

The Meadows Primary Academy



PSHE

Curriculum Intent

Core Values : Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity

Curriculum Intent : R-A-I-S-E

Our personal development curriculum, is taught from EYFS to year 6. Relationship Health Education and PSHE curriculum sit together and are delivered through our scheme Jigsaw – A Mindful approach to PSHE. The intended learning is captured within each key stage intent document. This is a summary of all the end goals that children are expected to know at the end of each key stage. Lesson plans can be accessed from Jigsaws online portal. We do not teach sex education beyond that which is prescribed in the science curriculum, external body parts, puberty and animal and plant reproduction. Health and Physical Education is seen and taught in tandem as two parts of one whole, one that can enable the other.

Additionally, our PSHE curriculum includes content that is bespoke to our setting and focuses both general and school contextual issues (this includes; additional e-safety awareness, anti-social behaviour, mental health, hidden differences and protected characteristics).

We recognise that citizenship, character development, British values, inclusion and equality of opportunity, spiritual, moral, social and culture knowledge and concepts overlap, compliment, serving to enhance each other. They are taught specifically and also through other subject substantive knowledge content. To ensure that there is a planned, cohesive curriculum, that is sequentially, building on prior learning, we have mapped the key elements of knowledge for each key stage.

The Jigsaw provides a spiral progressive approach to a range of key concepts that children are repeatedly exposed to, overlearning and embedding knowledge, social norms within behaviour and personal values that will shape who they will become.

Assessment for Personal Development follows the same format the school has adopted for foundation subjects. The vast majority of assessment is continuous and daily conducted through teacher assessment, questioning and retrieval strategies. This approach has a dual purpose to identify in the moment what children, know and can do and to aid the teacher in future planning, for embedding insecure knowledge or planning sequential next steps.

The Meadows Primary Academy – PSHE Progression through EYFS PSED/PD/UTW		
Playing and Exploring – Engagement	Active Learning Motivation	Creating and Thinking Critically - Thinking
- Finding out and exploring - Playing with what they know - Being willing to 'have a go'	- Being involved and concentrating - Keep on trying - Enjoying achieving what they set out to do	- Having their own ideas (creative thinking) - Making links (building theories) - Working with ideas (critical thinking)
<u>Nursery - Autumn</u> Self-Regulation - Show 'effortful control' With support follow the daily routine Begin to play with others, sharing resources / taking turns - Begin to talk about feelings ... <i>happy / sad - because</i> Show / imitate different emotions and label I am happy / sad because - Begin to show awareness of how others might be feeling Offer comfort to a child who is upset / laugh with others Identify feelings of main characters in texts, looking carefully at illustrations - Begin to recognise that some actions can hurt the feelings of others Identify action that made someone else upset - With support begin to find solutions to some conflicts Sharing resources / taking turns e.g. bike track Managing Self - Show interest in a range of experiences, indoors and outdoors Familiar and some new - Begin to select and use continuous provision resources, with help when needed Make independent learning choices ... <i>learning / play</i>	<u>Nursery - Spring</u> Self-Regulation - Talk about feelings using words like 'happy' and 'sad' and begin to use other words...<i>excited, scared, angry</i> - With support begin to understand and talk about how others might be feeling and the reasons why - Begin to help to find solutions to conflicts and rivalries. <i>For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> - With support begin to talk with others to resolve conflicts Managing Self - Begin to select and use activities and resources to achieve a set goal - Settle to an activity of choice for some time - Increasingly follow classroom routines and rules (with reduced practitioner guidance) - Develop independence within self-care routines <i>Toileting, handwashing, dinner times, outdoor times-putting on coat, hat, scarf</i> Building Relationships - Play with one or more other children - Play in pretend play with one or more children - See themselves as part of a community	<u>Nursery - Summer</u> Self-Regulation - Talk about their feelings using a range of words ⇒ <i>Happy, sad, scared, angry, excited, lonely</i> - Begin to understand how others might be feeling. - Help to find solutions to conflicts and rivalries. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. Managing Self - Select and use activities and resources, with help when needed - to achieve a goal they have chosen, or one which is suggested to them. - Settle to an activity for some time - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Be increasingly independent in meeting own care needs - Make healthy choices about food, drink, activity and toothbrushing. Building Relationships

