



PSHE and RSHE: EYFS (Nursery and Reception)

Linked to Jigsaw PSHE Scheme of Learning



Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
I know I have a right to learn and play, safely and happily I know that some people are different from themselves I know that hands can be used kindly and unkindly I know special things about myself I know how happiness and sadness can be expressed - I am able to consider others' feelings I can identify feelings of happiness and sadness I know that being kind is good - I can identify feelings associated with belonging - I have skills to play co-operatively with others - I am responsible in the setting	I know what being unique means I know the names of some emotions such as happy, sad, frightened, angry - I recognise emotions when they or someone else is upset, frightened or angry I know why having friends is important - I can identify and use skills to make a friend I know some qualities of a positive friendship I know that they don't have to be 'the same as' to be a friend - I can identify some ways they can be different and the same as others I know what being proud means and that people can be proud of different things - I can identify feelings associated with being proud I know that people can be good at different things - I can identify things I am good at I know that families can be different - I can recognise similarities and differences between my family and other families I know that people have different homes and why they are important to them I know different ways of making friends I know different ways to stand up for myself - I can identify and use skills to stand up for themselves	I know what a challenge is - I understand that challenges can be difficult I know that it is important to keep trying - I have developed resilience - I recognise some of the feelings linked to perseverance I know what a goal is I know how to set goals and work towards them - I can talk about a time that they kept on trying and achieved a goal I know which words are kind - I recognise how kind words can encourage people I know some jobs that I might like to do when I am older I know that I must work hard now in order to be able to achieve the job I want when I am older I know when I have achieved a goal - I am ambitious - I feel proud - I can celebrate success	I know what the word 'healthy' means - I can explain what I need to do to stay healthy I know some things that I need to do to keep healthy - I can give examples of healthy food - I recognise how different foods can make them feel I know the names for some parts of my body I know when and how to wash my hands properly I know how to say no to strangers - I can explain what to do if a stranger approaches me I know that I need to exercise to keep healthy - I recognise how exercise makes me feel I know how to help myself go to sleep and that sleep is good for me - I can explain how I might feel if I don't get enough sleep I know what to do if I get lost	I know what a family is I know that different people in a family have different responsibilities (jobs) - I can identify what jobs they do in their family and those carried out by parents/carers and siblings I know some of the characteristics of healthy and safe friendships - I can suggest ways to make a friend or help someone who is lonely I know that friends sometimes fall out I know some ways to mend a friendship - I can use different ways to mend a friendship I know that unkind words can never be taken back and they can hurt I know how to use Jigsaw's Calm Me to help when feeling angry - I can recognise what being angry feels like I know some reasons why others get angry	I know the names and functions of some parts of the body (see vocabulary list) I know that we grow from baby to adult - I can identify how they have changed from a baby - I can say what might change as I get older I know who to talk to if I am feeling worried I know that sharing how I feel can help solve a worry I know that remembering happy times can help us move on - I recognise that changing class can elicit happy and/or sad emotions - I can say how they feel about changing class/ growing up - I can identify positive memories from the past year in school/home



