: none"> <li>-To welcome and value praise for what they have done.</li> <li>-To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends or family.</li> <li>-To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<p>(40-60 months)</p> <p><u>Early learning Goal:</u> To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> <li>-Caring friendships</li> <li>-Respectful relationships</li> <li>-Being safe</li> <li>-Mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>-Caring friendships</li> <li>-Respectful relationships</li> <li>-Being safe</li> <li>-Mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>-Families and people who care for me</li> <li>-Caring friendships</li> <li>-Respectful relationships</li> <li>-Being safe</li> <li>-Mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>-Caring friendships</li> <li>-Respectful relationships</li> <li>-Being safe</li> <li>-Mental wellbeing</li> </ul>	 <ul style="list-style-type: none"> <li>-Respectful relationships</li> <li>-Being safe</li> <li>-Mental wellbeing</li> </ul>	 <ul style="list-style-type: none"> <li>-Respectful relationships</li> <li>-Being safe</li> <li>-Mental wellbeing</li> <li>-Health</li> </ul>
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<u>Puzzle</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Dreams and goals (DG)</b>	<ul style="list-style-type: none"> <li>-Understand what a challenge means</li> <li>-Can keep trying until I can do something</li> <li>-Can set a goal and work towards it</li> <li>-Know some kind words to encourage people with</li> <li>-Can start to think about jobs I might like to do when I'm older</li> <li>-Can feel proud when I achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that if I persevere I can tackle challenges</li> <li>-Can tell you about a time I didn't give up until I achieved my goal</li> <li>-Can set a goal and work towards it</li> <li>-Can use kind words to encourage people</li> <li>-Understand the link between what I learn now and the job I might get when I'm older</li> <li>-Can say how I feel when I achieve a goal and know what it means to feel proud</li> </ul>	<ul style="list-style-type: none"> <li>-Can set simple goals</li> <li>-Can set goals and how to achieve it</li> <li>-Understand how to work well with a partner</li> <li>-Can tackle a new challenge and understand this might stretch my learning</li> <li>-Can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them</li> <li>-Can tell you how I felt when I succeeded in a new challenge and how I celebrated it</li> </ul>	<ul style="list-style-type: none"> <li>-Can set a realistic goal and think about how to achieve it</li> <li>-Can carry on trying even when I find things difficult</li> <li>-Can recognise who I work well with and who it is more difficult for me to work with</li> <li>-Can work well in a group</li> <li>-Can tell you some ways I worked well in my group</li> <li>-Know how to share success with other people</li> </ul>	<ul style="list-style-type: none"> <li>-Can tell you about a person who has faced difficult challenges and achieved success</li> <li>-Can identify a dream/ambition that is important to me</li> <li>-Enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>-Motivated and enthusiastic about achieving new challenges</li> <li>-Can recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>-Evaluate my own learning process and identify how it can be better next time</li> </ul>	<ul style="list-style-type: none"> <li>-Can tell you some of my hopes and dreams</li> <li>-Understand that sometimes hopes and dreams don't come true and that this can hurt</li> <li>-Know that reflecting on positive and happy experiences can help me to counteract disappointment</li> <li>-Know how to make a plan and set new goals even if I have been disappointed</li> <li>-Know how to work out the steps to take to achieve a goal and can do this successfully as part of a group</li> <li>-Can identify the contributions made by myself and others to the group's achievement</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that I will need money to help me achieve some of my dreams</li> <li>-Know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</li> <li>-Can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</li> <li>-Describe the dreams and goals of young people in a culture different to mine</li> <li>-Understand that communicating with someone in a different culture means we can learn from each other and an identify a range of ways that we could support each other</li> <li>-Encourage peers to support young people here and abroad to meet their aspirations, and suggest what we might do to support</li> </ul>	<ul style="list-style-type: none"> <li>-Know my learning strengths and can set challenging but realistic goals for myself</li> <li>-Can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these</li> <li>-Can identify problems in the world that concern me and talk to people about them</li> <li>-Can work with other people to help make the world a better place</li> <li>-Can describe some ways in which I can work with other people to help make the world a better place</li> <li>-Know what some people in my class like or admire about me and can accept their praise</li> </ul>