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Put resources back in right place once used - With support begin to follow classroom routines and rules - Begin to be independent within self-care routines Toileting / Handwashing / Snack time / Outdoor time- put on coat Building Relationships - Begin to play with one or more other children Child-initiated learning / small group activities - Begin to see themselves as part of a community Key Person group / nursery / family	- Begin to share and take turns with others - Begin to extend and elaborate play ideas with others	- Develop sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas.
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The Meadows Primary Academy – PSHE Progression through EYFS PSED/PD/UTW

Reception

ELG (PSE)

Self-regulation

- Show an understanding of their feelings and begin to regulate their behaviour accordingly
- Set & work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focussed attention to what the teacher says, responding appropriately even when engaged in activity & show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults with peers
- Show sensitivity to their own and other's needs

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	Reception – End Points (Skills)
Autumn 1: Being me in my World	• Recognise and name a range of feelings. • Play and work cooperatively with others. • Show kindness, gentleness and care for others' feelings. • Make positive choices and follow class rules.
Autumn 2: Celebrating Difference	• Recognise their own emotions and identify emotions in others. • Build positive friendships using kindness and cooperation. • Recognise similarities and differences between themselves and others. • Begin to stand up for themselves appropriately. • Recognise feelings of pride and celebrate their own and others' achievements. • Recognise that families are different and value their own and others' family experiences.
Spring 1: Dreams & Goals	• Recognise that challenges can be difficult and begin to develop resilience. • Recognise and manage feelings associated with perseverance, success and achievement. • Encourage others through kind words and celebrate their successes. • Show ambition by continuing to work towards goals and taking pride in achievements.
Spring 2: Healthy Me	• Recognise how movement, rest, healthy eating and sleep affect how they feel. • Develop simple routines that help keep their body clean, healthy and safe. • Make healthy choices and begin to recognise the positive impact these have on physical and emotional wellbeing. • Identify trusted adults and seek help when feeling worried, unsafe or unsure.
Summer 1: Relationships	• Recognise the different roles people have within their family. • Build friendships by showing kindness and including others. • Repair friendships using positive strategies. • Recognise feelings of anger and use calming strategies to regulate emotions.
Summer 2: Changing Me	• Recognise and talk about feelings associated with growing up and moving to a new class. • Reflect on how they have changed since they were a baby and identify future changes as they grow. • Recall and celebrate positive memories and achievements from the past year.

	Reception – End Points (knowledge)
Autumn 1: Being me in my World	• Everyone belongs in the class and is part of a group. • People have similarities and differences. • Feelings can be recognised and talked about. • The classroom is a place where everyone learns and plays together. • Working together and showing kindness helps everyone feel safe, happy and ready to learn. • Gentle hands and responsible behaviour help everyone to learn and play safely. • Everyone has the right to learn and play. • The classroom, resources and shared spaces should be cared for by everyone.
Autumn 2: Celebrating Difference	• Every person is unique and has their own strengths and qualities. • People experience a range of emotions. • Friendships are important and can be built through kindness, sharing and cooperation. • Friends do not need to be the same to get along. • People can feel proud of different achievements and be good at different things. • Families and homes can be different, and all are important.
Spring 1: Dreams & Goals	A challenge is something that requires effort and perseverance. • Goals can be set and achieved by working hard and not giving up. • Kind words encourage others. • People have different jobs and interests for the future. • Effort and learning help people achieve their aspirations. • Achieving a goal brings a sense of success and pride.
Spring 2: Healthy Me	The body needs physical activity, rest, healthy food and sleep to stay healthy. • Good hygiene, including washing hands, helps prevent illness. • Healthy choices help keep our bodies strong and well. • Safe adults help keep children safe, and they can be asked for help when needed.
Summer 1: Relationships	• Families come in many different forms, and family members have different roles and responsibilities. • Healthy friendships are built on kindness, respect and cooperation. • Friends sometimes disagree, and friendships can be repaired. • Unkind words can hurt others even after they are spoken. • Calm strategies can help manage strong emotions such as anger. • People experience anger for different reasons.
Summer 2: Changing Me	• The body has different parts with specific names and functions. • People grow and change from babies into adults. • Sharing worries with trusted adults can help solve problems. • Remembering positive experiences can help when coping with change or difficult feelings.