PSHE and RSHE: Year 1

Linked to Jigsaw PSHE Scheme of Learning



Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
I understand my own rights and responsibilities within my classroom - I understand that I am safe in my class - I can identify helpful behaviours to make the class a safe place Challenge: I can explain why I have a right to learn in a happy and safe class. I understand that my choices have consequences - I understand that I have choices - I can recognise feelings associated with positive and negative consequences I understand that my views are important - I understand that I am special - I can identify what it's like to feel proud of an achievement I understand the rights and responsibilities of being a member of a class	I know what bullying means - I can identify what is bullying and what isn't I know who to tell if I or someone else is being bullied or is feeling unhappy - I understand how being bullied might feel - I know ways to help a person who is being bullied Challenge: I can explain why bullying might happen and I can offer strategies to help the person who is being bullied. I know that people are unique and that it is OK to be different - I can recognise ways in which I am the same as my friends and ways I am different - I can verbalise some of the attributes that make me unique and special I know skills to make friendships - I can identify emotions associated with making a new friend I know that people have differences and similarities	I know how to set simple goals I know how to achieve a goal I know how to identify obstacles which make achieving my goals difficult and work out how to overcome them - I can recognise my own feelings when faced with a challenge/obstacle - I can recognise how I feel when I overcome a challenge/obstacle I know when a goal has been achieved - I can celebrate an achievement with a friend - I can store feelings of success so that they can be used in the future I know how to work well with a partner I know that tackling a challenge can stretch my learning - I can explain how I learn best - I can recognise things that I do well Challenge: I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in the future.	I know the difference between being healthy and unhealthy - I can recognise how being healthy helps me to feel happy - I feel good about myself when I make healthy choices I know some ways to keep healthy I know how to make healthy lifestyle choices I know that all household products, including medicines, can be harmful if not used properly I know that medicines can help me if I feel poorly - Recognise ways to look after themselves if they feel poorly I know how to keep safe when crossing the road I know how to keep clean and healthy I know that germs cause disease/illness I know about people who can keep me safe - I can keep myself safe - I recognise when I feel frightened and know how to ask for help - I realise that I am special Challenge: I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.	I know that everyone's family is different - I know that there are lots of different types of families - I know that families are founded on belonging, love and care - I can express how it feels to be part of a family and to care for family members I know that physical contact can be used as a greeting - I can identify forms of physical contact I prefer - I can say no when I receive a touch I don't like I know how to make a friend - I can say what being a good friend means I know who to ask for help in the school community - I know about the different people in the school community and how they help I know the characteristics of healthy and safe friends - I can show skills of friendship - I can praise myself and others - I can recognise some of my personal qualities - I can say why I appreciate a special relationship Challenge: I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.	I know the names of male and female private body parts I know that there are correct names for private body parts and nicknames, and when to use them Challenge: I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. Challenge: I can explain when it might be appropriate to talk about these and when I should not. I know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these I know who to ask for help if they are worried or frightened I know that animals including humans have a life cycle I know that changes happen when we grow up - I can suggest ways to manage change, e.g. moving to a new class I know that people grow up at different rates and that is normal - I understand and accept that change is a natural part of getting older - I can identify some things that have changed and some things that have stayed the same since being a baby (including the body) I know that learning brings about change - Can express why they enjoy learning



