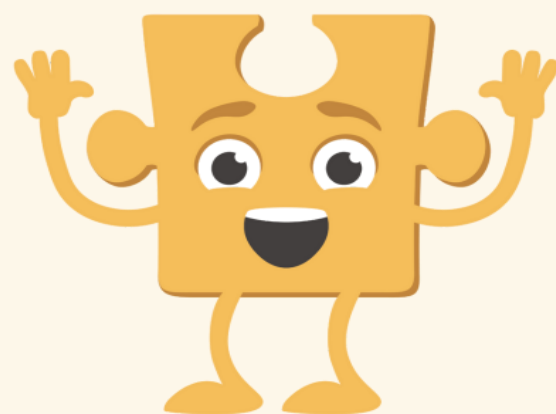


PSHE

Knowledge and Skills

Progression Map

Reed First School



Jigsaw PSHE 3-9
Skills and Knowledge Progression Map



Being Me in My World Puzzle – Autumn 1 Values focus: RESPECT and INDEPENDENCE

About this Puzzle

This Puzzle opens each academic year by establishing the foundations for everything else in Jigsaw PSHE: belonging, emotional safety and shared expectations. Children explore what it means to be part of a class, a school, a wider community and, as they progress, a global community. Through creating the Learning Charter together, they experience democracy, British Values, rights and responsibilities, and how this related to the rule of law. Alongside this, they develop the emotional literacy to recognise and manage feelings, understand how their behaviour affects others, and build the self-respect and empathy that underpin all healthy relationships.

Puzzle overview	EYFS	Year 1	Year 2	Year 3	Year 4
Being Me in My World	In this Puzzle (unit), the children learn about how they have similarities and differences from their friends and how that is OK. They begin by working on recognising and managing and naming their feelings. The children learn about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children learn what it means to be responsible.	In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members. Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community.	In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries. By the end of the Puzzle, children understand their role in creating a positive school community.	In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for this.	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community. .
Taught knowledge	Knowledge - I belong in my class and am part of a group - I understand that people are similar and different - I am beginning to recognise and talk about different feelings - I understand that my classroom is a place where we learn and play together - I know that working together helps make school a good place to be - I understand why kindness matters and how it affects others - I know what using gentle hands	Knowledge - I know how to use my Jigsaw Journal - I understand the rights and responsibilities as a member of my class - I understand the rights and responsibilities for being a member of my class - I know my views are valued and can contribute to the Learning Charter - I can recognise the choices I make and understand the consequences	Knowledge - I can identify some of my hopes and fears for this year - I know how to use my Jigsaw Journal - I understand the rights and responsibilities for being a member of my class and the importance of making contributions - I can listen to other people and contribute my own ideas about rewards and consequences - I understand how following the Learning Charter will help me and others learn	Knowledge - I recognise my worth and can identify positive things about myself and my achievements - I can set personal goals - I know how to use my Jigsaw Journal - I can face new challenges positively, make responsible choices and ask for help when I need it - I understand why rules are needed and how they relate to rights and responsibilities - I understand that my actions affect myself and others and I	Knowledge - I know my attitudes and actions make a difference to the class team - I know how to use my Jigsaw Journal - I understand who is in my school community, the roles they play, how I fit in and how I can contribute - I understand how democracy works through the School Council - I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them

	looks like - I know that everyone has the right to learn and play - I understand what being responsible means - I know how we look after our classroom and resources - I can describe how they help everyone feel safe and able to learn	I understand my rights and responsibilities within our Learning Charter	I can recognise the choices I make and understand the consequences	care about other people's feelings - I can make responsible choices and take action - I understand my actions affect others and try to see things from their points of view	- I understand how groups come together to make decisions - I understand how democracy and having a voice benefits the school community
Social and Emotional skills	Social and Emotional Skills - I can name my feelings - I know how work and play with others - I know why it is important to be kind and gentle - I understand why it is important to care about others' feelings - I can make good choices - I can follow our class rules	Social and Emotional Skills - I feel special and safe in my class - I know that I belong to my class - I know how to make my class a safe place for everybody to learn - I recognise how it feels to be proud of an achievement - I recognise the range of feelings when I face certain consequences	Social and Emotional Skills - I can recognise when I feel worried and know who to ask for help - I can help myself and others feel like we belong - I can help make my class a safe and fair place - I can listen to others and share my ideas - I can work co-operatively with others	Social and Emotional Skills - I value myself and know how to make someone else feel welcome and valued - I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions - I know how to make others feel valued - I understand that my behaviour brings rewards/consequences - I can work cooperatively in a group	Social and Emotional Skills - I know how good it feels to be included in a group and understand how it feels to be excluded - I try to make people feel welcome and valued - I can take on a role in a group and contribute to the overall outcome - I can recognise my contribution to making a Learning Charter for the whole school - I understand how rewards and consequences motivate people's behaviour

Vocabulary					
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3
Puzzle vocabulary	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative	achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude	authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy

	sad share similar taking turns turn taking unique	safe safe place special upset valued views	positive praise problem solving responsible responsibilities reward rewards rights safe worried worries	fairness feelings fears friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights self-respect solutions support team work valued view point welcome wellbeing worries	help included job description learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting welcome wellbeing
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STATUTORY RELATIONSHIPS & HEALTH EDUCATION COVERAGE WITHIN BEING ME IN MY WORLD

Relationship education coverage:	Year 1	Year 2	Year 3	Year 4
Families and people who care for me			The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L2)	
Caring friendships	How to manage conflict, and that resorting to violence is never right. (L 3)	- How important friendships are in making us feel happy and secure, and how people choose and make friends (L6) . That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 2,6) - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 2)	- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 5,6) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 4,5,6) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 3,4,6) - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 3,4) - That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened (L 4) - How to manage conflict, and that resorting to violence is never right. (L 4) - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L4)	. How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 1) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 1) - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 1) - How to manage conflict, and that resorting to violence is never right. (L 5)
Caring friendships				
Respectful, kind relationships	- How to manage conflict, and that resorting to violence is never right. (L 1,3,6) - How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L1,3,4,5,6)

	people in relationships and why this can be complicated. (L 2,6) - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers. (L 1,2,5) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. and adults. (L 2) - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 2,3) - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 2,3,6) - practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 2,3,6) - The conventions of courtesy and manners. (L 2,3,6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 2,4)	complicated. (L 1,2,3,4,5,6) - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 3,4,5,6) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 2,3,6) - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 2,6) - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L2,3,4,5,6) - Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L5,6) - The conventions of courtesy and manners. (L 1,2,4,5,6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L5) - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 4,6)	relationships and why this can be complicated. (L 1,3,4,5,6) - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 3,4,6) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 1,3,4) - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 4,6) - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 2,3,5,6) - practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 3) - The conventions of courtesy and manners. (L 1,3,5,6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L1) - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 2) Community tea party	- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 5,6) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 4,5,6) - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 3,5) - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 2,3,4,6) - Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 1,5) - The conventions of courtesy and manners. (L 1,4) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 3,4,6) - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust (L 2). Community tea party
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Online Safety and awareness		Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L1)	- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 4) - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. (L2)	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 5) - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (L 2)
Being Safe	- NSPCC Stay Safe, Speak Out - Trusted 5	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L2) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L1) - NSPCC Stay Safe, Speak Out - Trusted 5	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 4,6) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 5) - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (L 2) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event
Sex Education Non-statutory				
Health Education General wellbeing	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 1) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,4,5) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 4)	- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L1) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L1) - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L1)	- The importance of promoting general wellbeing and physical health. (L 1,2,3,5) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,4,5,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,4,5) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 1,4)	- The importance of promoting general wellbeing and physical health. (L 6) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,4) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,4) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 4)

		- Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L1) - That it is common to experience mental health problems, and early support can help. (L1)	- That isolation and loneliness can affect children, and the benefits of seeking support. (L 4,5) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 2,3)	Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 2)
Wellbeing online		Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L1)	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. (L 4)	Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 2)
Physical Health and Fitness				
Healthy Eating				
Drugs, Alcohol, tobacco and Vaping				
Health Prevention				
Personal safety	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (L4) (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)
Basic first aid	Dinky Medics	Dinky Medics	Junior Medics	Junior Medics
Developing Bodies				
Emotional Literacy Vocabulary				
	Jackson	Bysouth		Layton
	friendly glad kind proud shy	excited fair kind proud safe special upset valued fair helpful included proud respectful safe		belong confident frustrated included pleased respectful responsible valued welcome cooperative excluded fair included opinionated respectful

Celebrating Difference – Autumn 2

Values focus: RESPECT and INDEPENDENCE

About this Puzzle

Celebrating Difference helps children understand, respect and value diversity. Running in Autumn 2, it aligns naturally with Anti-Bullying Week and provides a rich context for exploring similarities and differences in families, cultures, abilities, appearance and beliefs. Children learn what bullying is and isn't (including cyberbullying) and develop the language and strategies to challenge it, support those affected, and seek help. As they progress, pupils examine stereotypes, prejudice, discrimination and protected characteristics, building empathy and critical thinking to stand up for fairness and inclusion.

Puzzle overview	Celebrating Difference				
	EYFS	Year 1	Year 2	Year 3	Year 4
	In this Puzzle (unit), children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They discuss being different and how that makes everyone special but also recognise that we are the same in many ways. The children share their experiences of their homes and are asked to explain why it is special to them. They learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special. They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help. Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others. They reflect on how differences should be respected and celebrated. By the end of the Puzzle, children will recognise that everyone is unique and valued.	In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help. Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend. By the end of the Puzzle, children celebrate what makes everyone unique.	In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings. By the end of the Puzzle, children celebrate difference and positive relationships.	In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another. By the end of the Puzzle, children celebrate individuality and inclusion.
Taught knowledge	Knowledge - What being unique means - The names of some emotions - Why having friends is important - Some qualities of a positive friendship - That they don't have to be "the same as" someone to be a friend - What being proud means, and that people can be proud of different things - That people can be good at	Knowledge - I can identify similarities between people in my class - I can identify differences between people in my class - I can tell you what bullying is - I know some people who I could talk to if I was feeling unhappy or being bullied - I know how to make new friends - I can tell you some ways I am different from my friends	Knowledge - I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes) - I understand that bullying is sometimes about difference - I can recognise what is right and wrong and know how to look after myself - I understand that it is OK to be different from other people and to be friends with them - I can tell you some ways I am different from my friends	Knowledge - I understand that everybody's family is different and important to them - I understand that differences and conflicts sometimes happen among family members - I know what it means to be a witness to bullying - I know that witnesses can make the situation better or worse by what they do - I recognise that some words are used in hurtful ways	Knowledge - I understand that, sometimes, we make assumptions based on what people look like - I understand what influences me to make assumptions based on how people look - I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure - I can tell you why witnesses sometimes join in with bullying and sometimes don't tell

	- different things - Families can be different - People have different homes and why they are important to them - Ways of making friends			I can tell you about a time when my words affected someone's feelings and what the consequences were	- I can identify what is special about me and value the ways in which I am unique - I can tell you a time when my first impression of someone changed when I got to know them
Social and Emotional skills	Social and Emotional Skills - Recognise emotions when they or someone else is upset, frightened or angry - Identify and use skills to make a friend - Identify some ways they can be different and the same as others - Identify and use skills to stand up for themselves - Identify feelings associated with being proud - Identify things they are good at - Be able to vocalise success for themselves and about others successes - Recognise similarities and differences between their family and other families	Social and Emotional Skills - I can tell you some ways in which I am the same as my friends - I can tell you some ways I am different from my friends - I understand how being bullied might feel - I can be kind to children who are bullied - I know how it feels to make a new friend - I understand these differences make us all special and unique	Social and Emotional Skills - I understand some ways in which boys and girls are similar and feel good about this - I understand some ways in which boys and girls are different and accept that this is OK - I can tell you how someone who is bullied feels - I can be kind to children who are bullied - I know when and how to stand up for myself and others - I know how to get help if I am being bullied - I understand we shouldn't judge people if they are different - I know how it feels to be a friend and have a friend - I understand these differences make us all special and unique	Social and Emotional Skills - I appreciate my family/the people who care for me - I know how to calm myself down and can use the 'Solve it together' technique - I know some ways of helping to make someone who is bullied feel better - I can problem-solve a bullying situation with others - I try hard not to use hurtful words (e.g., gay, fat) - I can give and receive compliments and know how this feels	Social and Emotional Skills - I try to accept people for who they are - I can question why I think what I do about other people - I know how it might feel to be a witness to and a target of bullying - I can problem-solve a bullying situation with others - I like and respect the unique features of my physical appearance - I can explain why it is good to accept people for who they are

Vocabulary					
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3
Puzzle vocabulary	differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind	bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair	assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect shield similarities special stereotypes stand up for support teasing unkind unique value	banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights safe security self-regulation similarity solve it together special stability stereotype support tell unique unkind witness	accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features problem solve protected characteristics respect secret special surprised troll unique witness

STATUTORY RELATIONSHIPS & HEALTH EDUCATION COVERAGE WITHIN CELEBRATING DIFFERENCE

	Year 1	Year 2	Year 3	Year 4
Relationship education coverage: Families and people who care for me		That families are important for children growing up safe and happy because they can provide love, security and stability. (L 6)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 1) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L1) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 1) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 1) - That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (L 1) - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (L 1,2)	
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L5) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 5,6) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 5) - The characteristics of friendships that lead to happiness and security, including mutual	- How important friendships are in making us feel happy and secure, and how people choose and make friends (L6) . That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 5) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 4) - The characteristics of friendships that lead to happiness and security, including mutual	- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 6) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 3,4,5,) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 5) - The characteristics of friendships that lead to happiness and security, including mutual	. How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 3,6) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 3,6) - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 3,6) - How to manage conflict, and that resorting