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	Year 1 – End Points (Skills)
Autumn 1: Being me in my World	• Feel safe, valued and that they belong within the class community. • Help to create a safe learning environment for everyone. • Recognise feelings of pride and understand that choices lead to different consequences. • Follow and contribute to the Learning Charter.
Autumn 2: Celebrating Difference	• Recognise similarities and differences between themselves and others. • Understand how bullying can affect feelings and show kindness towards those experiencing bullying. • Develop new friendships and recognise the value of belonging. • Appreciate that differences make everyone unique.
Spring 1: Dreams & Goals	Recognise personal strengths and preferred ways of learning. • Celebrate achievements with others. • Recognise and manage feelings associated with new challenges, obstacles and success. • Develop confidence by reflecting on successful experiences.
Spring 2: Healthy Me	• Feel positive about making healthy choices and understand how these contribute to happiness and wellbeing. • Develop confidence in keeping themselves safe and caring for their own health. • Recognise when they feel unwell, worried or frightened and know when to seek help from a trusted adult.
Summer 1: Relationships	• Develop a sense of belonging within family and friendship groups. • Build new friendships and recognise when to seek help from trusted adults. • Recognise and communicate personal boundaries, including acceptable physical contact. • Develop self-confidence by recognising personal strengths and expressing feelings appropriately.
Summer 2: Changing Me	• Accept that change is a natural part of growing up and recognise that everyone develops at their own pace. • Respect their body and understand personal privacy. • Approach new learning positively and develop simple strategies for coping with change.

	Year 1 – End Points (Knowledge)
Autumn 1: Being me in my World	• The Jigsaw Journal is used to record learning and reflections. • Class members have rights and responsibilities that are reflected in the Learning Charter. • Everyone's views are valued and can contribute to the Learning Charter. • Choices have consequences for ourselves and others.
Autumn 2: Celebrating Difference	• People have similarities and differences that should be respected and valued. • Bullying is behaviour that intentionally hurts someone repeatedly. • Trusted adults can help if someone feels unhappy or is being bullied. • Friendships can be formed in different ways, and differences should be celebrated.
Spring 1: Dreams & Goals	• Goals can be broken down into achievable steps. • Working collaboratively with a partner helps achieve shared goals. • New challenges help learning and personal growth. • Obstacles can make goals harder to achieve, but they can often be overcome with perseverance and problem-solving. • Success can be recognised and celebrated.
Spring 2: Healthy Me	• Healthy and unhealthy choices affect physical wellbeing. • Good hygiene helps prevent the spread of germs and illness. • Medicines can help when used safely and with adult support. • Household products can be harmful if used incorrectly. • Road safety rules and trusted adults help keep people safe. • The body is unique and should be cared for and protected
Summer 1: Relationships	• Families are diverse, and each family is unique. • Good friends show kindness, respect and care for one another. • Different types of physical contact are appropriate in different relationships and situations. • Trusted adults and members of the school community can provide help and support. • Everyone has personal qualities that make them a good friend. • Appreciation strengthens positive relationships
Summer 2: Changing Me	• Animals and humans have life cycles. • People change as they grow, while some things about them remain the same. • Bodies change from babyhood through childhood. • Boys' and girls' bodies have some different body parts, which should be referred to using the correct anatomical vocabulary. • Learning and new experiences help people grow and develop. • Life changes happen throughout childhood.

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	Year 2 – End Points (skills)
Autumn 1: Being me in my World	• Recognise feelings such as worry and know when and how to seek help. • Help others feel included and develop a sense of belonging. • Contribute to a safe, fair classroom by listening, sharing ideas and working cooperatively with others. • Follow the Learning Charter.
Autumn 2: Celebrating Difference	• Recognise and value similarities and differences between people, including boys and girls, without making unfair judgements. • Show empathy towards people experiencing bullying and know when and how to seek help or stand up for themselves and others. • Build and maintain positive friendships. • Value diversity and recognise that everyone is unique.
Spring 1: Dreams & Goals	Recognise and celebrate personal achievements. • Make healthy choices that support personal goals. • Work collaboratively with others to solve problems and achieve shared success. • Recognise the strength of different emotions and reflect on positive group experiences.
Spring 2: Healthy Me	• Develop a positive relationship with healthy food and recognise how healthy choices support wellbeing. • Recognise feelings that signal something may be unsafe and respond by making safe choices and seeking help. • Take increasing responsibility for keeping themselves healthy and safe.
Summer 1: Relationships	• Value and respect different family structures. • Recognise and communicate personal boundaries around physical contact. • Resolve conflicts using positive problem-solving strategies. • Recognise when a secret should be shared with a trusted adult to keep themselves or others safe. • Develop trust in relationships and accept appreciation from others.
Summer 2: Changing Me	• Recognise that some changes are beyond their control and manage the feelings these may bring. • Develop confidence and independence while recognising trusted role models. • Express personal preferences, ask for help when needed and begin preparing positively for future changes.

