

	<div>PHSE Outcomes</div>				
<div>Our PHSE Vision</div> <p>As a school, it is our aim to provide children with the knowledge, understanding, attitudes, values and skills that they need in order to reach their potential as individuals and within the community. Our children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. We use the scheme Jigsaw PSHE to ensure that our children have a thorough and consistent approach to the subject.</p>					
<div>Outcomes for PSHE</div>					
Healthy Lifestyle	Mental Health	Ourselves, Growing and Changing	Keeping Safe	Drugs, Alcohol and Tobacco	Families and Close Positive Relationships
Managing Hurtful Behaviour and Bullying	Respecting Self and Others	Shared Responsibilities	Communities	Economic Wellbeing - Money	Thinking and Decision Making
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<div>Being Me in My World Key Knowledge - EYFS Pupils will know:</div>			<div>Being Me in My World Key Skills - EYFS Pupils will be able to:</div>		
<div>Subject Specific Knowledge:</div> <p>In this Puzzle, the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk 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 talk about what it means to be responsible.</p> <div>Subject Specific Vocabulary:</div>			<div>Know special things about themselves.</div> <div>Know that some people are different from themselves.</div> <div>Know how happiness and sadness can be expressed.</div> <div>Know that hands can be used kindly and unkindly.</div> <div>Know that being good is kind.</div> <div>Know that they have a right to learn and play, safely and happily.</div> <div>Identify feelings associated with belonging.</div> <div>Identify feelings of happiness and sadness.</div> <div>Skills to play cooperatively with others.</div> <div>Be able to consider others' feelings.</div> <div>Be responsible in the setting.</div>		

Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	
<b>Key Knowledge - Year 1</b> <b>Pupils will know:</b>	<b>Key Skills - Year 1</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle, the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> <p>Subject Specific Vocabulary:</p> <p>Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p>	<p>Understand the rights and responsibilities of a member of a class.</p> <p>Understand that their views are important.</p> <p>Understand that their choices have consequences.</p> <p>Understand their own rights and responsibilities with their classroom.</p> <p>Understanding that they are special.</p> <p>Understand that they are safe in their class.</p> <p>Identifying helpful behaviours to make the class a safe place.</p> <p>Identify what it's like to feel proud of an achievement.</p> <p>Recognise feelings associated with positive and negative consequences.</p> <p>Understand that they have choices.</p>
<b>Key Knowledge - Year 2</b> <b>Pupils will know:</b>	<b>Key Skills - Year 2</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the children discuss their hopes and fears for the year ahead - they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p> <p>Subject Specific Vocabulary:</p> <p>Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-operate, Learning Charter, Problem-solving.</p>	<p>Identifying hopes and fears for the year ahead.</p> <p>Understand the rights and responsibilities of class members.</p> <p>Know that it is important to listen to other people.</p> <p>Understand that their own views are valuable.</p> <p>Know about rewards and consequences and that these stem from choices.</p> <p>Know that positive choices impact positively on self-learning and the learning of others.</p> <p>Recognise own feelings and know when and where to go to get help.</p> <p>Know how to make their class a safe and fair place.</p> <p>Show good listening skills.</p> <p>Recognise the feeling of being worried.</p> <p>Be able to work cooperatively.</p>
<b>Key Knowledge - Year 3</b> <b>Our Pupils will be moving on to:</b>	<b>Key Skills - Year 3</b> <b>Our Pupils will be moving on to:</b>

<p>In this Puzzle the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	<p>Understand that they are important.          Know what a personal goal is.          Understand what a challenge is.          Know why rules are needed and how these relate to choices and consequences.          Know that actions can affect others' feelings.          Know that others may hold different views.          Know that the school has a shared set of values.          Recognise self-worth.          Identify personal strengths.          Be able to set a personal goal.          Recognise feelings of happiness, sadness, worry and fear in themselves and others.          Make other people feel valued.          Develop compassion and empathy for others.          Be able to work collaboratively.</p>
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<b>Celebrating Difference</b> <b>Key Knowledge - EYFS</b> <b>Pupils will know:</b>	<b>Celebrating Difference</b> <b>Key Skills - EYFS</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p> <p>Subject Specific Vocabulary:</p> <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>	<p>Know what being proud means and that people can be proud of different things.          Know that people can be good at different things.          Know what being unique means.          Know that families can be different.          Know that people have different homes and why they are important to them.          Know different ways of making friends.          Know different ways to stand up for myself.          Know the names of some emotions such as happy, sad, frightened, angry.          Know that they don't have to be 'the same as' to be a friend.          Know why having friends is important.          Know some qualities of a positive friendship.          Identify feelings associated with being proud.          Identify things they are good at.          Be able to vocalise success for themselves and about other successes.          Identify some other ways they can be different and the same as others.          Recognise similarities and differences between their family and other families.          Identify and use skills to make a friend.          Identify and use skills to stand up for themselves.          Recognise emotions when they or someone else is upset, frightened or angry.</p>

