

## Jigsaw PSHE Year 2 Progression Map and Overview

Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within all six Puzzles (units of work) including the key vocabulary used in each year group; explicit links to the DfE statutory Relationships and Health Education outcomes have been made in each Puzzle.

*INTENT: Jigsaw holds children at its heart, and its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration, focus and self-regulation.*

*IMPLEMENTATION: Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

*IMPACT: This can be established through assessment identified in the key learning.*

	<b>Being Me in My World Puzzle – Autumn 1</b>
<b>DfE Statutory Relationships &amp; Health Education outcomes</b>	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Caring friendships</b>            (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends            (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties            (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded            (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Respectful relationships</b>            (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs            (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p>

	<p>(R14) the conventions of courtesy and manners  (R15) the importance of self-respect and how this links to their own happiness  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b>  (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous  Being safe  (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  (R32) where to get advice e.g. family, school and/or other sources.</p>
	<p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b>  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>
<p><b>Puzzle overview</b>  <b>Being Me in My World</b></p>	<p>In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>
<p><b>Taught knowledge</b>  <b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● <b>Understand the rights and responsibilities of class members</b></li> <li>● <b>Know about rewards and consequences and that these stem from choices</b></li> <li>● <b>Know that it is important to listen to other people</b></li> <li>● <b>Understand that their own views are valuable</b></li> <li>● Know that positive choices impact positively on self-learning and the learning of others</li> <li>● Identifying hopes and fears for the year ahead</li> </ul>
<p><b>Social and Emotional skills</b></p>	<ul style="list-style-type: none"> <li>● <b>Know how to make their class a safe and fair place</b></li> <li>● <b>Show good listening skills</b></li> <li>● <b>Be able to work co-operatively</b></li> <li>● <b>Recognise own feelings and know when and where to get help</b></li> </ul>

<b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>Recognise the feeling of being worried</li> </ul>
<b>Vocabulary</b>	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving
<b>British Values</b>	<p><b>Democracy</b> - Learning about our rights and responsibilities (UNCRC) and Learning about rewards, choices and consequences</p> <p><b>Rule of Law</b> - Creating a safe, happy environment to learn, Making positive behavioural choices and Learning about our responsibilities</p> <p><b>Individual Liberty</b> - Making informed choices, Welcoming others and creating a positive learning environment, Children’s rights (UNCRC) and Personal development (SMSC)</p> <p><b>Mutual Respect</b> - Developing positive relationships with others (peers and adults) and Welcoming others and treating others fairly</p> <p><b>Tolerance of those of different faiths and beliefs</b> - Belonging and feeling valued and Being respectful towards others</p>

	<h2 style="background-color: #ADD8E6; padding: 5px;">Celebrating Difference Puzzle – Autumn 2</h2>
<p><b>DfE Statutory Relationships &amp; Health Education outcomes</b></p>	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b></p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b></p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>

### **Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

### **Being safe**

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.

## **Physical Health and Well-Being – By end of primary, pupils should know:**

### **Mental well-being**

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being

	<p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).</p> <p><b>Internet safety and harms</b></p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H17) where and how to report concerns and get support with issues online.</p>
<b>Puzzle overview Of Celebrating Differences</b>	In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn’t happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.
<b>Taught knowledge (Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Know the difference between a one-off incident and bullying</b></li> <li>● <b>Know that sometimes people get bullied because of difference</b></li> <li>● <b>Know that friends can be different and still be friends</b></li> <li>● Know there are stereotypes about boys and girls</li> <li>● Know where to get help if being bullied</li> <li>● Know that it is OK not to conform to gender stereotypes</li> <li>● Know it is good to be yourself</li> <li>● Know the difference between right and wrong and the role that choice has to play in this</li> </ul>
<b>Social and Emotional skills (Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Explain how being bullied can make someone feel</b></li> <li>● <b>Know how to stand up for themselves when they need to</b></li> <li>● <b>Understand that everyone’s differences make them special and unique</b></li> <li>● Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>● Understand that boys and girls can be different in lots of ways and that is OK</li> <li>● Can choose to be kind to someone who is being bullied</li> <li>● Recognise that they shouldn’t judge people because they are different</li> </ul>
<b>Vocabulary</b>	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value
<b>British Values</b>	<p><b>Democracy</b> - Learning about our rights and responsibilities (UNCRC) and Expressing my viewpoints</p> <p><b>Rule of Law</b> - Creating a safe, happy environment to learn and Safeguarding and keeping safe</p> <p><b>Individual Liberty</b> - Expressing individual views respectfully, Welcoming others and creating a positive learning environment and Children’s rights (UNCRC)</p> <p><b>Mutual Respect</b> - Developing positive relationships with others (peers and adults), Making and maintaining friendships, Welcoming others and</p>