## Jigsaw Planning with National Curriculum links



<p><u>NC links – Statutory Relationships and Health Education Expectations</u></p>	<p>(30-50 months)</p> <ul style="list-style-type: none"> <li>- To show interest in different occupations and ways of life.</li> <li>-To be confident talking to other children when playing and communicate freely about own home and community.</li> <li>- To select and use activities and resources with help.</li> <li>-To welcome and value praise for what they have done.</li> <li>-To enjoy the responsibility of carrying out small tasks.</li> </ul>	<p>(40-60 months)</p> <p><u>Early learning Goal:</u></p> <p>To be confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>-Caring friendships</p> <p>-Respectful relationships</p> <p>-Mental wellbeing</p>	<p>-Caring friendships</p> <p>-Respectful relationships</p> <p>-Mental wellbeing</p>	<p>-Caring friendships</p> <p>-Respectful relationships</p> <p>-Mental wellbeing</p>	<p>-Caring friendships</p> <p>-Respectful relationships</p> <p>-Mental wellbeing</p>	<p>-Caring friendships</p> <p>-Respectful relationships</p> <p>-Mental wellbeing</p>	<p>-Caring friendships</p> <p>-Respectful relationships</p> <p>-Mental wellbeing</p>
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<u>Puzzle</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Healthy Me (HM)</b>	<ul style="list-style-type: none"> <li>-Know the names of some body parts and am starting to understand that I need to be active to be healthy</li> <li>-Can tell you some things I need to do to be healthy</li> <li>-Know what the word healthy means and that some foods are healthier than others</li> <li>-Know how to make myself go to sleep and that sleep is good for me</li> <li>- Can wash my hands and know it is important to do this before I eat and after I go to the toilet</li> <li>-Know what to do if I get lost and to say NO to strangers</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that I need to exercise to keep my body healthy</li> <li>-Understand how moving and resting are good for my body</li> <li>-Know which foods are healthy and not so healthy and can make healthy eating choices</li> <li>-Know how to make myself go to sleep and understand why sleep is good for me</li> <li>- Can wash my hands thoroughly and understand why it is important to do this before I eat and after I go to the toilet</li> <li>-Know what a stranger is and how to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the difference between being healthy and unhealthy and know some ways to keep myself healthy</li> <li>-Know how to make healthy lifestyle choices</li> <li>-Know how to keep myself clean and healthy and all household products can be harmful if not used properly</li> <li>-Understand that medicines can help me when I feel poorly and know how to use them safely</li> <li>-Know how to keep safe when crossing the road, and about people who can help me to stay safe</li> <li>-Can tell you why I think my body is amazing and identify some</li> </ul>	<ul style="list-style-type: none"> <li>-Know how to keep my body healthy and safe</li> <li>-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</li> <li>-Understand how medicines work in my body and how important it is to use them safely</li> <li>-Can sort foods into the correct food groups and know which foods my body needs</li> <li>-Can make some healthy snacks and explain why they are good for my body</li> <li>-Can decide which foods to eat to give my body energy</li> </ul>	<ul style="list-style-type: none"> <li>-Understand how exercise affects my body and know how why my heart and lungs are such important organs</li> <li>-Know that the amount of calories, fat and sugar I put into my body will affect my health</li> <li>-Can tell you my knowledge and attitude towards drugs</li> <li>-Can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe</li> <li>-Can identify when something feels safe or unsafe</li> <li>-Understand how complex my body is and</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise how different friendship groups can form, how I fit into them and the friends I value the most</li> <li>-Understand that there are people who take on the role of leaders or followers in a group, I know the role I take in different situations</li> <li>- Understand the facts about smoking and its effect on health and also some of the reasons people start</li> <li>-Understand the facts about alcohol and its effects on health and also some of the reasons people start</li> <li>-Recognise when people are putting me under pressure and can explain ways to resist this when I want</li> <li>-Know myself well enough to have a clear picture of what</li> </ul>	<ul style="list-style-type: none"> <li>-Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart</li> <li>-Know some of the risks in misusing alcohol and how it affects the liver and heart</li> <li>-Know and can practice basic emergency aid and how to get help in emergency situations</li> <li>- Understand how media, social media and celebrity culture promotes certain body types and standards</li> <li>-Can describe different roles food can play in peoples' lives and can explain how people develop eating problems relating to body image pressures</li> <li>-Know what makes a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>-Can take responsibility for my health and make choices that benefit my health</li> <li>-Know different types of drugs and their uses/effects on the body</li> <li>-Understand that some people can be exploited and made to do things that are against the law</li> <li>-Know why people join gangs and the risks involved</li> <li>-Understand what it means to be emotionally well and explore people's attitudes towards mental health/illness</li> <li>-Recognise stress and the triggers that cause this and understand how stress can cause</li> </ul>