Caring friendships	respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 5,6) • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened L 5) • How to manage conflict, and that resorting to violence is never right. (L 3,4,6) • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 3,4,6)	respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 6) • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened (L6) • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 3,6)	respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 6) • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened (L 5,6) • How to manage conflict, and that resorting to violence is never right. (L 2, 4,5,6) • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 2,3,4,6)	to violence is never right. (L 3,4) • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.(L 3,4)
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 3,4,5) • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. and adults. (L 1,2,6) • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 3) • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 1,2,3,4,5,6) • practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 3,4,5) • The conventions of courtesy and manners. (L 1,2) • The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 6)	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 4,6)) • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 4) • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 3,4) • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 1,2,3,4,5,6) • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 4,5,6) • The conventions of courtesy and manners. (L 1,2,4) • The importance of self-respect and how this links to their own happiness. Pupils	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 6) • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 5,6) • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 2,3,4,5,6) • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L6) • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 1,2,3,4,5,6) • practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 5,6)	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L1,2,6) • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 3) • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 2,3) • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 3,4) • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 2,3,4,5) • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 3) • The conventions of courtesy and manners. (L 5)

	<i>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (L 3,4,6)</i> <i>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 3,4,5)</i>	<i>should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 1,2,5)</i> <i>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (L 3,4,6)</i> <i>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype (L 1,2,3,5,6).</i> <i>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 4,6)</i>	<i>The conventions of courtesy and manners. (L,5,6)</i> <i>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L2,3)</i> <i>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (L 2,4,5)</i> <i>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. (L 1,5)</i> <i>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 1,2,4,5,6)</i> Community tea party	<i>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 2,5,6)</i> <i>The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (L 1,3,4)</i> <i>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. (L 1,2,6)</i> <i>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust (L 2,3,4).</i> Community tea party
Online Safety and awareness		<i>That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 3)</i>	<i>That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 3)</i> <i>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. (L4)</i>	<i>That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 3,4)</i> <i>How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (L 2,3,4)</i> <i>The importance of exercising caution about sharing any information about themselves online. Understanding the importance of</i>

				privacy and location settings to protect information online. (L 4) - Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. (L 4) - That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. (L 1,4)
Being Safe	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 3,4) - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (L 3,4) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 3,4) - NSPCC Stay Safe, Speak Out - Trusted 5	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L3,4,5) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L4) - NSPCC Stay Safe, Speak Out - Trusted 5	- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 2,3,4,5) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 2,3,4,5) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 4) - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (L 4) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 3,4) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 1,3,4) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event
Sex Education Non-statutory				
Health Education General wellbeing	The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 3,4,5)	The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L,3,5,6)	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 3) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in	The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,3,4,6)

	- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 3,4,5) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 4,5) - That isolation and loneliness can affect children, and the benefits of seeking support. (L 3,4,5) - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (L 3,4,6) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 3,4,5,6)	- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L1,3,5,6) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 3,4) - That isolation and loneliness can affect children, and the benefits of seeking support. (L 4) - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (L 3,4,6) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L4,6) - Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. (L 4) - How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. (L 4)	different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,3,5,6) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 2,3,4,5,6) - That isolation and loneliness can affect children, and the benefits of seeking support. (L 1,2,5) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 2,3,4,5,6)	- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,4,6) - That isolation and loneliness can affect children, and the benefits of seeking support. (L 6) - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (L 1,3,4,6) - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L 6) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L1,2,3,4,5) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 2)
Wellbeing online	Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 3,4,5,6)	- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. (L 3,4) - Where and how to report concerns and get support with issues online. (L 4)	- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. (L 2) - Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. (L 3)	- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. (L 2,3,4) - Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. (L 3)

			That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. (L 3)	- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (L 4) - How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. (L 3,4) - The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. (L 4) - How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. (L 2,4) - That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. (L 3,4) - That they have rights in relation to sharing personal data, privacy and consent. (L 4) - Where and how to report concerns and get support with issues online. (L 3)
Physical Health and Fitness				
Healthy Eating				
Drugs, Alcohol, tobacco and Vaping				
Health Prevention				
Personal safety	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)
Basic first aid	Dinky Medics	Dinky Medics	Junior Medics	Junior Medics
Developing Bodies				
Emotional Literacy Vocabulary				

	Jackson	Bysouth	Layton
	friendly glad kind proud shy special thoughtful unkind	fair included kind proud safe special unfair unique belong brave helpful included lonely responsible unfair valued	hurt hurtful included loving proud respected responsible safe accepted embarrassed excluded guilty included judged unfair

Dreams and Goals Puzzle – Spring 1

Values focus: RESILIENCE and ASPIRATION

About this Puzzle

Dreams and Goals helps pupils to learn how to and practice building their resilience, motivation and ambition. This Puzzle plays an important role in PSHE well beyond RSHE statutory guidance, helping children set goals, develop a growth mindset, and manage the emotions that come with both achievement and disappointment. Pupils consider wants and needs, explore jobs and careers, and learn how teamwork, enterprise and community participation can make a difference. Financial education is woven through, helping children understand how money, spending decisions and career choices shape the lives we build. As they progress, children examine how opportunities and barriers differ across cultures and develop empathy for those whose aspirations look very different from their own.

Puzzle overview Dreams and Goals	EYFS	Year 1	Year 2	Year 3	Year 4
	In this Puzzle, the children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel “stretchy”, with challenge as a sign our brains are growing. Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to support friends in reaching their goals.	In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning. Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed.	In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.
Taught knowledge	Knowledge - I know what a challenge is - I understand that it is important to keep trying - I know what a goal is - I know how to set goals and work towards them - I can recognise words that are kind - I can name some jobs that I might like to do when I am older - I know that working hard helps me to be able to achieve the job I want when I am older I know when I have achieved a goal	Knowledge - I can set simple goals - I can set a goal and work out how to achieve it - I understand how to work well with a partner - I can tackle a new challenge and understand this might stretch my learning - I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them	Knowledge - I can choose a realistic goal and think about how to achieve it - I know what I need to keep my body healthy - I can recognise who I work well with and who it is more difficult for me to work with - I can work well in a group to create an end-product - I 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 I know how to share success with other people	Knowledge - I can tell you about a person who has faced difficult challenges and achieved success - I can identify a dream / ambition that is important to me - I enjoy facing new challenges. I'm working out the best ways need to achieve them - I am motivated and enthusiastic about achieving a new challenge - I can recognise obstacles which might hinder my achievements and can take steps to overcome them	Knowledge - I can tell you about some of my hopes and dreams - I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help - I know how to cope with disappointment and find ways to move forward - I know how to make a new plan and set new goals even if I have been disappointed - I know how to work out the steps to take to achieve a goal,