	<p>treating others fairly and Treating others with kindness and respect  <b>Tolerance of those of different faiths and beliefs</b> - Anti-bullying and prejudice, Learning about different faiths, cultures and people who are different to me and Learning about diversity</p>
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	<h2 style="text-align: center;">Dreams and Goals Puzzle – Spring 1</h2>
<p><b>DfE Statutory Relationships &amp; Health Education outcomes</b></p>	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Respectful relationships</b>  (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  (R14) the conventions of courtesy and manners  (R15) the importance of self-respect and how this links to their own happiness  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help  (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b>  (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>
	<p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b>  (H1) that mental well-being is a normal part of daily life, in the same way as physical health  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>
<p><b>Puzzle overview Of Dreams and Goals</b></p>	<p>In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don’t. They also reflect on sharing success with other people.</p>

<p><b>Taught knowledge</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● Know how to choose a realistic goal and think about how to achieve it</li> <li>● Know that it is important to persevere</li> <li>● Know how to recognise what working together well looks like</li> <li>● Know what good group-working looks like</li> <li>● Know how to share success with other people</li> </ul>
<p><b>Social and Emotional skills</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● Recognise how working with others can be helpful</li> <li>● Be able to work effectively with a partner</li> <li>● Be able to choose a partner with whom they work well</li> <li>● Be able to work as part of a group</li> <li>● Be able to describe their own achievements and the feelings linked to this</li> <li>● Recognise their own strengths as a learner</li> <li>● Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>
<p><b>Vocabulary</b></p>	<p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>
<p><b>British Values</b></p>	<p><b>Democracy</b> - Learning about rewards, choices and consequences, Expressing my viewpoints and Listening to, valuing and respecting the views of others</p> <p><b>Rule of Law</b> - Creating a safe, happy environment to learn and Making positive behavioural choices</p> <p><b>Individual Liberty</b> - Making informed choices and Personal development (SMSC)</p> <p><b>Mutual Respect</b> - Developing positive relationships with others (peers and adults), Treating others with kindness and respect, Socialising and including others and Teamwork and collaboration</p> <p><b>Tolerance of those of different faiths and beliefs</b> - Being respectful towards others</p>

	<h2>Healthy Me Puzzle – Spring 2</h2>
<p><b>DfE Statutory Relationships &amp; Health Education outcomes</b></p>	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Caring friendships</b></p> <p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p>

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R15) the importance of self-respect and how this links to their own happiness

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

(R24) how information and data is shared and used online.

### **Being safe**

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.

## **Physical Health and Well-Being – By end of primary, pupils should know:**

### **Mental well-being**

(H1) that mental well-being is a normal part of daily life, in the same way as physical health

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations

(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness

(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support



(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being  
 (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)  
 (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

**Internet safety and harms**  
 (H11) that for most people the internet is an integral part of life and has many benefits  
 (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being  
 (H17) where and how to report concerns and get support with issues online.

**Physical health and fitness**  
 (H18) the characteristics and mental and physical benefits of an active lifestyle  
 (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise  
 (H20) the risks associated with an inactive lifestyle (including obesity)  
 (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy eating**  
 (H22) what constitutes a healthy diet (including understanding calories and other nutritional content)  
 (H23) the principles of planning and preparing a range of healthy meals  
 (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, alcohol**  
 (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**  
 (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body  
 (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  
 (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing  
 (H31) the facts and science relating to allergies, immunisation and vaccination.