# Jigsaw Planning with National Curriculum links



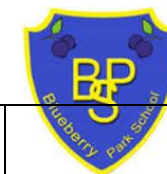
		if a stranger approaches me	ways to keep it safe		how important it is to take care of it	I believe is right and wrong	including healthy eating and the choices I need to make to be healthy	drug/alcohol misuse
<u>NC links – Statutory Relationships and Health Education Expectations</u>	(30-50 months) -To tell adults when hungry or tired, or when they want to rest or play. -To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. -To usually manage washing and drying hands. -To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.	(40-60 months) <u>Early learning Goal:</u> To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe	-Physical health and fitness -Heathy eating -Health and prevention -Being safe	-Physical health and fitness -Heathy eating -Health and prevention -Being safe	-Physical health and fitness -Heathy eating -Drugs, alcohol and tobacco -Being safe	-Caring friendships -Drugs, alcohol and tobacco -Being safe -Mental wellbeing	-Caring friendships -Drugs, alcohol and tobacco -Being safe -Mental wellbeing -Online and media -Health and prevention	-Caring friendships -Respecting relationships -Drugs, alcohol and tobacco -Being safe -Mental wellbeing -Online and media -Health and prevention





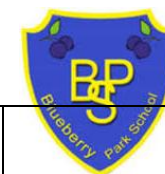
<u>Puzzle</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Relationships (RL)</u></b>	<ul style="list-style-type: none"> <li>-Can tell you about their family</li> <li>- Understand how to make friends if I feel lonely</li> <li>-Can tell you some things I like about my friends</li> <li>-Know what to say and do if someone is mean to me</li> <li>-Can use Calm Me time to manage feelings</li> <li>-Can work together and enjoy being with my friends</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify some of the jobs I do in my family and how I feel like I belong</li> <li>-Know how to make friends to stop myself from feeling lonely</li> <li>-Can think of ways to solve problems and stay friends</li> <li>-Starting to understand the impact of unkind words</li> <li>- Can use Calm Me time to manage feelings</li> <li>-Know how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify the members of my family and understand that there are lots of different types of families</li> <li>-Can identify what being a good friend means to me</li> <li>-<b>Know appropriate ways of physical contact to greet my friends and know which ways I prefer</b></li> <li>-<b>Know who can help me in my school community</b></li> <li>-Can recognise my qualities as a person and a friend</li> <li>-Can tell you why I appreciate someone who is special to me</li> </ul>	<ul style="list-style-type: none"> <li>-Can identify different member of my family, understand my relationship with each of them and know why it is important to share and cooperate</li> <li>-<b>Understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</b></li> <li>-Can identify some of the things that cause conflict with my friends</li> <li>-<b>Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</b></li> <li>-<b>Recognise and appreciate people who can help me in my family, school and my community</b></li> <li>-Can express my appreciation for the people in my special</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</b></li> <li>-<b>Can identify and put into practice some of the skills of friendship</b></li> <li>-<b>Know and can use some strategies for keeping myself safe online</b></li> <li>-Can explain how some of the actions and work of people around the world help and influence my life</li> <li>-Understand how my needs and rights are shared by children around the world and can identify how our lives may be different</li> <li>-Know how to express my appreciation to my friends and family</li> </ul>	<ul style="list-style-type: none"> <li>-Can recognise situations which can cause jealousy in relationships</li> <li>-Can identify someone I love and can express why they are special to me</li> <li>-Can tell you about someone I know I can no longer see</li> <li>-<b>Can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</b></li> <li>-<b>Understand what having a boyfriend/girlfriend might mean and that it is special relationship when I am older</b></li> <li>-<b>Know how to show love and appreciation to the people and animals who are special to me</b></li> </ul>	<ul style="list-style-type: none"> <li>-Have an accurate picture of who I am as in terms of my characteristics and personal qualities</li> <li>-<b>Understand that belonging to an online community can have positive and negative consequences</b></li> <li>-<b>Understand there are rights and responsibilities in an online community or social network</b></li> <li>-<b>Know there are rights and responsibilities when playing an online game</b></li> <li>-<b>Can recognise when I am spending too much time using devices</b></li> <li>-<b>Can explain how to stay safe when using technology to communicate with my friends</b></li> </ul>	<ul style="list-style-type: none"> <li>-Know how important it is to take care of my mental health</li> <li>-Know how to take care of my mental health</li> <li>-Understand that there are different stages of grief and that there different types of loss that cause people to grieve</li> <li>-<b>Can recognise when people are trying to gain control or power</b></li> <li>-<b>Can judge whether something online is safe and helpful for me</b></li> <li>-<b>Can use technology positively and safely to communicate with my friends and family</b></li> </ul>