PSHE and RSHE: Year 2

Linked to Jigsaw PSHE Scheme of Learning



Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
I understand the rights and responsibilities of class members - I know how to make my class and school a safe and fair place I know about rewards and consequences and that these stem from choices I know that it is important to listen to other people - I can show good listening skills I understand that my own views are valuable I know that positive choices impact positively on self-learning and the learning of others I can identify hopes and fears for the year ahead - I am able to work co-operatively - I can recognise my own feelings and know when and where to get help - I can recognise the feeling of being worried	I know the difference between a one-off incident and bullying - I can explain how being bullied can make someone feel - I know how to stand up for myself when I need to - I can choose to be kind to someone who is being bullied I know that sometimes people get bullied because of difference - I understand that everyone's differences make them special and unique I know that friends can be different and still be friends - Recognise that they shouldn't judge people because they are different I know there are stereotypes about boys and girls - I understand that boys and girls can be similar in lots of ways and that is OK Challenge: I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. - I understand that boys and girls can be different in lots of ways and that is OK I know where to get help if being bullied I know that it is OK not to conform to gender stereotypes I know it is good to be yourself I know the difference between right and wrong and the role that choice has to play in this	I know how to choose a realistic goal and think about how to achieve it I know that it is important to persevere I know how to recognise what working together well looks like - I can recognise how working with others can be helpful - I am able to work effectively with a partner - I am able to choose a partner with whom I work well I know what good group-working looks like - I am able to work as part of a group I know how to share success with other people - I am able to describe my own achievements and the feelings linked to this - I can recognise my own strengths as a learner - I can recognise how it feels to be part of a group that succeeds and store this feeling Challenge: I can analyse the different roles people played in a group to create an end product and justify what was helpful and what wasn't.	I know what their body needs to stay healthy - I feel positive about caring for my body and keeping it healthy - I have a healthy relationship with food - I have a desire to make healthy lifestyle choices I know what relaxed means - I know what makes them feel relaxed/stressed - I can identify when a feeling is weak and when a feeling is strong I know why healthy snacks are good for their bodies I know which foods given their bodies energy I know that it is important to use medicines safely - I know how medicines work in their bodies Challenge: I can justify my choices about food and medicines and explain healthy and safe ways in which they are good for my body. I know how to make some healthy snacks - I can express how it feels to share healthy food with their friends	I know that there are lots of forms of physical contact within a family - I can recognise and talk about the types of physical contact that is acceptable or unacceptable I know how to stay stop if someone is hurting them - I can say who they would go to for help if they were worried or scared I know there are good secrets and worry secrets and why it is important to share worry secrets - I can identify the negative feelings associated with keeping a worry secret I know what trust is - I can identify who I trust in my own relationships - Can identify the feelings associated with trust Challenge: I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. I know that everyone's family is different - I can identify the different roles and responsibilities in my family I know that families function well when there is trust, respect, care, love and co-operation - I can recognise the value that families can bring I know some reasons why friends have conflicts I know that friendships have ups and downs and sometimes change with time I know how to use the Mending Friendships or Solve it together problem-solving methods - I can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict - I can give and receive compliments	I know the physical differences between male and female bodies I know that private body parts are special and that no one has the right to hurt these - I am able to confidently ask someone to stop if I am being hurt or frightened I know who to ask for help if I am worried or frightened - I can say who they would go to for help if worried or scared I know there are different types of touch and that some are acceptable and some are unacceptable - I can say what types of touch I find comfortable/uncomfortable I know the correct names for private body parts. I can use the correct names when talking about physical differences. Challenge: I can talk about physical differences with respect and understand how to protect my own and others' privacy. I know that life cycles exist in nature I know that aging is a natural process including old age - I show appreciation for people who are older I know that some changes are out of an individual's control - I can appreciate that changes will happen and that some can be controlled and others not - I am able to express how they feel about changes I know how my bodies have changed from when I was a baby and that I will continue to change as I age - I can recognise the independence and responsibilities they have now compared to being a baby or toddler - I can say what greater responsibilities and freedoms I may have in the future - I can say what I am looking forward to in the next year