<b>Key Knowledge - Year 1</b> <b>Pupils will know:</b>	<b>Key Skills - Year 1</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p> <p>Subject Specific Vocabulary:</p> <p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>	<p>Know that people have differences and similarities.</p> <p>Know what bullying means.</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy.</p> <p>Know skills to make friendships.</p> <p>Know that people are unique and that it is ok to be different.</p> <p>Recognise ways in which they are the same as their friends and ways they are different.</p> <p>Identify what is bullying and what isn't.</p> <p>Understand how being bullied might feel.</p> <p>Know ways to help a person who is being bullied.</p> <p>Identify emotions associated with making a new friend.</p> <p>Verbalise some of the attributes that make them unique and special.</p>
<b>Key Knowledge - Year 2</b> <b>Pupils will know:</b>	<b>Key Skills - Year 2</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p> <p>Subject Specific Vocabulary:</p> <p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</p>	<p>Know there are stereotypes about boys and girls.</p> <p>Knows that it is not ok to conform to gender stereotypes.</p> <p>Know it is good to be yourself.</p> <p>Know that sometimes people get bullied because of difference.</p> <p>Know the difference between right and wrong and the role that choice has to play in this.</p> <p>Know that friends can be different and still be friends.</p> <p>Know where to get help if being bullied.</p> <p>Know the difference between a one-off incident and bullying.</p> <p>Understand that boys and girls can be similar in lots of ways and that is ok.</p> <p>Understand that boys and girls can be different in lots of ways and that is ok.</p> <p>Explain how being bullied can make someone feel.</p> <p>Can choose to be kind to someone who is being bullied.</p> <p>Know how to stand up for themselves when they need to.</p> <p>Recognise that they shouldn't judge people because they are different.</p>

	Understand that everyone's differences makes them special and unique.
<b>Key Knowledge - Year 3</b> <b>Our Pupils will be moving on to:</b>	<b>Key Skills - Year 3</b> <b>Our Pupils will be moving on to:</b>
In this Puzzle the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.	<p>Know why families are important.</p> <p>Know that everybody's family is different.</p> <p>Know that sometimes family members don't get along and some reasons for this.</p> <p>Know that conflict is a normal part of relationships.</p> <p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.</p> <p>Know that some words are used in hurtful ways and this can have consequences.</p> <p>Be able to show appreciation for their families, parents and carers.</p> <p>Use the 'solve it together' technique to calm and resolve conflicts with friends and family.</p> <p>Empathise with people who are bullied.</p> <p>Employ skills to support someone who is bullied.</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary.</p> <p>Be able to recognise, accept and give compliments.</p> <p>Recognise feelings associated with receiving a compliment.</p>

<b>Dreams and Goals</b> <b>Key Knowledge - EYFS</b> <b>Pupils will know:</b>	<b>Dreams and Goals</b> <b>Key Skills - EYFS</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p> <p>Subject Specific Vocabulary:</p>	<p>Know what a challenge is.</p> <p>Know that it is important to keep trying.</p> <p>Know what a goal is.</p> <p>Know how to set goals and work towards them.</p> <p>Know which words are kind.</p> <p>Know some jobs that they might like when they are older.</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older.</p> <p>Know when they have achieved a goal.</p> <p>Understand that challenges can be difficult.</p> <p>Recognise some of the feelings linked to perseverance.</p> <p>Talk about a time that they kept on trying and achieved a goal.</p> <p>Be ambitious.</p>

Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.	Resilience. Recognise how kind words can encourage people. Feel proud. Celebrate success.
<b>Key Knowledge - Year 1</b> <b>Pupils will know:</b>	<b>Key Skills - Year 1</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> <p>Subject Specific Vocabulary:</p> <p>Proud, Success, Achievement, Goal, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p>	<p>Know how to set simple goals. Know how to achieve a goal. Know how to work well with a partner. Know that tackling a challenge can stretch their learning. Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. Know when a goal has been achieved. Recognise things that they do well. Explain how they learn best. Celebrate an achievement with a friend. Recognise their own feelings when faced with a challenge. Recognise their own feelings when they are faced with an obstacle. Recognise how they feel when they overcome an obstacle. Can store feelings of success so that they can be used in the future.</p>
<b>Key Knowledge - Year 2</b> <b>Pupils will know:</b>	<b>Key Skills - Year 2</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p> <p>Subject Specific Vocabulary:</p> <p>Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p>	<p>Know how to choose a realistic goal and think about how to achieve it. Know that it is important to persevere. Know how to recognise what working together well looks like. Know what good group working looks like. Know how to share success with other people. Be able to describe their own achievements and the feelings linked to this. Recognise their own strength as a learner. Recognise how working with others can be helpful. Be able to work effectively with a partner. Be able to choose a partner with whom they work well. Be able to work as part of a group. Be able to work as part of a group that succeeds and store this feeling.</p>
<b>Key Knowledge - Year 3</b> <b>Our Pupils will be moving on to:</b>	<b>Key Skills - Year 3</b> <b>Our Pupils will be moving on to:</b>

<p>In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p>	<p>Know about specific people who have overcome difficult challenges to achieve success.  Know what dreams and ambitions are important to them.  Know how they can overcome learning challenges.  Know that they are responsible for their own learning.  Know what their strengths are as a learner.  Know what an obstacle is and how they can hinder achievement.  Know how to take steps to overcome obstacles.  Know how to evaluate their own learning progress and identify how it can be better next time.  Recognise other people's achievements in overcoming difficulties.  Imagine how it will feel when they achieve their dream/ ambition.  Can break down a goal into small steps.  Recognise how other people can help them to achieve their goals.  Can manage feelings of frustration linked to facing obstacles.  Can share their success with others.  Can store feelings of success (in the internal treasure chest) to be used at another time.</p>
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<p><b>Healthy Me</b>  <b>Key Knowledge - EYFS</b>  <b>Pupils will know:</b></p>	<p><b>Healthy Me</b>  <b>Key Skills - EYFS</b>  <b>Pupils will be able to:</b></p>
<p>Subject Specific Knowledge:</p> <p>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 stranger danger and what they should do if approached by someone they don't know.</p> <p>Subject Specific Vocabulary:</p> <p>Healthy, Exercise, Head, Shoulder, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>	<p>Know the names for some parts of their body.  Know what the word 'healthy' means.  Know some things that they need to do to keep healthy.  Know that they need to exercise to keep healthy.  Know how to help themselves to go to sleep and that sleep is good for them.  Know when and how to wash their hand properly.  Know what to do if they get lost.  Know how to say NO to strangers.  Recognise how exercise makes them feel.  Recognise how different foods can make them feel.  Can explain what they need to do to stay healthy.  Can give examples of healthy food.  Can explain how they might feel if they don't get enough sleep.  Can explain what to do if a stranger approaches them.</p>

<b>Key Knowledge - Year 1</b> <b>Pupils will know:</b>	<b>Key Skills - Year 1</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.</p> <p>Subject Specific Vocabulary:</p> <p>Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items, Hygienic, Safe, Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>	<p>Know the difference between being healthy and unhealthy.</p> <p>Know some ways to keep healthy.</p> <p>Know how to make healthy lifestyle choices.</p> <p>Know how to keep themselves clean and healthy.</p> <p>Know that germs cause disease/ illness.</p> <p>Know that all household products, including medicines, can be harmful if not used properly.</p> <p>Know that medicines can help them if they feel poorly.</p> <p>Know how to keep safe when crossing the road.</p> <p>Know about people who can keep them safe.</p> <p>Feel good about themselves when they make healthy choices.</p> <p>Realise that they are special.</p> <p>Keep themselves safe.</p> <p>Recognise ways to look after themselves if they feel poorly.</p> <p>Recognise when they feel frightened and know how to ask for help.</p> <p>Recognise how being healthy helps them to feel happy.</p>
<b>Key Knowledge - Year 2</b> <b>Pupils will know:</b>	<b>Key Skills - Year 2</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p> <p>Subject Specific Vocabulary:</p> <p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>	<p>Know what their body needs to stay healthy.</p> <p>Know what relaxed means.</p> <p>Know what makes them feel relaxed / stressed.</p> <p>Know how medicines work in their bodies.</p> <p>Know that it is important to use medicines safely.</p> <p>Know how to make some healthy snacks.</p> <p>Know why healthy snacks are good for their bodies.</p> <p>Know which foods give their bodies energy.</p> <p>Desire to make healthy lifestyle choices.</p> <p>Identify when a feeling is weak and when a feeling is strong.</p> <p>Feel positive about caring for their bodies and keeping it healthy.</p> <p>Have a healthy relationship with food.</p> <p>Express how it feels to share healthy food with their friends.</p>
<b>Key Knowledge - Year 3</b> <b>Our Pupils will be moving on to:</b>	<b>Key Skills - Year 3</b> <b>Our Pupils will be moving on to:</b>