		I can tell you how I felt when I succeeded in a new challenge and how I celebrated it		I can evaluate my own learning process and identify how it can be better next time	and can do this successfully as part of a group - I can identify the contributions made by myself and others to the group's achievement
Social and Emotional skills	Social and Emotional Skills - I understand that challenges can be difficult - I am learning what it means to be resilient - I can some of the feelings linked to perseverance - I can use kind words can encourage people - I can talk about time when I kept on trying and achieved a goal - I am ambitious - I can feel proud - I can celebrate success	Social and Emotional Skills - I can tell you about a thing I do well - I can tell you how I learn best - I can celebrate achievement with my partner - I can identify how I feel when I am faced with a new challenge - I know how I feel when I see obstacles and how I feel when I overcome them - I know how to store the feelings of success in my internal treasure chest	Social and Emotional Skills - I can tell you things I have achieved and say how that makes me feel - I am motivated to make healthy choices that help me to reach my goals - I can tell you how working with other people helps me learn - I can work with others in a group to solve problems - I can tell you when a feeling is weak and when a feeling is strong - I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest	Social and Emotional Skills - I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) - I can imagine how I will feel when I achieve my dream / ambition - I can break down a goal into a number of steps and know how others could help me to achieve it - I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge - I can manage the feelings of frustration that may arise when obstacles occur I am confident in sharing my success with others and can store my feelings in my internal treasure chest	Social and Emotional Skills - I know how it feels to have hopes and dreams - I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me - I can respect myself and notice how coping builds my self-esteem and resilience - I know what it means to be resilient and to have a positive attitude - I can enjoy being part of a group challenge - I know how to share in the success of a group and how to store this success experience in my internal treasure chest

Vocabulary					
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3
Puzzle vocabulary	achieve challenge difficult dreams encourage earn frustrated future goal job keep trying kind persevere proud reward skills	achieve achievement active celebrate celebration challenge confidence coins dreams feelings garden goal goals happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure treasure chest working together	achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem stress success team work tense wellbeing	ambitions challenge challenges community design differences dream dreams enthusiastic evaluate frustration future garden goal goals healthy identity include learning motivated obstacles outdoors responsible respect review safe choices self-esteem self-review solution strengths success team work teamwork wellbeing water safety	agree/disagree anxious attitude celebrate cope courtesy courage design determination determined disappointed disappointment dream / dreams follower goal goals help hope / hopeful hopes hurt inspired internal treasure chest leader learning manners motivated plans positive positive attitude problem-solve proud resilience review risk roles safety self-belief self-esteem self-respect setback success wellbeing

STATUTORY RELATIONSHIPS & HEALTH EDUCATION COVERAGE WITHIN DREAMS AND GOALS				
	Year 1	Year 2	Year 3	Year 4
Relationship education coverage: Families and people who care for me				
Caring friendships				
Respectful, kind relationships	- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 3) - practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 3) - The conventions of courtesy and manners. (L 3) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 1,2,4,5,6)	- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 4,5,6) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 6) - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 4,5,6) - Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 3,4) - The conventions of courtesy and manners. (L 4,5,6) - The importance of self-respect and how this links to their own happiness. Pupils	- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 3,4,5,6) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 3,5,6) - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 1,2) - practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 3,5,6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and	- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L2) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 2,3,4,5,6) - Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 3) - The conventions of courtesy and manners. (L 5, 6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 1,3,4,5,6) Community tea party

		<i>should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 1,2,3,4,6)</i>	<i>build a strong sense of their own identity, including through developing skills and interests. (L2,5,6)</i> What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. (L 2) Community tea party	
Online Safety and awareness			That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 1)	
Being Safe	- NSPCC Stay Safe, Speak Out - Trusted 5	- NSPCC Stay Safe, Speak Out - Trusted 5	- NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event	- NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event
Sex Education Non-statutory				
Health Education General wellbeing	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L ,5) - The importance of promoting general wellbeing and physical health.. (L 5) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,4,5,6,) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,4,5,6)	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 1,2,3,4,5,6) - The importance of promoting general wellbeing and physical health. (L 2,4,5) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,4,5,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,6)	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 3,4,5) - The importance of promoting general wellbeing and physical health. (L 1,3,4,5) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,5,6)	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 6) - The importance of promoting general wellbeing and physical health. (L 6) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 2,3,4,5,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,4,6) - That change and loss, including bereavement, can provoke a range of

	- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 1,5,6) - That isolation and loneliness can affect children, and the benefits of seeking support. (L 6)	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 2,5,6)	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 1, 2,6)	feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L 2) Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 1,2)
Wellbeing online				- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. (L 2) - The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. (L 2)
Physical Health and Fitness	- The characteristics and mental and physical benefits of an active lifestyle. (L5) - The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. L 5)	- The characteristics and mental and physical benefits of an active lifestyle. (L5) - The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. L 5) - The risks associated with an inactive lifestyle, including obesity. (L 2,5)	The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. (L 4,5)	
Healthy Eating		- What constitutes a healthy diet (including understanding calories and other nutritional content). (L 2,5) - Understanding the importance of a healthy relationship with food. (L 2,5) - The principles of planning and preparing a range of healthy meals. (L 2)		
Drugs, Alcohol, tobacco and Vaping				
Health Prevention	- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. (L 5) - Visit from dental nurse	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. (L 2,5)	Visit from dental nurse	Visit from dental nurse

		- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. (L 2) - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (L 2,5) - Visit from dental nurse		
Personal safety	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Assemblies)	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (L 5) - How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. (I 5) - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)
Basic first aid	Dinky Medics	Dinky Medics	Junior Medics	Junior Medics
Developing Bodies				
Emotional Literacy Vocabulary				
	Jackson	Bysouth	Layton	
	brave difficult disappointed encouraged excited frustrated proud	frustrated disappointed calm excited kind patient proud brave determined frustrated proud	confident disappointed enthusiastic excited hopeful motivated responsible frustration determined discouraged disappointed hurt hopeful inspired motivated proud resilient	

Healthy Me Puzzle – Spring 2 Values focus: RESILIENCE and ASPIRATION

About this Puzzle

Healthy Me covers both physical and emotional health, helping children understand how everyday choices affect their bodies and minds and how these two aspects are linked. Children learn about balanced diets, physical activity, rest, sleep, personal hygiene, dental health, sun safety and first aid, alongside the facts about drugs: starting with medicines and unknown substances moving to alcohol, tobacco and vaping and then illegal drugs. Equally important is the focus on emotional wellbeing: friendships, peer pressure, body image, relationships with food, and strategies for managing stress and anxiety. Safety education runs throughout, with the Safety STAR framework (Stop, Think, Assess, React) helping children identify hazards and manage risk across contexts including road, water, fire and rail safety. This Puzzle is where RSHE Health Education statutory guidance is most broadly represented, but Jigsaw ensures that the emotional and social learning is embedded, so building children's confidence, self-respect and agency to make informed, healthy choices for life.