	Year 2 – End Points (Knowledge)
Autumn 1: Being me in my World	• Hopes and worries can be identified and expressed. • The Jigsaw Journal is used to record learning and reflections. • Class members have rights and responsibilities and everyone can contribute to the class community. • Listening to others and sharing ideas helps develop fair rewards and consequences. • Following the Learning Charter helps everyone to learn and work together successfully. • Choices have consequences for ourselves and others
Autumn 2: Celebrating Difference	• Stereotypes are assumptions that people sometimes make about boys and girls. • Bullying can happen because of differences between people. • It is right to respect differences, keep safe and make positive choices. • People can be different and still be good friends.
Spring 1: Dreams & Goals	Realistic goals are more likely to be achieved through planning and effort. • Good physical health supports learning and wellbeing. • Different people work effectively in different partnerships and groups. • Teamwork contributes to successful outcomes. • Stress and relaxation affect wellbeing, and different strategies can help manage these feelings. • Success can be shared and celebrated with others.
Spring 2: Healthy Me	Different foods belong to different food groups and provide the nutrients and energy the body needs. • Healthy snacks support growth and wellbeing. • Hazards at home and in the wider environment, including roads, railways, water, fire and hot objects, can be managed safely by following safety rules. • Medicines work in the body and must always be used safely.
Summer 1: Relationships	• Family members have different relationships, roles and responsibilities, and cooperation supports family life. • Physical contact within families should always be safe and appropriate. • Friendships can involve disagreements, and conflicts can be resolved positively. • Some secrets should be shared with a trusted adult to keep people safe. • People in families, schools and communities provide support and care.
Summer 2: Changing Me	• Living things experience natural life cycles and growth. • Physical growth is a natural process that cannot be controlled. • Boys' and girls' bodies have physical differences, and some body parts are private. • Different types of touch are appropriate in different situations, and personal boundaries should be respected. • Change can bring new opportunities and experiences.

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Year 3 – End Points (Skills)	
Autumn 1: Being me in my World	• Value themselves and others, making everyone feel welcome and included. • Recognise their own emotions and identify emotions in others. • Understand that behaviour leads to rewards and consequences. • Work cooperatively with others and choose to follow the Learning Charter.
Autumn 2: Celebrating Difference	• Value their family and the people who care for them. • Use strategies to regulate emotions, including collaborative problem-solving. • Support others experiencing bullying and work with others to resolve bullying situations. • Choose respectful language and understand the impact of hurtful words. • Give and receive compliments confidently and respectfully.
Spring 1: Dreams & Goals	Show respect for people who overcome challenges and achieve their goals. • Break goals into manageable steps and recognise when support from others is helpful. • Take responsibility for learning by using personal strengths. • Manage frustration when faced with obstacles and celebrate success confidently.
Spring 2: Healthy Me	Set personal health and fitness goals. • Recognise the positive feelings associated with healthy choices. • Reflect on personal attitudes towards substances such as medicines and drugs. • Recognise and manage feelings of fear or anxiety in order to keep themselves and others safe. • Develop respect and appreciation for their body and what it can do.
Summer 1: Relationships	• Take responsibility within family and friendship groups. • Resolve disagreements through negotiation and compromise. • Seek appropriate support if worried about online experiences. • Respect different cultures and challenge stereotypes. • Show empathy towards people whose experiences differ from their own and recognise the importance of belonging.
Summer 2: Changing Me	• Recognise and manage feelings about growth, puberty and change. • Develop positive hygiene habits as their body changes. • Show openness to different viewpoints and adapt their thinking when appropriate. • Reflect positively on future changes and set personal goals for the year ahead.