**Basic first aid**  
 (H32) how to make a clear and efficient call to emergency services if necessary  
 (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Puzzle overview  
Of Healthy Me**

In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.

<p><b>Taught knowledge</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● Know what their body needs to stay healthy</li> <li>● Know what relaxed means</li> <li>● Know why healthy snacks are good for their bodies</li> <li>● Know which foods given their bodies energy</li> <li>● Know that it is important to use medicines safely</li> <li>● Know what makes them feel relaxed/stressed</li> <li>● Know how medicines work in their bodies</li> <li>● Know how to make some healthy snacks</li> </ul>
<p><b>Social and Emotional skills</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● Feel positive about caring for their bodies and keeping it healthy</li> <li>● Have a healthy relationship with food</li> <li>● Desire to make healthy lifestyle choices</li> <li>● Identify when a feeling is weak and when a feeling is strong</li> <li>● Express how it feels to share healthy food with their friends</li> </ul>
<p><b>Vocabulary</b></p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>
<p><b>British Values</b></p>	<p><b>Rule of Law</b> - Safeguarding and keeping safe  <b>Individual Liberty</b> - Making informed choices, Expressing individual views respectfully and Personal development (SMSC)  <b>Mutual Respect</b> - Developing positive relationships with others (peers and adults) and Making and maintaining friendships  <b>Tolerance of those of different faiths and beliefs</b> - Being respectful towards others</p>

	<h2>Relationships Puzzle – Summer 1</h2>
<p><b>DfE Statutory Relationships &amp; Health Education outcomes</b></p>	<p><b>Relationships Education – By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b></p> <p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>

### **Caring friendships**

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends

(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships

(R14) the conventions of courtesy and manners

(R15) the importance of self-respect and how this links to their own happiness

(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive

(R19) the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

(R20) that people sometimes behave differently online, including by pretending to be someone they are not

(R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

(R24) how information and data is shared and used online.

### **Being safe**

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult

(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard

(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so

(R32) where to get advice e.g. family, school and/or other sources.

	<p><b>Physical Health and Well-Being – By end of primary, pupils should know:</b></p> <p><b>Mental well-being</b>  (H1) that mental well-being is a normal part of daily life, in the same way as physical health  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness  (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being  (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)  (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Internet safety and harms</b>  (H11) that for most people the internet is an integral part of life and has many benefits  (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being  (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private  (H14) why social media, some computer games and online gaming, for example, are age restricted  (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted  (H17) where and how to report concerns and get support with issues online.</p> <p><b>Physical health and fitness</b>  (H18) the characteristics and mental and physical benefits of an active lifestyle  (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
<p><b>Puzzle overview Of Relationships</b></p>	<p>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why ‘worry secrets’ should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.</p>
<p><b>Taught</b></p>	<ul style="list-style-type: none"> <li>• Know that there are lots of forms of physical contact within a family</li> </ul>

<p><b>knowledge</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● Know how to stay stop if someone is hurting them</li> <li>● Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>● Know what trust is</li> <li>● Know that everyone’s family is different</li> <li>● Know that families function well when there is trust, respect, care, love and co-operation</li> <li>● Know some reasons why friends have conflicts</li> <li>● Know that friendships have ups and downs and sometimes change with time</li> <li>● Know how to use the Mending Friendships or Solve it together problem-solving methods</li> </ul>
<p><b>Social and Emotional skills</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● Can identify the different roles and responsibilities in their family</li> <li>● Can recognise the value that families can bring</li> <li>● Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>● Can identify the negative feelings associated with keeping a worry secret</li> <li>● Can identify who they trust in their own relationships</li> <li>● Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>● Can identify the feelings associated with trust</li> <li>● Can give and receive compliments</li> <li>● Can say who they would go to for help if they were worried or scared</li> </ul>
<p><b>Vocabulary</b></p>	<p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>
<p><b>British Values</b></p>	<p><b>Democracy</b> - Making a choice or decision, Expressing my viewpoints and Listening to, valuing and respecting the views of others</p> <p><b>Rule of Law</b> - Safeguarding and keeping safe</p> <p><b>Individual Liberty</b> - Expressing individual views respectfully, Welcoming others and creating a positive learning environment and Children’s rights (UNCRC)</p> <p><b>Mutual Respect</b> - Developing positive relationships with others (peers and adults) and Socialising and including others</p> <p><b>Tolerance of those of different faiths and beliefs</b> - Belonging and feeling valued, Learning about different faiths, cultures and people who are different to me, Learning about diversity and Being respectful towards others</p>