Puzzle overview Healthy Me	EYFS	Year 1	Year 2	Year 3	Year 4
	In this Puzzle, children learn about their bodies: the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.	In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. They develop understanding of hygiene, germs and how to keep clean and safe at home. Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe. They reflect on how healthy choices can make them feel good about themselves.	In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing. By the end of the Puzzle, children are able to share ideas for practical ways to stay healthy and safe every day.	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this. They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others.	In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations. By the end of the Puzzle, children celebrate their inner strength and assertiveness.
Taught knowledge	Knowledge - I can name some parts of my body and understand that being active helps keep me healthy - I understand that moving my body and resting are both important for my health - I can talk about things I need to do to stay healthy - I know what "healthy" means and can begin to make healthy food choices - I know how to help myself go to sleep and understand why sleep is important	Knowledge - I understand the difference between being healthy and unhealthy and know some ways to keep myself healthy - I know how to make healthy lifestyle choices - I know how to keep myself clean and healthy, and understand how germs cause disease/illness - I know that all household products including medicines can be harmful if not used properly	Knowledge - I can sort foods into the correct food groups and know which foods my body needs to keep me healthy - I can make some healthy snacks and explain why they are good for my body and give me energy - I can recognise hazards in my home, including fire risks and hot things, and know how to reduce risks and keep myself safe - I can recognise risks and know how to keep safe around roads,	Knowledge - I understand how exercise affects my body and know why my heart and lungs are such important organs - I know that the amount of calories, fat and sugar I put into my body will affect my health - I can tell you my knowledge and attitude towards drugs - I can identify things, people and places that I need to keep safe from - I know some strategies for keeping myself safe, who to go	Knowledge - I recognise how different friendship groups are formed, how I fit into them and the friends I value the most - I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help - I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape

	- I can wash my hands and understand why this is important, especially before eating and after using the toilet - I know who my safe adults are and how to stay safe if they are not close by	- I understand how medicines can help me if I feel poorly and I know how to use them safely - I know how to keep safe when crossing the road, and about people who can help me to stay safe - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	railways, and water, and can explain why safety rules help protect me - I understand how medicines work in my body and how important it is to use them safely - I can explain how to keep my body healthy and safe at home and when I'm out	to for help and how to call emergency services - I can identify when something feels safe or unsafe - I understand how complex my body is and how important it is to take care of it	- I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol - I can recognise when people are putting me under pressure and can explain ways to resist this when I want - I know myself well enough to have a clear picture of what I believe is right and wrong
Social and Emotional skills	Social and Emotional Skills - I can notice how my body feels when I am active and understand that moving helps keep me well - I can recognise when my body needs movement or rest - I can talk about some ways I can look after myself and keep my body healthy - I can make simple healthy choices and notice how these help my body and feelings - I can use strategies that help me feel calm and ready for sleep - I can take responsibility for caring for my body by keeping myself clean and healthy - I can identify trusted adults and ask for help when I feel unsafe or unsure	Social and Emotional Skills - I feel good about myself when I make healthy choices - I am special so keep myself safe - I know some ways to help myself when I feel poorly - I can recognise when I feel frightened and know who to ask for help - I can recognise how being healthy helps me to feel happy	Social and Emotional Skills - I have a healthy relationship with food and know which foods I enjoy the most - I can express how it feels to share healthy food with my friends - I can recognise when I feel worried or unsafe and know to tell an adult straight away - I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice - I feel positive about caring for my body and keeping it healthy - I can make good choices that help me stay healthy and safe	Social and Emotional Skills - I can set myself a fitness challenge - I know what it feels like to make a healthy choice - I can identify how I feel towards drugs - I can express how being anxious or scared feels - I can take responsibility for keeping myself and others safe - I respect my body and appreciate what it does for me	Social and Emotional Skills - I can identify the feelings I have about my friends and my different friendship groups - I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe - I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others - I can identify feelings of anxiety and fear associated with peer pressure - I can tap into my inner strength and know how to be assertive

Vocabulary					
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3
Puzzle vocabulary	asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried	balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep soap traffic traffic lights trust unhealthy virus wait	assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry	advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	advice agree/disagree alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships right roles smoking trust value vaping wrong

STATUTORY RELATIONSHIPS & HEALTH EDUCATION COVERAGE WITHIN HEALTHY ME				
Relationship education coverage: Families and people who care for me	Year 1	Year 2	Year 3	Year 4
	The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 4)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 4,5) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 4,5)		- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 1,6) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 5,6) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 1)
Caring friendships				- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 1,5) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 2,5,6) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 1) - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 1,4,5,6) - How to manage conflict, and that resorting to violence is never right. (L 2,5,6) - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 1,2,4,5,6)

Respectful, kind relationships	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 5)	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L5)	Community tea party	- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L2) - The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 2,4,5,6) - How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 2,4,5,6) - Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 2,4,5,6) - That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 5,6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 1,3,) - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (L 5) - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 2,3,4,5,6) Community tea party
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Online Safety and awareness				• <i>That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 6)</i> • <i>How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (L 6)</i> • <i>That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. (L 6)</i> • <i>The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. (L 1)</i>
Being Safe	• <i>NSPCC Stay Safe, Speak Out</i> • <i>Trusted 5</i>	• <i>NSPCC Stay Safe, Speak Out</i> • <i>Trusted 5</i>	• <i>What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 5)</i> • <i>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (L 5)</i> • <i>How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 3)</i>	• <i>What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 1,2,3,4,5,6)</i> • <i>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (L 4,5,6)</i> • <i>How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 2,5)</i> • <i>How to ask for advice or help for themselves or others, and to keep trying until they are</i>

			- How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 4,5) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event	heard. Where to get advice e.g. family, school and/or other sources. (L 2,3,4,5,6) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event
Sex Education Non-statutory				
Health Education General wellbeing	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 1,2,4,6) - The importance of promoting general wellbeing and physical health.. (L 1,2,3,4,6) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 5,6,) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 5,6) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 4,5) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 5)	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 2,,4,5,6) - The importance of promoting general wellbeing and physical health. (L 2,4,6) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L ,3,4,5) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 3,4) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 3,4,5)	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 1,2,5,6) - The importance of promoting general wellbeing and physical health. (L 1,2,5,6) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 3,4,5) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 3,4,5) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 3,4,5) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 3,4,6)	- The importance of promoting general wellbeing and physical health. (L 4) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,4,5,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,4,5,6) - That isolation and loneliness can affect children, and the benefits of seeking support. (L 1,6) - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. (L 5,6) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 1,4,5,6) - That it is common to experience mental health problems, and early support can help. (L 4)
Wellbeing online			Where and how to report concerns and get support with issues online. (L 5)	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and

				<i>the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. (L 6)</i> • <i>How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. (L 6)</i> • <i>How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. (L 3)</i> • <i>That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. (L 6)</i> • <i>How to understand the information they find online, including from search engines, and know how information is selected and targeted. (L 3)</i> • <i>That they have rights in relation to sharing personal data, privacy and consent. (L 1)</i> • <i>Where and how to report concerns and get support with issues online. (L 6)</i>
Physical Health and Fitness	• <i>The characteristics and mental and physical benefits of an active lifestyle. (L1,2,6)</i> • <i>The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. (L 1,2,6)</i> • <i>The risks associated with an inactive lifestyle, including obesity. (L 1,2)</i> • <i>How and when to seek support including which adults to speak to in school if they are worried about their health. (L 4)</i>	• <i>The characteristics and mental and physical benefits of an active lifestyle. (L4)</i> • <i>How and when to seek support including which adults to speak to in school if they are worried about their health. (L 5)</i>	• <i>The characteristics and mental and physical benefits of an active lifestyle. (L 1,2,5,6)</i> • <i>The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. (L 1,2,6)</i> • <i>The risks associated with an inactive lifestyle, including obesity. (L 1,2,6)</i> • <i>How and when to seek support including which adults to speak to in school if they are worried about their health. (L 2,4)</i>	
Healthy Eating	• <i>What constitutes a healthy diet (including understanding calories and other nutritional content). (L 1,2,6)</i> • <i>Understanding the importance of a healthy relationship with food. (L 2)</i> • <i>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth</i>	• <i>What constitutes a healthy diet (including understanding calories and other nutritional content). (L 1,2,6)</i> • <i>Understanding the importance of a healthy relationship with food. (L 1,2)</i> • <i>The principles of planning and preparing a range of healthy meals. (L 1,2)</i> • <i>The characteristics of a poor diet and risks associated with unhealthy eating</i>	• <i>What constitutes a healthy diet (including understanding calories and other nutritional content). (L 1,2,4,6)</i> • <i>Understanding the importance of a healthy relationship with food. (L 2,4,6)</i> • <i>The principles of planning and preparing a range of healthy meals. (L 1,2,4,6)</i> • <i>The characteristics of a poor diet and risks associated with unhealthy eating</i>	