Year 3 – End Points (Knowledge)	
Autumn 1: Being me in my World	• Everyone has strengths, achievements and personal worth. • Personal goals help us to challenge ourselves and make progress. • The Jigsaw Journal is used to record learning and reflections. • New challenges can be approached positively, with responsible choices and by asking for help when needed. • Rules are linked to rights and responsibilities. • Actions affect ourselves and others, so it is important to consider other people's feelings and viewpoints when making responsible choices.
Autumn 2: Celebrating Difference	• Families are all different and each is important. • Disagreements and conflict can happen within families and relationships. • Witnesses to bullying can influence whether situations improve or become worse. • Words can affect people's feelings positively or negatively, and actions have consequences.
Spring 1: Dreams & Goals	People often achieve success by overcoming challenges with determination and resilience. • Dreams and ambitions can provide motivation for learning and personal development. • Obstacles can be identified and overcome through planning and perseverance. • Reflecting on learning helps improve future performance.
Spring 2: Healthy Me	Exercise strengthens the body, including the heart and lungs. • Diet, including calories, fat and sugar, affects health and wellbeing. • Drugs are substances that affect the body in different ways. • Risks can be recognised, and strategies and emergency services can help keep people safe. • The human body is complex and needs to be cared for throughout life.
Summer 1: Relationships	• Family roles and responsibilities may vary and should not be limited by gender stereotypes. • Friendship skills such as listening, sharing and taking turns strengthen relationships. • Online safety strategies help protect personal wellbeing. • Media does not always present complete or accurate information. • Children around the world share similar rights, needs and emotions. • Appreciation helps build and maintain positive relationships.
Summer 2: Changing Me	• Humans develop from birth to adulthood, and mammals reproduce by giving birth to live young. • Puberty brings physical changes that prepare the body for reproduction. • Good hygiene becomes increasingly important during puberty. • Family roles and parenting responsibilities should not be limited by gender stereotypes. • Change is a natural and positive part of growing up

Year 4 – End Points (skills)	
Autumn 1: Being me in my World	• Recognise the importance of inclusion and understand how exclusion can affect others. • Make others feel welcome and valued. • Take on roles within groups and contribute effectively towards shared outcomes. • Understand how rewards and consequences influence behaviour. • Contribute to and promote the whole-school Learning Charter.
Autumn 2: Celebrating Difference	• Accept and respect people for who they are, challenging their own assumptions about others. • Understand the feelings of both those experiencing bullying and those witnessing it. • Work collaboratively to resolve bullying situations. • Develop a positive self-image and value their own unique qualities.
Spring 1: Dreams & Goals	Recognise and manage feelings linked to hopes, dreams and disappointment. • Develop resilience, self-respect and a positive attitude when facing setbacks. • Understand the value of different roles within a group and contribute positively to shared success. • Celebrate group achievements and reflect on successful experiences.
Spring 2: Healthy Me	• Recognise how friendships and peer groups influence emotions and behaviour. • Identify and manage feelings associated with peer pressure, including embarrassment, anxiety and the desire to fit in. • Develop confidence and assertiveness to make safe, independent choices despite pressure from others.
Summer 1: Relationships	• Recognise and manage feelings such as jealousy, loss and change within relationships. • Develop strategies for negotiation, compromise and standing up for themselves respectfully. • Understand that close relationships should always be based on choice, respect and not pressure. • Give and receive love, care and appreciation in healthy relationships.
Summer 2: Changing Me	• Develop confidence in their developing identity and recognise that interests and identity may change over time. • Use strategies to manage the physical and emotional changes of puberty. • Recognise that worries about growing up are normal and know when to seek support. • Respond positively to changes they can influence while managing those beyond their control.

Year 4 – End Points (Knowledge)	
Autumn 1: Being me in my World	• Attitudes and actions contribute to the success of the class team. • The Jigsaw Journal is used to record learning and reflections. • Everyone in the school community has a role and can make a positive contribution. • Democracy allows everyone to have a voice through systems such as the School Council. • Actions affect others, and empathy helps us understand different perspectives. • Groups work together to make decisions that benefit the school community
Autumn 2: Celebrating Difference	• First impressions and assumptions are often influenced by appearance and are not always accurate. • Some bullying can be difficult to recognise, and it is important to know how to seek help. • People may choose different responses when they witness bullying. • Every individual has unique qualities that should be valued.
Spring 1: Dreams & Goals	Hopes and dreams may not always be achieved, and disappointment is a normal part of life. • Resilience, support from others and adapting plans help people overcome setbacks. • Goals can be achieved by breaking them into manageable steps. • Successful group work depends on the contributions of all members.
Spring 2: Healthy Me	Friendships and peer groups can influence behaviour and decision-making. • Peer pressure can lead to unsafe choices, but risks can be recognised and managed. • Smoking, vaping and alcohol have harmful effects on health. • Personal values help people make safe and responsible decisions.
Summer 1: Relationships	• Feelings such as jealousy can affect relationships. • Friendships change over time, and new friendships can be formed. • Disagreements and endings in relationships can be managed positively. • Romantic relationships are appropriate for older adolescents and adults and should be based on care and respect. • Love and appreciation can be shown in different ways towards people and animals.
Summer 2: Changing Me	Personal identity is shaped by many different factors and makes each person unique. • Puberty causes physical and emotional changes, including menstruation for girls. • Families come in many forms, and trusted adults provide support during times of change. • Some changes can be influenced, while others must be accepted.