PSHE and RSHE: Year 3

Linked to Jigsaw PSHE Scheme of Learning



Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
I know that the school has a shared set of values I know why rules are needed and how these relate to choices and consequences Challenge: I can evaluate different choices that I, or others, make in school and explain what the consequences might be. I know that actions can affect others' feelings - I can recognise feelings of happiness, sadness, worry and fear in themselves and others I make other people feel valued I am developing compassion and empathy for others Challenge: I can express and respond appropriately to others' feelings and explain why they may feel that way. I know that others may hold different views I understand that they are important - I can recognise self-worth I know what a personal goal is - I can identify personal strengths - I am able to set a personal goal I understand what a challenge is I am able to work collaboratively	I 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 - I am able to 'problem-solve' a bullying situation accessing appropriate support if necessary - I am able to show appreciation for their families, parents and carers - I can empathise with people who are bullied - I can employ skills to support someone who is bullied I know that conflict is a normal part of relationships - I can use the 'Solve it together' technique to calm and resolve conflicts with friends and family - I know that some words are used in hurtful ways and that this can have consequences - I know why families are important - I know that everybody's family is different I know that sometimes family members don't get along and some reasons for this - I am able to recognise, accept and give compliments - I can recognise feelings associated with receiving a compliment Challenge: I can explain when my involvement with conflict situations affected other people's feelings and why this made the situations better or worse.	I know that I am responsible for my own learning - I can break down a goal into small steps I know what an obstacle is and how they can hinder achievement - I can manage feelings of frustration linked to facing obstacles I know how to take steps to overcome obstacles I know what dreams and ambitions are important to me - I can imagine how it will feel when I achieve my dream/ambition I know about specific people who have overcome difficult challenges to achieve success - I can recognise other people's achievements in overcoming difficulties I know how I can best overcome learning challenges I know what my own strengths are as a learner Challenge: I can analyse my learning strengths and use this to design clear steps to help me improve. I know how to evaluate my own learning progress and identify how it can be better next time - I can recognise how other people can help them to achieve their goals - I can share my success with others - I can store feelings of success (in my internal treasure chest) to be used at another time	I know how exercise affects my body - I am able to set myself a fitness challenge I know that the amount of calories, fat and sugar that I put into my body will affect my health - I recognise what it feels like to make a healthy choice I know that there are different types of drugs - I can identify how I feel about drugs - I know that there are things, places and people that can be dangerous I know when something feels safe or unsafe - I can express how being anxious or scared feels Challenge: I can express and respond appropriately to feelings of anxiety and fear. - I know why my hearts and lungs are such important organs I know a range of strategies to keep myself safe - I can take responsibility for keeping myself and others safe I know that our bodies are complex and need taking care of - I respect my own body and appreciate what it does Challenge: I can judge the level of risk involved in different situations and select and describe suitable strategies for keeping myself safe and healthy including knowing how to seek help and from whom.	I know that different family members carry out different roles or have different responsibilities within the family - I can identify the responsibilities I have within my family Challenge: I can explain some of the rights and responsibilities that I, and others, have in my family. - I know some of the skills of friendship, e.g. taking turns, being a good listener I know some strategies for keeping myself safe online - I know how to access help if they are concerned about anything on social media or the internet I know that all children have rights (UNCRC) - I can identify similarities in children's rights around the world I know that gender stereotypes can be unfair, e.g. Mum is always the carer. Dad always goes to work etc. - I can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry I know how some of the actions and work of people around the world help and influence my life - I understand that we are connected to the global community in many different ways I know the lives of children around the world can be different from my own - I can empathise with people from other countries who may not have a fair job or are less fortunate - I can identify my own wants and needs and how these may be similar or different from other children in school and the global community	I know that the male and female body needs to change at puberty so their bodies can make babies when they are adults - I can express how they feel about puberty - I can say who they can talk to about puberty if they have any worries - I can suggest ways to help them manage feelings during changes they are more anxious about I know some of the outside body changes that happen during puberty I know some of the changes on the inside that happen during puberty Challenge: I can describe and explain how boys' and girls' bodies change on the inside / outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I know that in animals and humans lots of changes happen between conception and growing up I know that in nature it is usually the female that carries the baby I know that in humans a mother carries the baby in her uterus (womb) and this is where it develops I know that babies need love and care from their parents/carers - I can express how I feel about babies - I can describe the emotions that a new baby can bring to a family I know some of the changes that happen between being a baby and a child - I can identify changes I am looking forward to in the next year