	<i>decay) and other behaviours (e.g. the impact of alcohol on diet or health). (L 1)</i>	<i>(including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (L 1,2)</i>	<i>(including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (L 1,2,4,6)</i>	
Drugs, Alcohol, tobacco and Vaping	<i>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. (L 3,4)</i>	<i>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. (L 5)</i>	<i>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. (L 3,6)</i>	<i>he facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. (L 3,4,5,6)</i>
Health Prevention	<i>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (L 2,6)</i> <i>The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. (L 1,2,6)</i> <i>About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between (L 1,2,3,6)</i> <i>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (L 1,2,4,6)</i> <i>Visit from dental nurse</i>	<i>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. L5)</i> <i>About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. (L 2)</i> <i>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (L 2,6)</i> <i>Visit from dental nurse</i>	<i>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (L 2)</i> <i>About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. (L 2)</i> <i>Visit from dental nurse</i>	<i>Visit from dental nurse</i>
Personal safety	<i>About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (L 4,5)</i> <i>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (L 5) + (Assemblies)</i>	<i>About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (L 3,4,5,6)</i> <i>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (L 4) + (Assemblies)</i>	<i>About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (L 3,4,5,6)</i> <i>How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. (L 4.5,6)</i> <i>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)</i>	<i>About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (L 2)</i> <i>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (L 2,4,5,6) How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. +(Community safety event, assemblies)</i>
Basic first aid	Dinky Medics	<i>Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. (L 3)</i> Dinky Medics	<i>How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. (L 4,6)</i> Junior Medics	Junior Medics
Developing Bodies				

Emotional Literacy Vocabulary			
	Jackson	Bysouth	Layton
	hungry peaceful relaxed safe tired	brave calm proud safe calm careful motivation proud tense relaxed responsible sensible trusted comfortable hopeful	anxious calm confident frustrated unsure safe unsafe relaxed pressured anxious brave stressed confident guilt pressured respected responsible

Relationships Puzzle – Summer 1 Values focus: RESPECT and INDEPENDENCE

About this Puzzle

Relationships is where RSHE Relationships Education is most fully expressed. Children explore the full range of relationships in their lives; families, friendships, communities and, as they grow, early ideas about romantic relationships, learning what makes these healthy, safe and respectful. They develop skills to negotiate, compromise, manage conflict and repair friendships, while learning to recognise when a relationship is making them unhappy or unsafe, and where to get help. Digital literacy and online safety become increasingly prominent, covering screen time, social media, online friendships, data privacy, recognising harmful or AI-generated content, and knowing how to respond when something online feels worrying. This Puzzle also addresses love, loss and bereavement.

Puzzle Overview	EYFS	Year 1	Year 2	Year 3	Year 4
Relationships	Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also practise Jigsaw's Calm Me and how they can use this when feeling upset or angry.	In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support. Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.	In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six Pieces, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.
Taught knowledge	Knowledge - Know what a family is - Know that different people in a family have different responsibilities (jobs) - Know some of the characteristics of healthy and safe friendships - Know that friends sometimes fall out - Know some ways to mend a friendship - Know that unkind words can never be taken back and they can hurt - Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Knowledge - I can identify the members of my family and understand that there are lots of different types of families - I can identify what being a good friend means to me - I know appropriate ways of physical contact to greet my friends and know which ways I prefer - I know who can help me in my school community - I can recognise my qualities as a person and a friend - I can tell you why I appreciate someone who is special to me	Knowledge - I can identify the members of my family, understand my relationship with each of them and know why it is important to share and cooperate - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not - I can identify some of the things that cause conflict with my friends - I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret - I recognise and appreciate people who can help me in my	Knowledge - I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females - I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener - I know and can use some strategies for keeping myself safe online - I understand how people around the world help and influence my life and that media doesn't always show complete information - I understand how my needs and rights are shared by children around the world and that	Knowledge - I can recognise situations which can cause jealousy in relationships - I can identify someone I love and can express why they are special to me - I can tell you about someone I know that I no longer see - I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends - I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older - I know how to show love and appreciation to the people and animals who are special to me

			family, my school and my community I can express my appreciation for the people in my special relationships	everyone experiences difficult feelings sometimes I know how to express my appreciation to my friends and family	
Social and Emotional skills	Social and Emotional Skills - Can identify what jobs they do in their family and those carried out by parents/carers and siblings - Can suggest ways to make a friend or help someone who is lonely - Can use different ways to mend a friendship - Can recognise what being angry feels like - Can use Calm Me when angry or upset	Social and Emotional Skills - I know how it feels to belong to a family and care about the people who are important to me - I know how to make a new friend - I can recognise which forms of physical contact are acceptable and unacceptable to me - I know when I need help and know how to ask for it - I know ways to praise myself - I can express how I feel about them	Social and Emotional Skills - I accept that everyone's family is different and understand that most people value their family - I know which types of physical contact I like and don't like and can talk about this - I can demonstrate how to use the positive problem-solving technique to resolve conflicts - I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this - I understand how it feels to trust someone - I am comfortable accepting appreciation from others	Social and Emotional Skills - I can describe how taking some responsibility in my family makes me feel - I know how to negotiate in conflict situations to try to find a win-win solution - I know who to ask for help if I am worried or concerned about anything online - I can appreciate different cultures, and question stereotypes I might see in photos or information - I can empathise with children whose lives are different to mine and know who I can talk to when I need help - I enjoy being part of a family and friendship groups	Social and Emotional Skills - I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens - I know how most people feel when they lose someone or something they love - I understand that we can remember people even if we no longer see them - I know how to stand up for myself and how to negotiate and compromise - I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend - I can love and be loved