Year 5 – End Points (skills)	
Autumn 1: Being me in my World	• Reflect on what they value about their school and identify personal aspirations for the year ahead. • Show empathy towards people whose lives and experiences differ from their own. • Recognise that their actions affect themselves and others. • Contribute effectively to groups, understanding how collaboration leads to success. • Promote and support the Learning Charter within the school community.
Autumn 2: Celebrating Difference	• Recognise and value their own culture and respect the cultures of others. • Reflect on their attitudes towards people from different backgrounds. • Use a range of strategies to manage emotions and respond appropriately to bullying situations. • Support both those experiencing bullying and those displaying bullying behaviours to make positive choices. • Appreciate that happiness is not determined by material wealth.
Spring 1: Dreams & Goals	Reflect on future aspirations and recognise that goals and identities can change over time. • Recognise how attitudes towards money, risk and ambition differ between people. • Appreciate similarities and differences in aspirations across cultures. • Develop motivation to make a positive contribution to the lives of others.
Spring 2: Healthy Me	• Make informed decisions about health-related behaviours, including resisting pressure to smoke, vape or drink alcohol. • Stay calm and respond appropriately in emergency situations. • Develop a positive body image, showing respect for themselves and others. • Maintain motivation to make healthy choices that support lifelong wellbeing.
Summer 1: Relationships	• Build self-esteem and confidence in relationships. • Evaluate whether online communities and online activities are safe, positive and supportive. • Manage screen time to support health and wellbeing. • Use strategies to stay safe online, including questioning information, setting boundaries and responding confidently to uncomfortable situations.
Summer 2: Changing Me	• Develop positive self-esteem and confidence during puberty. • Express and manage feelings about physical and emotional changes. • Appreciate the process of human reproduction with maturity and respect. • Approach increasing independence and future changes with confidence and resilience.

Year 5 – End Points (Knowledge)	
Autumn 1: Being me in my World	• Personal goals help us face new challenges positively. • The Jigsaw Journal is used to record learning and reflections. • Citizens have rights and responsibilities within school and the wider community. • Behaviour, choices, rewards and consequences affect both individuals and groups. • Democracy gives everyone a voice and opportunities to contribute to the school community.
Autumn 2: Celebrating Difference	• Cultural differences can sometimes lead to misunderstanding or conflict. • Racism is discrimination or prejudice based on race or ethnicity. • Bullying includes behaviours such as rumour-spreading, name-calling and both direct and indirect bullying. • People's lives and experiences may differ across cultures and countries.
Spring 1: Dreams & Goals	Money and resources can influence people's ability to achieve their goals. • Spending choices can affect other people and the environment. • Careers can be explored critically using a range of reliable sources. • People in different cultures may have different dreams, goals and opportunities. • Working together locally and globally can help others achieve their aspirations.
Spring 2: Healthy Me	Smoking, vaping and alcohol misuse can have serious short- and long-term effects on physical health, including damage to major organs. • Basic first aid, including the recovery position and how to get emergency help, can save lives. • Media and social media can influence body image and attitudes towards food. • A healthy lifestyle includes balanced nutrition, physical activity and positive wellbeing choices.
Summer 1: Relationships	• Personal identity is shaped by individual characteristics and qualities. • Online communities offer both opportunities and risks. • Rights and responsibilities apply when communicating, gaming and interacting online. • Excessive screen time can affect health and wellbeing. • Personal information and data should be protected online.
Summer 2: Changing Me	• Self-image and body image influence how people see themselves. • Puberty brings physical and emotional changes for both boys and girls, and self-care supports wellbeing during this time. • Sexual intercourse is the usual way conception occurs, although some people need fertility treatment such as IVF. • Becoming a teenager brings increasing independence and responsibility.