PSHE and RSHE: Year 4

Linked to Jigsaw PSHE Scheme of Learning



Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
I know my place in the school community I know what democracy is (applied to pupil voice in school) Challenge: I can justify why being in a democracy helps me feel fair and valued. I know how groups work together to reach a consensus - I am able to take on a role in a group discussion / task and contribute to the overall outcome I know that having a voice and democracy benefits the school community Challenge: I can problem solve and offer different solutions to help my team / class / school be more democratic. I know how individual attitudes and actions make a difference to a class I know about the different roles in the school community I know that their own actions affect myself and others - I can identify the feelings associated with being included or excluded - I know how to regulate my emotions - I can make others feel cared for and welcome - I can recognise the feelings of being motivated or unmotivated - I can make others feel valued and included - I am able to help friends make positive choices	I know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying I know the reasons why witnesses sometimes join in with bullying and don't tell anyone - I can identify feelings that a bystander might feel in a bullying situation - I can identify reasons why a bystander might join in with bullying - I can use the 'Solve it together' technique to practise conflict and bullying scenarios I know that sometimes people make assumptions about a person because of the way they look or act - I am comfortable with the way they look - I try to accept people for who they are Challenge: I can explain how first impressions can be misleading. I know there are influences that can affect how we judge a person or situation - I am non-judgemental about others who are different - I can identify influences that have made me think or feel positively/negatively about a situation I know what to do if I think bullying is or might be taking place I know that first impressions can change - Identify their own uniqueness - Identify when a first impression they had was right or wrong	I know how to make a new plan and set new goals even if I have been disappointed - I have a positive attitude Challenge: I can explain why being positive contributes to greater chance of success. - I can identify the feeling of disappointment - I am able to cope with disappointment - I can identify what resilience is - I can identify a time when I have felt disappointed I know how to work as part of a successful group - I enjoy being part of a group challenge I know how to share in the success of a group - I can share their success with others I know what my own hopes and dreams are - I can talk about my hopes and dreams and the feelings associated with these I know that hopes and dreams don't always come true - I can help others to cope with disappointment - I can store feelings of success (in my internal treasure chest) to be used at another time I know that reflecting on positive and happy experiences can help me to counteract disappointment Challenge: I can deal with disappointment by analysing what went wrong and I can use these experiences to make new plans to avoid similar obstacles. I know how to work out the steps I need to take to achieve a goal	I know that there are leaders and followers in groups I know the facts about smoking and its effects on health I know the facts about alcohol and its effects on health, particularly the liver I know ways to resist when people are putting pressure on me - I recognise negative feelings in peer pressure situations - I can identify the feelings of anxiety and fear associated with peer pressure Challenge: I can problem solve and identify a variety of strategies in different situations where I may experience peer pressure. - I can tap into my inner strength and know-how to be assertive I know what I think is right and wrong I know how different friendship groups are formed and how I fit into them - I can identify the feelings that I have about my friends and different friendship groups - I recognise how different people and groups I interact with impact on me I know which friends I value most - Identify which people they most want to be friends with I know that I can take on different roles according to the situation I know some of the reasons some people start to smoke I know some of the reasons some people drink alcohol	I know some reasons why people feel jealousy - I can identify feelings and emotions that accompany jealousy - I can suggest positive strategies for managing jealousy I know that jealousy can be damaging to relationships I know that loss is a normal part of relationships - I can identify the feelings and emotions that accompany loss - I can suggest strategies for managing loss Challenge: I can give reasons why people may experience a range of feelings associated with personal loss. I know that negative feelings are a normal part of loss I know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe - I can tell you about someone they no longer see - Can suggest ways to manage relationship changes including how to negotiate I know that memories can support us when we lose a special person or animal - I can identify people who are special to them and express why	I know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm - I can appreciate their own uniqueness and that of others I know that babies are made by a sperm joining with an ovum I know the names of the different internal and external body parts that are needed to make a baby I know how the female and male body change at puberty - I can express any concerns they have about puberty - I can say who I can talk to about puberty if I am worried I know that change can bring about a range of different emotions - I have strategies for managing the emotions relating to change I know that personal hygiene is important during puberty and as an adult I know that change is a normal part of life and that some cannot be controlled and have to be accepted - I can express how I feel about having children when I am grown up Challenge: I can give reasons why adults may choose to have a baby and explain briefly the process of conception and how puberty is related to this. - I can apply the circle of change model to myself to have strategies for managing change