	<p><b>Changing Me Puzzle – Summer 2</b></p>
<p><b>DfE Statutory Relationships &amp; Health</b></p>	<p>Relationships Education - <b>By end of primary, pupils should know:</b></p> <p><b>Families and the people who care for me</b> (R1) that families are important for children growing up because they can give love, security and stability</p>

## Education outcomes

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives  
(R3) that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care  
(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up  
(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### Caring friendships

(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  
(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  
(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

### Respectful relationships

(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  
(R15) the importance of self-respect and how this links to their own happiness  
(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  
(R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive  
(R19) the importance of permission seeking and giving in relationships with friends, peers and adults.

### Being safe

(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  
(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  
(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  
(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult  
(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard  
(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so  
(R32) where to get advice e.g. family, school and/or other sources.

## Physical Health and Well-Being – By end of primary, pupils should know:

### Mental well-being

(H1) that mental well-being is a normal part of daily life, in the same way as physical health  
(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  
(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings  
(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  
(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness  
(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  
(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  
(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being

	<p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)  (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p><b>Changing adolescent body</b>  (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes  (H35) about menstrual well-being including the key facts about the menstrual cycle.</p>
<b>Puzzle overview Of Changing Me</b>	<p>In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school’s safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>
<b>Taught knowledge  (Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Know the physical differences between male and female bodies</b></li> <li>● <b>Know that private body parts are special and that no one has the right to hurt these</b></li> <li>● Know who to ask for help if they are worried or frightened</li> <li>● <b>Know there are different types of touch and that some are acceptable and some are unacceptable</b></li> <li>● Know the correct names for private body parts</li> <li>● Know that life cycles exist in nature</li> <li>● Know that ageing is a natural process including old age</li> <li>● Know that some changes are out of an individual’s control</li> <li>● Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>
<b>Social and Emotional skills  (Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Can say who they would go to for help if worried or scared</b></li> <li>● <b>Can say what types of touch they find comfortable/uncomfortable</b></li> <li>● <b>Be able to confidently ask someone to stop if they are being hurt or frightened</b></li> <li>● Can appreciate that changes will happen and that some can be controlled and others not</li> <li>● Be able to express how they feel about changes</li> <li>● Show appreciation for people who are older</li> <li>● Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>● Can say what greater responsibilities and freedoms they may have in the future</li> <li>● Can say what they are looking forward to in the next year</li> </ul>
<b>Vocabulary</b>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>
<b>British Values</b>	<p><b>Democracy</b> - Expressing my viewpoints and Listening to, valuing and respecting the views of others  <b>Rule of Law</b> - Safeguarding and keeping safe</p>

	<b>Individual Liberty</b> - Making informed choices, Expressing individual views respectfully, Children's rights (UNCRC) and Personal development (SMSC) <b>Mutual Respect</b> - Developing positive relationships with others (peers and adults)
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**SMSC Links:** Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's **spiritual, moral, social and cultural (SMSC) development**, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise **and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings)**. At Jigsaw, we believe that these opportunities are vital for children's development, their understanding of themselves and others and in increasing their capacity to learn.

**British Values:** Jigsaw PSHE 3-11 supports the **British Values** of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.