Year 6 – End Points (skills)	
Autumn 1: Being me in my World	• Feel valued and help others to feel included and respected. • Recognise their own needs and compare these with the needs of children in different communities. • Demonstrate empathy and understand the impact of their actions on themselves and others. • Contribute effectively to groups, modelling positive behaviours that support the Learning Charter and the wider school community.
Autumn 2: Celebrating Difference	• Demonstrate empathy towards people whose experiences, backgrounds or identities differ from their own. • Reflect on and challenge their own attitudes towards difference. • Understand the emotional impact of exclusion, discrimination and bullying. • Apply effective strategies to manage emotions and resolve bullying situations. • Value and respect people for who they are, promoting inclusion and belonging.
Spring 1: Dreams & Goals	• Challenge themselves by setting ambitious learning goals and clear success criteria. • Recognise and empathise with the experiences of people facing hardship or injustice. • Use empathy as motivation to make a positive difference. • Recognise and celebrate the achievements and contributions of others through meaningful praise and encouragement.
Spring 2: Healthy Me	• Take responsibility for maintaining both physical and emotional health. • Develop healthy strategies for managing stress, pressure and difficult emotions. • Recognise when support is needed for emotional wellbeing and seek appropriate help. • Resist exploitation and unhealthy influences by using assertiveness and positive coping strategies. • Support others to recognise unsafe situations and seek help when needed.
Summer 1: Relationships	• Show understanding and compassion towards people experiencing mental health difficulties. • Recognise and manage their own emotions using appropriate coping strategies. • Stand up for themselves and others in situations involving manipulation, coercion or controlling behaviour. • Resist unsafe online pressure and make responsible choices that protect their own and others' wellbeing. • Take increasing responsibility for maintaining their personal safety, relationships and emotional wellbeing.
Summer 2: Changing Me	• Maintain positive self-esteem and challenge negative thoughts about body image. • Express and manage emotions associated with puberty, growing up and new responsibilities. • Recognise the importance of respect, consent and personal boundaries within relationships. • Prepare emotionally for transition to secondary school while maintaining a positive sense of identity. • Maintain healthy relationships while being confident and assertive in expressing personal values, boundaries and choices.

Year 6 – End Points (Knowledge)	
Autumn 1: Being me in my World	• Goals, hopes and worries about the future can be identified and expressed appropriately. • The Jigsaw Journal is used to record learning and reflections. • All children have universal rights, although these are not always met around the world. • Individual actions have an impact on people locally and globally. • Behaviour, choices, rewards and consequences are linked to rights and responsibilities. • Individual behaviour affects groups, and democracy enables people to contribute positively to their communities.
Autumn 2: Celebrating Difference	• Ideas about what is considered "normal" differ between people and communities. • Differences can affect people's experiences and opportunities. • Power can be used positively or negatively within relationships and groups. • People bully for a range of reasons, but bullying is never acceptable. • People with disabilities can achieve highly and make significant contributions to society. • Differences can sometimes cause conflict but should also be recognised as a source of strength and celebration.
Spring 1: Dreams & Goals	Personal strengths can be used to set challenging but realistic goals. • Achieving goals requires planning, motivation and perseverance. • Individuals and groups can work together to address issues that matter and improve the world. • Recognising personal strengths and accepting positive feedback supports confidence and future success.
Spring 2: Healthy Me	Individuals are responsible for making informed choices that support their physical and mental health. • Different drugs have medical and non-medical uses and can affect the body in different ways. • Exploitation, gangs and criminal behaviour pose significant risks to individuals and communities. • Emotional wellbeing and mental health are important aspects of overall health. • Stress has different causes and can contribute to unhealthy behaviours, including substance misuse.
Summer 1: Relationships	• Looking after mental health is an important part of overall wellbeing. • People experience different types of loss and grief in different ways. • Healthy relationships are based on respect rather than power or control. • Online information and interactions should be evaluated for safety and reliability. • Technology can be used safely and positively to maintain relationships.
Summer 2: Changing Me	• Self-esteem and body image contribute to emotional wellbeing. • Puberty continues to bring physical, emotional and social changes. • Human development begins with conception, continues through pregnancy and ends with birth.

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| | <ul style="list-style-type: none">• Physical attraction can influence relationships, which should always be based on respect, care and choice.• Positive self-esteem supports healthy relationships and personal wellbeing. |
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