PSHE and RSHE: Year 5

Linked to Jigsaw PSHE Scheme of Learning



Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
I understand how democracy and having a voice benefits the school community - I am able to identify what they value most about school I understand how to contribute towards the democratic process Challenge: I can evaluate some different rules, rights and responsibilities that are shared in my country and explain how they can help individuals and the wider community. I understand the rights and responsibilities associated with being a citizen in the wider community and their country - I have empathy for people whose lives are different from my own I know how to face new challenges positively I understand how to set personal goals - I can identify hopes for the school year I know how an individual's behaviour can affect a group and the consequences of this - I consider my own actions and the effect they have on myself and others - I am able to work as part of a group, listening and contributing effectively - I am able to help friends make positive choices - I know how to regulate my emotions	I know external forms of support in regard to bullying e.g. Childline I know that bullying can be direct and indirect - I can identify a range of strategies for managing my own feelings in bullying situations - I can identify some strategies to encourage children who use bullying behaviours to make other choices - I am able to support children who are being bullied Challenge: I can consider a range of bullying behaviours and explain the impact these may have on everyone involved. I can also explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. Challenge: I can recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. I can suggest why some people are the victims of bullying/discrimination and why respect is an important value. I know what racism is and why it is unacceptable I know what culture means - I can identify my own culture and different cultures within their class community - I can identify my own attitudes about people from different faith and cultural backgrounds I know that differences in culture can sometimes be a source of conflict - I can develop respect for cultures different from my own I know that rumour-spreading is a form of bullying online and offline I know how their life is different from the lives of children in the developing world - I appreciate the value of happiness regardless of material wealth	I know about a range of jobs that are carried out by people I know - I appreciate the contributions made by people in different jobs I know the types of job they might like to do when they are older - I can verbalise what I would like their life to be like when I am grown up Challenge: I can evidence how I may have different opportunities and life chances to some young people and can say how I feel about this. I know that young people from different cultures may have different dreams and goals Challenge: I can reflect on the differences between my own learning goals and those of someone from a different culture. I know that I will need money to help me to achieve some of their dreams I know that different jobs pay more money than others I know that communicating with someone from a different culture means that I can learn from them and vice versa - I appreciate the differences between themselves and someone from a different culture I know ways that I can support young people in my own culture and abroad - I understand why I am motivated to make a positive contribution to supporting others - I appreciate the opportunities learning and education can give me	I know basic emergency procedures, including the recovery position I know the health risks of smoking - I can make informed decisions about whether or not I choose to smoke when I am older I know how smoking tobacco affects the lungs, liver and heart I know how to get help in emergency situations - I can identify ways to keep themselves calm in an emergency I know that the media, social media and celebrity culture promotes certain body types - I respect and value my own body - I can reflect on my own body image and know how important it is that this is positive I know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure - I recognise strategies for resisting pressure Challenge: I respect and value my body and health, and can consider the part this plays in maintaining my self confidence. I know some of the risks linked to misusing alcohol, including antisocial behaviour - I can make informed decisions about whether I choose to drink alcohol when I am older I know what makes a healthy lifestyle - I accept and respect myself for who I am - I am motivated to keep themselves healthy and happy	I know that there are rights and responsibilities in an online community or social network - I can identify when an online community/social media group feels risky, uncomfortable, or unsafe Challenge: I can justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. I know that there are rights and responsibilities when playing a game online - I can identify when an online game is safe or unsafe I know that too much screen time isn't healthy - I can suggest ways to monitor and reduce screen time I know how to stay safe when using technology to communicate with friends - I can suggest strategies for staying safe online/ social media Challenge: I can appraise different strategies that might help me or others stay safe online and to help resist the pressures to use technology in risky or harmful ways. - I can say how to report unsafe online/social network activity I know that a personality is made up of many different characteristics, qualities and attributes - I can suggest strategies for building self-esteem of themselves and others I know that belonging to an online community can have positive and negative consequences - I can suggest strategies for managing unhelpful pressures online or in social networks	I know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - I can celebrate what they like about their own and others' self-image and body image Challenge: I can relate these changes to the conception process. - I can suggest ways to boost self-esteem of self and others - I recognise that puberty is a natural process that happens to everybody and that it will be OK for them - I can ask questions about puberty to seek clarification Challenge: I can consider how changes at puberty might affect me and my friends, and prepare myself for the feelings I may experience at different times. I know that sexual intercourse can lead to conception - I can express how I feel about having a romantic relationship when they are an adult - I can express how I feel about having children when I am an adult I know that some people need help to conceive and might use IVF I know that becoming a teenager involves various changes and also brings growing responsibility - I can express how I feel about becoming a teenager - I can say who I can talk to if concerned about puberty or becoming a teenager/adult I know what perception means and that perceptions can be right or wrong