# Jigsaw Planning with National Curriculum links



				relationships				
<b><u>NC links – Statutory Relationships and Health Education Expectations</u></b>	<p>(30-50 months)</p> <p>-To be aware of own feelings and know that some actions and words can hurt others' feelings.</p> <p>- To play in a group, extending and elaborating play ideas</p> <p>- To initiate play, offering cues to peers to join them.</p> <p>- To keep play going by responding to what others are saying or doing.</p> <p>-To demonstrate friendly behaviour, initiating conversations and forming good relationships</p>	<p>(40-60 months)</p> <p><u>Early learning Goal:</u></p> <p>To play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<p>-Families and people who care for me</p> <p>-Caring relationships</p> <p>-Respectful relationships</p> <p>-Being safe</p>	<p>-Families and people who care for me</p> <p>-Caring relationships</p> <p>-Respectful relationships</p> <p>-Being safe</p>	<p>-Families and people who care for me</p> <p>-Caring relationships</p> <p>-Respectful relationships</p> <p>-Being safe</p> <p>-Online and media</p>	<p>-Families and people who care for me</p> <p>-Caring relationships</p> <p>-Respectful relationships</p> <p>-Being safe</p>	<p>-Caring relationships</p> <p>-Respectful relationships</p> <p>-Being safe</p> <p>-Online and media</p> <p>-Internet safety and harms</p>	<p>- Caring relationships</p> <p>-Respectful relationships</p> <p>-Being safe</p> <p>-Online and media</p> <p>-Internet safety and harms</p> <p>-Mental health and well being</p>

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	with peers and familiar adults.							
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<u>Puzzle</u>	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Changing Me (CM)</b>	<ul style="list-style-type: none"> <li>-Can name parts of my body and show respect for myself</li> <li>-Can tell you some things I can do and some food I can eat to be healthy</li> <li>-Understand that we all start as babies and grow into children and</li> </ul>	<ul style="list-style-type: none"> <li>-Can name parts of my body</li> <li>- Can tell you some things I can do and some food I can eat to be healthy</li> <li>- Understand that we grow from babies to adults</li> <li>-Can express how I feel about moving to Year 1</li> </ul>	<ul style="list-style-type: none"> <li>-Starting to understand the life cycles of animals and humans</li> <li>-Can tell you some things about me that have changed and some things about me that have stayed the same</li> <li>-Can tell you how my body has changed since I was a</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise cycles of life in nature</li> <li>-Can tell you about the natural processes of growing from young to old and understand that this is not my control</li> <li>-Can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that in animals and humans lots of change happen between conception and growing up, and that usually it is the female who has the baby</li> <li>-Understand how babies grow and develop in the mother's uterus and understand what a baby needs to grow and live</li> <li>-Understand that</li> </ul>	<ul style="list-style-type: none"> <li>-Understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of an egg and sperm</li> <li>-Can correctly label the internal and external parts of male and female body that are necessary for</li> </ul>	<ul style="list-style-type: none"> <li>-Am aware of self image and how my body fits into that</li> <li>-Can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>-Can describe how girls and boys body changes during puberty</li> <li>-Understand that sexual intercourse</li> </ul>	<ul style="list-style-type: none"> <li>- Am aware of self image and how my body fits into that</li> <li>- Can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>-Can describe how a baby develops from</li> </ul>