<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>	<p>Know how exercise affects their bodies.          Know why their hearts and lungs are such important organs.          Know that the amount of calories, fat and sugar that they put into their bodies will affect their health.          Know that there are different types of drugs.          Know that there are things, places and people that can be dangerous.          Know a range of strategies to keep themselves safe.          Know when something feels safe or unsafe.          Know that their bodies are complex and need taking care of.          Able to set themselves a fitness challenge.          Recognise what it feels like to make a healthy choice.          Identify how they feel about drugs.          Can express how being anxious or scared feels.          Can take responsibility for keeping themselves and others safe.          Respect their own bodies and appreciate what they do.</p>
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<p><b>Relationships</b>  <b>Key Knowledge - EYFS</b>  <b>Pupils will know:</b></p>	<p><b>Relationships</b>  <b>Key Skills - EYFS</b>  <b>Pupils will be able to:</b></p>
<p>Subject Specific Knowledge:</p> <p>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 learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p> <p>Subject Specific Vocabulary:          Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm Me, Breathing.</p>	<p>Know what a family is.          Know that different people in a family have different responsibilities and jobs.          Know some of the characteristics of healthy and safe friendship.          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.          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.</p>

<b>Key Knowledge – Year 1</b> <b>Pupils will know:</b>	<b>Key Skills – Year 1</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p> <p>Subject Specific Vocabulary:</p> <p>Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>	<p>Know that everyone's family is different.</p> <p>Know that there are lots of different types of families.</p> <p>Know that families are founded on belonging, love and care.</p> <p>Know how to make a friend.</p> <p>Know the characteristics of healthy and safe friends.</p> <p>Know that physical contact can be used as a greeting.</p> <p>Know about the different people in the school community and how they help.</p> <p>Know who to ask for help in the school community.</p> <p>Can express how it feels to be part of a family and to care for family members.</p> <p>Can say what being a good friend means.</p> <p>Can show skills of friendship.</p> <p>Can identify forms of physical contact they prefer.</p> <p>Can say no when they receive a touch they don't like.</p> <p>Can praise themselves and others.</p> <p>Can recognise some of their personal qualities.</p> <p>Can say why they appreciate a special relationship.</p>
<b>Key Knowledge – Year 2</b> <b>Pupils will know:</b>	<b>Key Skills – Year 2</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being</p>	<p>Know that everyone's family is different.</p> <p>Know that families function well when there is true, respect, care, love and co-operation.</p> <p>Know that there are lots of forms of physical contact within a family.</p> <p>Know how to stay stop if someone is hurting them.</p> <p>Know some reasons why friends have conflicts.</p> <p>Know that friendships have ups and downs and sometimes change with time.</p> <p>Know how to use the Mending Friendships or Solve-it-Together problem solving methods.</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets.</p> <p>Know what trust is.</p> <p>Can identify the different roles and responsibilities in their family.</p> <p>Can recognise the value that families can bring.</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable.</p>

<p>unkind. The children also discuss people who can help them if they are worried or scared.</p> <p>Subject Specific Vocabulary:</p> <p>Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.</p>	<p>Can use positive problem-solving techniques to resolve a friendship conflict.</p> <p>Can identify the negative feelings associated with keeping a worry secret.</p> <p>Can identify the feelings associated with trust.</p> <p>Can identify who they trust in their own relationships.</p> <p>Can give and receive compliments.</p> <p>Can say who they would go to help if they were worried or scared.</p>
<p><b>Key Knowledge - Year 3</b></p> <p><b>Our Pupils will be moving on to:</b></p>	<p><b>Key Skills - Year 3</b></p> <p><b>Our Pupils will be moving on to:</b></p>
<p>In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it-together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family.</p> <p>Know that gender stereotypes can be unfair.</p> <p>Know some of the skills of friendship.</p> <p>Know some strategies for keeping themselves safe online.</p> <p>Know how some of the actions and work of people around the world help and influence my life.</p> <p>Know that all children have rights.</p> <p>Know the lives of children around the world can be different from their own.</p> <p>Can identify the responsibility they have within their family.</p> <p>Can use Solve-it-Together in a conflict scenario and find a win-win outcome.</p> <p>Know how to access help if they are concerned about anything on social media or the internet.</p> <p>Can empathise with people from other countries who may not have a fair job/ less fortunate.</p> <p>Understand that they are connected to the global community in many different ways.</p> <p>Can identify similarities in children's rights around the world.</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</p>