PSHE and RSHE: Year 6

Linked to Jigsaw PSHE Scheme of Learning



Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
I know about children's universal rights (United Nations Convention on the Rights of the Child) - I know my own wants and needs Challenge: I can compare and contrast my own wants and needs with others in my immediate community and some from global communities. I know about the lives of children in other parts of the world - I am able to compare their life with the lives of those less fortunate I know that personal choices can affect others locally and globally - I demonstrate empathy and understanding towards others Challenge: I can explain why empathising with others is important when considering the choices that I and others make. I know how to set goals for the year ahead I understand what fears and worries are I understand that my own choices result in different consequences and rewards - I can demonstrate attributes of a positive role-model I understand how democracy and having a voice benefits the school community I understand how to contribute towards the democratic process - I can take positive action to help others - I am able to contribute towards a group task - I know what effective group work is - I know how to regulate my emotions - I am able to make others feel welcomed and valued	I know that people can hold power over others, individually or in a group - I can identify feelings associated with being excluded I know that power can play a part in a bullying or conflict situation - I am able to recognise when someone is exerting power negatively in a relationship - I am able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens I know that there are different perceptions of 'being normal' and where these might come from I know that difference can be a source of celebration as well as conflict I know that being different could affect someone's life Challenge: I can empathise with people who are different and be aware of my own feelings towards them. I know why some people choose to bully others - I can use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict - I can identify different feelings of the bully, bullied and bystanders in a bullying scenario I know that people with disabilities can lead amazing lives - I appreciate people for who they are - I can show empathy	I know my own learning strengths I know what my classmates like and admire about me - I am able to give praise and compliments to other people when they recognise that person's achievements I know a variety of problems that the world is facing - I empathise with people who are suffering or living in difficult situations - I recognise the emotions I experience when they consider people in the world who are suffering or living in difficult circumstances I know some ways in which I could work with others to make the world a better place Challenge: I can explain and evidence why we chose an act of kindness/charity based on the experiences and needs of those affected. I know what the learning steps are I need to take to achieve my goal - I set success criteria so that I know when I have achieved my goal I know how to set realistic and challenging goals - I understand why it is important to stretch the boundaries of my current learning	I know how to take responsibility for my own health - I am motivated to care for my own physical and emotional health I know what it means to be emotionally well I know how to make choices that benefit my own health and well-being - I recognise that people have different attitudes towards mental health/illness I know about different types of drugs and their uses I know how these different types of drugs can affect people's bodies, especially their liver and heart I know that stress can be triggered by a range of things - I can use different strategies to manage stress and pressure I know that being stressed can cause drug and alcohol misuse - I am motivated to find ways to be happy and cope with life's situations without using drugs I know that some people can be exploited and made to do things that are against the law - I can suggest strategies someone could use to avoid being pressured - I can identify ways that someone who is being exploited could help themselves I know why some people join gangs and the risk that this can involve	I know that it is important to take care of my own mental health I know ways that I can take care of my own mental health - I recognise that people can get problems with their mental health and that it is nothing to be ashamed of - I can help myself and others when worried about a mental health problem I know the stages of grief and that there are different types of loss that cause people to grieve - I recognise when I am feeling grief and have strategies to manage them I know that sometimes people can try to gain power or control over others Challenge: I demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control. I know some of the dangers of being 'online' - I can resist pressure to do something online that might hurt themselves or others I know how to use technology safely and positively to communicate with their friends and family - I can take responsibility for their own safety and well-being	I know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally - I can express how I feel about the changes that will happen to me during puberty I know how a baby develops from conception through the nine months of pregnancy and how it is born - I recognise how I feel when I reflect on the development and birth of a baby Challenge: I can reflect on how this experience might feel from the point of view of a parent and express my own thoughts and feelings about it. I know how being physically attracted to someone changes the nature of the relationship - I understand that mutual respect is essential in a boyfriend/girlfriend relationship and that I shouldn't feel pressured into doing something that I don't want to I know the importance of self-esteem and what they can do to develop it - I recognise ways I can develop their own self-esteem - I can celebrate what I like about my own and others' self-image and body image I know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class - I use strategies to prepare myself emotionally for the transition (changes) to secondary school

- _____ - Links to lack of diversity in our local area and making the children aware of differences.
- ~~~~~ - Links to violence and domestic violence.
- - Links to drugs.