Vocabulary					
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3
Puzzle vocabulary	angry excited falling out family feelings friends happy home hurtful jobs kind	appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting	acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened	age restriction appreciation careers celebrating conflict culture deprivation differences fairness family feelings/emotions female friendship	anger appreciation attraction betrayal boyfriend care close comfortable compromise conflict critical thinking emotions empathy

	lonely problem solve relationships responsible solutions unkind upset worried	help helpful incredible kind like praise proud qualities relationships same skills special texture touch	friends good secret happy honesty hugs important like likes/dislikes negative not acceptable physical contact point of view positive problem solving relationship reliability sad secret special stereotype surprise touch trust trustworthy worry secret	gaming/apps global happiness influence inequality in-app purchases internet interconnected job location settings male manners media messaging needs personal information privacy problem solving relationships respect responsibilities rights risky role safe/unsafe sex (male and female) social media solution stereotype support trade trusted adult trust united nations unisex wants wellbeing win-win	envy friendships girlfriend jealousy lonely / loneliness loss love loyalty manage memories memento negotiate negative personal positive pressure problem-solve reality relationship remember souvenir special support symbol trust vulnerable
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STATUTORY RELATIONSHIPS & HEALTH EDUCATION COVERAGE WITHIN RELATIONSHIPS

Relationship education coverage:	Year 1	Year 2	Year 3	Year 4
Families and people who care for me	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 1) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 1) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 1,6) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L1, 6) - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (L 3)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 1,5,6) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 1,6) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 1) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 1,5,6) - That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (L 1) - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (L 1)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 1,6) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 1,6) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 1,5,6) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 1,6)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 2,6) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 2,3,6) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 6) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 2,6) - That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (L 5)
Caring friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 2,3,6) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 2,3,6) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 2,3)	- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 3,5,6) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 3,6) - The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support	- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 2,,6) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 2,6) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 2,5)	- How important friendships are in making us feel happy and secure, and how people choose and make friends. (L 4,6) - That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. (L 4,5,6) - That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. (L 1,3,4,5)

	<i>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 2,3,6)</i> <i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened LI 2,3,5)</i> <i>How to manage conflict, and that resorting to violence is never right. (I 3)</i> <i>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 2,3)</i>	<i>with problems and difficulties. (L 4,5,6)</i> <i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened (L 3)</i> <i>How to manage conflict, and that resorting to violence is never right. (L 2,3,4)</i> <i>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 2,3,4,5)</i>	<i>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 2,6)</i> <i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened LI 2,6)</i> <i>How to manage conflict, and that resorting to violence is never right. (L 2)</i> <i>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 2)</i>	<i>The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. (L 1,4,5,6)</i> <i>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened (L 1,4)</i> <i>How to manage conflict, and that resorting to violence is never right. (L 1,4)</i> <i>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 1,4)</i>
Respectful, kind relationships	<i>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 3,5)</i> <i>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L2,3)</i> <i>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 3)</i> <i>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 2,3)</i> <i>practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 2,3,5)</i> <i>The conventions of courtesy and manners. (L 3)</i> <i>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about</i>	<i>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 1,2,3,5,6)</i> <i>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L2,3,4,5,6)</i> <i>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 2,3,6)</i> <i>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 2,4,6)</i> <i>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 2,3,4,5,6)</i> <i>practical steps they can take and skills they can develop in a range of different contexts</i>	<i>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 1,2,6)</i> <i>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L2)</i> <i>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 2,6)</i> <i>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 2,5)</i> <i>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 4,5,6)</i> <i>practical steps they can take and skills they can develop in a range of different contexts</i>	<i>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 1,4,6)</i> <i>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 4,5,6)</i> <i>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 1,2,4)</i> <i>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 1,4)</i> <i>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 1,4,5,6)</i> <i>practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 1,2,4,6)</i>

	how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 5) How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 2,3,4)	to improve or support their relationships (L 2,3) - The conventions of courtesy and manners. (L 2,6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 2) - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (L 4) - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L1,2,3,4,5,6)	to improve or support their relationships (L 2,6) - The conventions of courtesy and manners. (L 2,6) - The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 4,5,6) - The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. (L 3) - What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype (L 1,4) - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L1,3,5) - Community tea party	- The conventions of courtesy and manners. (L 4) - How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 1,2) Community tea party
Online Safety and awareness	- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 3) - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (L 4)	- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 4,5,6) - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (L 5,6) - The importance of exercising caution about sharing any information about themselves online. Understanding the importance of	- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 2,3,6) - How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (L 3,4) - That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. (L 4)

		privacy and location settings to protect information online. (L 4,5)	content or unsafe contact with older social media users, who may be strangers, including other children and adults. (L 3)	
Being Safe	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 3) - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (L 3) - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (L 3) - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (L 3,4) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 4) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 3,4) - NSPCC Stay Safe, Speak Out - Trusted 5	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 2,3,4,6) - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (L 2,4,5,6) - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (L 2,6) - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (L 2,4,5) - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (L 1,2,5,6) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 2,4,5,6) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 2,3,4,5,6) - NSPCC Stay Safe, Speak Out - Trusted 5	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 2,3,6) - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (L 3) - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (L 3) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 3,5) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 1, ,5) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 4,5) - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (L 4,5,6) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event
Sex Education Non-statutory				

Health Education General wellbeing	• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 2,5,) • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 2,,3,4,5,6) • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 2,3,4) • That isolation and loneliness can affect children, and the benefits of seeking support. (L 2) • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 3,4) • That it is common to experience mental health problems, and early support can help. (L 5)	• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,5,6) • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L ,3,4,5,6) • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 2,3,4,6) • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 1,3,6)	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 5,6) • The importance of promoting general wellbeing and physical health. (L,6) • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,6) • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 2,3,4,5,6) • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 2,4) • That isolation and loneliness can affect children, and the benefits of seeking support. (L 2,5) • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 3 5)	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 4,6) • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,3,4,5,6) • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,4,5,6) • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 1,3,4,5) • That isolation and loneliness can affect children, and the benefits of seeking support. (L 1) • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L 1,2,3) • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 1,2,4)
Wellbeing online		• How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. (L 4,5,6) • How to understand the information they find online, including from search engines, and know how information is selected and targeted. (L 4) • That they have rights in relation to sharing personal data, privacy and consent. (L 5)	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. (L 3,6) • Pupils should be supported to discuss how online relationships can complement and support • meaningful in-person relationships, but also how they might be in tension, and the reasons why • online relationships are unlikely to be a good substitute for high quality in-person	• Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. (L 1,4) • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can

		Where and how to report concerns and get support with issues online. (L 5)	relationships, looking at the pros and cons of different ways of using online connection. (L 3,6) - Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. (L 3) - The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. (L 3) - How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. (L 3,4) - That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. (L 3) - How to understand the information they find online, including from search engines, and know how information is selected and targeted. (L 3,4) - That they have rights in relation to sharing personal data, privacy and consent. (L 3) - Where and how to report concerns and get support with issues online. (L 3)	become addictive. (L 4) How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. (L 1)
Physical Health and Fitness		How and when to seek support including which adults to speak to in school if they are worried about their health. (L 4)	How and when to seek support including which adults to speak to in school if they are worried about their health. (L 2,4)	
Healthy Eating				
Drugs, Alcohol, tobacco and Vaping				
Health Prevention	Visit from dental nurse	- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (L 4) - Visit from dental nurse	Visit from dental nurse	Visit from dental nurse
Personal safety	- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. (L 4) - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (L 5) + (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (L 4) + (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)
Basic first aid	Dinky Medics	Dinky Medics	Junior Medics	Junior Medics