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	<p>adults</p> <ul style="list-style-type: none"> <li>-Know that I grow and change</li> <li>-Can talk about how I feel moving to school from Nursery</li> <li>-Can remember some fun things about Nursery</li> </ul>	<p>-Can talk about worries and/or the things I am looking forward to about being in Year 1</p> <ul style="list-style-type: none"> <li>-Can share memories of my best bits of Reception</li> </ul>	<p>baby</p> <ul style="list-style-type: none"> <li>-Can identify the parts of the body that make boys and girls different and can use the correct terms</li> <li>-Understand that every time I learn something new I change a bit</li> <li>-Can tell you about changes that have happened in my life</li> </ul>	<ul style="list-style-type: none"> <li>-Can recognise the physical differences between girls and boys, use the correct terms and appreciate that some parts are private</li> <li>-Understand that there are different types of touch and can tell you which ones I like and don't like</li> <li>-Can identify what I am looking forward to when I move to my next class</li> </ul>	<p>boys and girls bodies need to change so that when they grow up their bodies can make babies and how bodies change on the outside when growing up</p> <ul style="list-style-type: none"> <li>- Can identify how boys and girls bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</li> <li>-Can start to recognise stereotypical ideas I might have about parenting and family roles</li> <li>- identify what I am looking forward to when I move to my next class</li> </ul>	<p>making a baby</p> <ul style="list-style-type: none"> <li>-Can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of life</li> <li>-Know how the circle of change works and can apply it to changes in my life</li> <li>-Can identify changes that have been and may continue to be outside of my control that I learn to accept</li> <li>- identify what I am looking forward to when I move to my next class</li> </ul>	<p>can lead to conception and that is how babies are usually made and sometimes people need help (IVF)</p> <ul style="list-style-type: none"> <li>-Can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities</li> <li>- identify what I am looking forward to when I move to my next class</li> </ul>	<p>conception through the 9 months of pregnancy and how it is born</p> <ul style="list-style-type: none"> <li>-Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/ girlfriend</li> <li>-Am aware of the importance of positive self-esteem and what I can do to develop this</li> <li>-Can identify what I am looking forward to and what worries me about transition to secondary school</li> </ul>
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## Jigsaw Planning with National Curriculum links

<u>NC links – Statutory Relationships and Health Education Expectations</u>	(30-50 months) -To tell adults when hungry or tired, or when they want to rest or play. -To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. - To usually manage washing and drying hands. -To dress with help	(40-60 months) <u>Early learning Goal:</u> To know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.	-Respectful relationships -Being safe -Physical health and fitness	-Respectful relationships -Being safe -Physical health and fitness -Mental wellbeing	-Families and people who care for us -Respectful relationships -Being safe -Physical health and fitness -Mental wellbeing	-Families and people who care for us -Respectful relationships -Being safe -Physical health and fitness -Mental wellbeing -Changing adolescent body	-Families and people who care for us -Respectful relationships -Being safe -Physical health and fitness -Mental wellbeing -Changing adolescent body -Health and prevention	-Families and people who care for us -Respectful relationships -Being safe -Physical health and fitness -Mental wellbeing -Changing adolescent body -Health and prevention
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## Preventing misogyny, sexual harassment, peer on peer abuse through PSHE in primary school

- Gender stereotypes
- Consent
- Safe and unsafe touch
- Respectful relationships
- Online media/safety
- Asking for help
- Sexual violence, abuse, fakes, nudes
- Misinformation, disinformation and conspiracy