

# JIGSAW (PSHE) Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Rec	<ul style="list-style-type: none"> <li>Self-Identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Right and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growing and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the learning charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner.</li> <li>Tackling new challenges.</li> <li>Identifying and overcoming obstacles.</li> <li>Feelings of success.</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/ safety with household items</li> <li>Road safety</li> <li>Linking healthy and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles- human and animal</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (penis, vagina, vulva, testicles, anus)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating differences and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group cooperation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivations</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving &amp; receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambition</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why its important online and offline</li> <li>Scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

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<p><b>Year 4</b></p>	<ul style="list-style-type: none"> <li>• Being part of a class/team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (SC)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a choice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Hope and dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and Loss</li> <li>• Memories of loved ones</li> <li>• Getting on and falling out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3 puzzle 6, piece 3- Outside body changes</li> <li>• Girls and puberty- girls only</li> <li>• Circles of change</li> <li>• Accepting change</li> <li>• Looking Ahead</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a choice, participating</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money, jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol/ Alcohol and antisocial behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> </ul> <p>Motivation and behaviour</p>	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT Internet Safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Year 3, puzzles 6, piece 4, Inside body changes</li> <li>• Self-image</li> <li>• Girls and puberty-omit language in list*</li> <li>• Boys and puberty- omit language in list*</li> <li>• Coping with change</li> <li>• Preparing for transition</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children's universal rights</li> <li>• Feeling welcome and values</li> <li>• Choice, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy. Having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Differences as conflict.</li> <li>• Difference as celebration.</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Success criteria</li> <li>• Emotion in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements</li> <li>• Compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation, including 'county lines' and gang culture</li> <li>• Emotional and mental health</li> <li>• Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources to support.</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>• My Self image</li> <li>• Puberty- girl talk/boy talk</li> <li>• Babies- Conception to birth</li> <li>• Real self and ideal self</li> <li>• The year ahead</li> </ul>

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\*In year 1 and 2, children will discuss and label the body using the terms; penis, vagina, vulva, testicles, anus, bottom. They will learn about parts of the body that are private and about appropriate touching.

\*In year 3, children will learn simply about how babies grow inside the womb/uterus and what they need to survive and grow after they are born.

\*In year 4 children will learn about outside body changes during puberty and Yr. 4 girls will learn about the menstruation cycle and the science around this bodily function. This will further prepare them, in time for the onset of menstruation and puberty.

Terms related to puberty changes are; pubic hair, hormones, spots, breasts, penis, testicles, chest, facial hair.

Terms related to the cycle are; fallopian tubes, ovaries, uterus, vagina, cervix and vulva.

\*Year 5- In year 5, children will learn about the growth of a baby and the science of the internal organs, and how their bodies change during puberty, ready to make babies. This work will complement the science National Curriculum section -The human reproduction system and puberty changes.

We agree that St Peters will not use the terms: 'ejaculation, sexual intercourse, contraception and wet dream' as we can teach the children about basic reproduction and puberty in an age appropriate way, without these reproduction and puberty terms. Children will meet these terms in secondary school.

\*Year 6-We will build on children's prior learning. Children will learn about the process of human reproduction from conception to birth. They will understand the changes that are taking place during puberty in themselves and the opposite sex and will discuss how to prepare for high school transition- emotionally and physically.

We agree that St Peter's will not use the terms: 'clitoris, wet dream, semen and masturbation.' These are terms which children will meet in high school and we have deemed them as not age-appropriate for many of our primary age children. Where possible, we will avoid talking about the act of human reproduction and conception as 'having sex', 'sexual intercourse' or 'making love' in primary school.

All content will be shared with parents on request and most of the RSE is covered in the summer term. Relationships and puberty work is covered in Spring term and summer term. The 'celebrating difference' topic covers same sex relationships, trans gender examples and all types of discrimination, in an age appropriate way. LGBT awareness is not taught separately, but alongside all relationships lessons, in guidance with 'Valuing All God's Children.' (CE Guidance)