<p><b>Changing Me</b></p> <p><b>Key Knowledge - EYFS</b></p> <p><b>Pupils will know:</b></p>	<p><b>Changing Me</b></p> <p><b>Key Skills - EYFS</b></p> <p><b>Pupils will be able to:</b></p>
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<p>Subject Specific Knowledge:</p> <p>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 as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p> <p>Subject Specific Vocabulary:</p> <p>Eye, Foot, Eyebrow, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-Up, adult, Change, Worry, Excited, Memories.</p>	<p>Know the names and functions of some body parts of the body, those on vocabulary list.</p> <p>Know that we grow from baby to adult.</p> <p>Know who to talk to if they are feeling worried.</p> <p>Know that sharing how they feel can help solve a worry.</p> <p>Know that remembering happy times can help us move on.</p> <p>Can identify how they have changed from a baby.</p> <p>Can say what might change for them they get older.</p> <p>Recognise that changing class can illicit happy and/ or sad emotions.</p> <p>Can say how they feel about changing class/ growing up.</p> <p>Can identify positive memories from the past year in school/ home.</p>
<p><b>Key Knowledge – Year 1</b> <b>Pupils will know:</b></p>	<p><b>Key Skills – Year 1</b> <b>Pupils will be able to:</b></p>
<p>Subject Specific Knowledge:</p> <p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p> <p>Subject Specific Vocabulary:</p> <p>Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis,</p>	<p>Know that animals including humans have a life cycle.</p> <p>Know that changes happen when we grow up.</p> <p>Know that people grow up at different rates and that is normal.</p> <p>Know the names of male and female private body parts.</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them.</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</p> <p>Know who to ask for help if they are worried or frightened.</p> <p>Know that learning brings about change.</p> <p>Understand and accepts that change is a natural part of getting older.</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body).</p> <p>Can express why they enjoy learning.</p> <p>Can suggest ways to manage change.</p>

Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.	
<b>Key Knowledge - Year 2</b> <b>Pupils will know:</b>	<b>Key Skills - Year 2</b> <b>Pupils will be able to:</b>
<p>Subject Specific Knowledge:</p> <p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old -age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p> <p>Subject Specific Vocabulary:</p> <p>Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>	<p>Know that life cycles exist in nature.</p> <p>Know that aging is a natural process including old-age.</p> <p>Know that some changes are out of an individual's control.</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</p> <p>Know the physical differences between male and female bodies.</p> <p>Know the correct names for private body parts.</p> <p>Know that private body parts are special and that no one has the right to hurt these.</p> <p>Know who to ask for help if they are worried or frightened.</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable.</p> <p>Can appreciate that changes will happen and that some can be controlled and others not.</p> <p>Be able to express how they feel about changes.</p> <p>Show appreciation for people who are older.</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler.</p> <p>Can say what greater responsibilities and freedoms they may have in the future.</p> <p>Can say who they would go to for help if worried or scared.</p> <p>Can say what types of touch they find comfortable/ uncomfortable.</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened.</p> <p>Can say what they are looking forward to in the next year.</p>
<b>Key Knowledge - Year 3</b> <b>Our Pupils will be moving on to:</b>	<b>Key Skills - Year 3</b> <b>Our Pupils will be moving on to:</b>
<p>This Puzzle begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up.</p> <p>Know that in nature it is usually the female that carries the baby.</p> <p>Know that in humans a mother carries the baby in her uterus and this is where it develops.</p>

body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm it passes out of the body as a period. Sexual intercourse and the birth of the baby is not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

Know that babies need love and care from their parents/ carers.  
Know some of the changes that happen between being a baby and a child.  
Know that the males and female body needs to change at puberty so their bodies can make babies when they are adults.  
Know some of the outside/ inside body changes that happen during puberty.  
Can express how they feel about babies.  
Can describe the emotions that a new baby can bring to a family.  
Can express how they feel about puberty.  
Can say who they can talk to about puberty if they have worries.  
Can identify stereotypical roles and challenge those.  
Can identify changes they are looking forward to in the next year.  
Can suggest ways to help them manage feelings during changes they are more anxious about.