Developing Bodies				About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
Emotional Literacy Vocabulary				
	Jackson	Bysouth	Layton	
	calm excited friendly included kind lonely loved responsible shy upset welcome	caring kind lonely proud sorry awkward comfortable frightened honest included jealous loyal proud uncomfortable	appreciated comfortable disappointed grateful kind respected responsible safe uncomfortable accepted annoyed betrayed forgiving guilty jealous relieved sorry love safe, valued	

Changing Me Puzzle – Summer 2

Values focus: RESPECT and INDEPENDENCE

About this Puzzle

Changing Me supports children through the physical and emotional changes that come with growing up — from exploring life cycles in the early years through to learning about puberty, reproduction and the transition to secondary school. Children develop accurate, age-appropriate knowledge and the emotional vocabulary to feel confident about changes happening to their bodies and lives. Self-image, body confidence and challenging negative body-talk are important threads, alongside correct anatomical vocabulary, understanding privacy and consent, and recognising appropriate and inappropriate contact. The Puzzle also addresses wider changes in families, friendships and circumstances, helping children build strategies for coping and seeking support.

Puzzle Overview Changing Me	EYFS	Year 1	Year 2	Year 3	Year 4
	Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. By the end of the Puzzle, children think about future transitions and celebrate growth and resilience.
Taught knowledge	Knowledge - Know the names and functions of some parts of the body (see vocabulary list) - Know that we grow from baby to adult - Know who to talk to if they are feeling worried - Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	Knowledge - I am starting to understand the life cycles of animals and humans - I can tell you some things about me that have changed and some things about me that have stayed the same - I can tell you how my body has changed since I was a baby - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus - I understand that every time I learn something new, I change a little bit - I can tell you about changes that have happened in my life	Knowledge - I can recognise cycles of life in nature - I can tell you about the natural process of growing from young to old and understand that this is not in my control - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and	Knowledge - I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby - Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up - I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy	Knowledge - I understand that lots of things make up a person's identity and this is what makes them unique - I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - I know there are many types of family and that often our family members form part of our inner circle - I know there are trusted people I can turn to if I need help and

			appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class	• I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class	support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class
Social and Emotional skills	Social and Emotional Skills • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home	Social and Emotional Skills • I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes	Social and Emotional Skills • I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 3 and know how to go about this	Social and Emotional Skills • I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this	Social and Emotional Skills • I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this

Vocabulary					
Year group	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate EYFS & KS1	Year 4 Consolidate KS1 & Yr 3
Puzzle vocabulary	achieved activities adult baby body vocabulary (See P1) change emotions exercise feeling food grow up healthy less healthy looking forward memories thoughts worries	adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young	animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	acceptance anxious belonging care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values vagina vulva womb

STATUTORY RELATIONSHIPS & HEALTH EDUCATION COVERAGE WITHIN CHANGING ME

	Year 1	Year 2	Year 3	Year 4
Relationship education coverage: Families and people who care for me	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 2,4) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 2) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 2)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 2,5) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 2) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 2) - That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (L 5) - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (L 5)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 1,5,6) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 1,5,6) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 1) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 1) - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (L 5)	- That families are important for children growing up safe and happy because they can provide love, security and stability. (L 1,4,6) - The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. (L 4,6) - That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (L 1,3,4) - That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. (L 3,4) - That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (L 4) - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (L 4)
Caring friendships		- How to manage conflict, and that resorting to violence is never right. (L 2,3,4) - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 5) - How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. (L 5)		

Respectful, kind relationships	<i>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 5,6)</i> <i>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L,4,6)</i>	<i>The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. (L 5)</i> <i>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 5)</i> <i>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. (L 5)</i> <i>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 5)</i> <i>practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 5)</i> <i>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 2,3,4,5,6)</i> <i>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. (L 2,4)</i> <i>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 4,5)</i>	<i>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 5,6)</i> <i>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 5,6)</i> <i>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 5)</i> <i>practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 5)</i> <i>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 2,6)</i> <i>What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype (L 5,6)</i>	<i>How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. (L 4)</i> <i>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. (L 4)</i> <i>That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. (L 4,6)</i> <i>practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships (L 4,6)</i> <i>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. (L 1)</i> <i>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. (L 3,5,6)</i>
Online Safety and awareness				<i>How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child,</i>

				and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (L 5) That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. (L 5)
Being Safe	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 4) - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (L 4) - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (L 4) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 4) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 4,6) - NSPCC Stay Safe, Speak Out - Trusted 5	- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. (L 5) - The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (L 4,5) - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (L 4,5) - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. (L 5) - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. (L 5) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 5,6) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 4,5,6) - NSPCC Stay Safe, Speak Out - Trusted 5	- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (L 2,3,4) - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (L 2,3,4) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 2,3,4) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 2,3,4) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event	- The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (L 2,3) - That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. (L 2,3) - How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. (L 3) - How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. (L 2,3,4,6) - NSPCC Stay Safe, Speak Out - Trusted 5 - Community Safety event

Sex Education Non-statutory				
Health Education General wellbeing	- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 5,6,) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 4,5,6) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 4,5,6) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 6) - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L 1,3,5,6)	- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 2,3,5,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 1,2,3,4,5,6) - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L 1,2,3,6) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 5,6)	- The importance of promoting general wellbeing and physical health. (L,4,6) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 1,2,4,5,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 2,3,4,5,6) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 2,5) That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L 2,3,6) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 3,4,5,6)	- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. (L 1,3) - The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. (L 2,3,4,5,6) - How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. (L 2,3,4,5,6) - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate (L 4,5,6) - That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (L 3,4,5,6) - Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (L 2,3,4,5,6)
Wellbeing online				How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. (L 5,6)
Physical Health and Fitness				
Healthy Eating				

Drugs, Alcohol, tobacco and Vaping				
Health Prevention		About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (L 4)	- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. L 4) - About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing (L 4,6)	
Personal safety	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. (Community safety event, assemblies)
Basic first aid	Dinky Medics	Dinky Medics	Junior Medics	Junior Medics
Developing Bodies	- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. (L 1,2,3,4,5,6) - The correct names of body parts * see vocab list for coverage in this year group, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. (L 4)	- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. (L 1,2,3,6) - The correct names of body parts * see vocab list for coverage in this year group, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts (L 1,2,4,5)	- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. (L 1,2,3 4,6) - The correct names of body parts * see vocab list for coverage in this year group, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts (L 2,3, 4) - The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. (L 4)	- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. (L 1,2,3,6) - The correct names of body parts * see vocab list for coverage in this year group, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts (L 2) - The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. (L 2,3)
Emotional Literacy Vocabulary				
	Jackson	Bysouth		Layton

	excited proud	anxious curious embarrassed excited proud shy spe anxious brave, comfortable disappointed excited independent proud responsible uncomfortablecial	comforted curious embarrassed love(d) proud relaxed responsible supported belonging embarrassed included proud self-conscious valued
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