

## Jigsaw PSHE Year 3 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.*

Being Me in My World Puzzle – Autumn 1	
<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>            (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 learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people’s points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>
<p><b>Taught knowledge</b>  <b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● <b>Know that the school has a shared set of values</b></li> <li>● <b>Know why rules are needed and how these relate to choices and consequences</b></li> <li>● <b>Know that actions can affect others’ feelings</b></li> <li>● <b>Know that others may hold different views</b></li> <li>● Understand that they are important</li> <li>● Know what a personal goal is</li> <li>● Understanding what a challenge is</li> </ul>
<p><b>Social and Emotional skills</b></p>	<ul style="list-style-type: none"> <li>● <b>Make other people feel valued</b></li> <li>● <b>Develop compassion and empathy for others</b></li> </ul>

<b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Be able to work collaboratively</b></li> <li>● Recognise self-worth</li> <li>● Identify personal strengths</li> <li>● Be able to set a personal goal</li> <li>● Recognise feelings of happiness, sadness, worry and fear in themselves and others</li> </ul>
<b>Vocabulary</b>	Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong
<b>British Values</b>	<p><b>Democracy</b> - Learning about our rights and responsibilities (UNCRC), Learning about rewards, choices and consequences and Listening to, valuing and respecting the views of others</p> <p><b>Rule of Law</b> - Understanding rules and why they are important, Making positive behavioural choices and Learning about our responsibilities</p> <p><b>Individual Liberty</b> - 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), Treating others with kindness and respect and Socialising and including others</p> <p><b>Tolerance of those of different faiths and beliefs</b> - Belonging and feeling valued, Listening to and showing respect towards other viewpoints and Being respectful towards others</p>

	<b>Celebrating Difference Puzzle – Autumn 2</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>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</p>

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

(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

	<p>(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</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(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>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</p> <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>
<p><b>Puzzle overview Of Celebrating Differences</b></p>	<p>In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the 'Solve it together' technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this.</p>
<p><b>Taught knowledge  (Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● <b>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</b></li> <li>● <b>Know that conflict is a normal part of relationships</b></li> <li>● <b>Know that some words are used in hurtful ways and that this can have consequences</b></li> <li>● Know why families are important</li> <li>● Know that everybody's family is different</li> <li>● Know that sometimes family members don't get along and some reasons for this</li> </ul>
<p><b>Social and Emotional skills  (Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● <b>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</b></li> <li>● <b>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</b></li> <li>● <b>Be able to show appreciation for their families, parents and carers</b></li> <li>● Empathise with people who are bullied</li> <li>● Employ skills to support someone who is bullied</li> <li>● Be able to recognise, accept and give compliments</li> <li>● Recognise feelings associated with receiving a compliment</li> </ul>
<p><b>Vocabulary</b></p>	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>
<p><b>British Values</b></p>	<p><b>Rule of Law</b> - Creating a safe, happy environment to learn, Understanding rules and why they are important and Making positive behavioural choices</p>

	<p><b>Individual Liberty</b> - Welcoming others and creating a positive learning environment</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> - Anti-bullying and prejudice, Belonging and feeling valued, Learning about different faiths, cultures and people who are different to me and Learning about diversity</p>
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Dreams and Goals Puzzle – Spring 1	
<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 look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p>

<p><b>Taught knowledge</b></p> <p><b>(Key objectives are in bold)</b></p>	<ul style="list-style-type: none"> <li>● <b>Know that they are responsible for their own learning</b></li> <li>● <b>Know what an obstacle is and how they can hinder achievement</b></li> <li>● <b>Know how to take steps to overcome obstacles</b></li> <li>● <b>Know what dreams and ambitions are important to them</b></li> <li>● Know about specific people who have overcome difficult challenges to achieve success</li> <li>● Know how they can best overcome learning challenges</li> <li>● Know what their own strengths are as a learner</li> <li>● Know how to evaluate their own learning progress and identify how it can be better next time</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>● <b>Can break down a goal into small steps</b></li> <li>● <b>Can manage feelings of frustration linked to facing obstacles</b></li> <li>● <b>Imagine how it will feel when they achieve their dream/ambition</b></li> <li>● Recognise other people's achievements in overcoming difficulties</li> <li>● Recognise how other people can help them to achieve their goals</li> <li>● Can share their success with others</li> <li>● Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>
<p><b>Vocabulary</b></p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p>
<p><b>British Values</b></p>	<p><b>Individual Liberty</b> - Making informed choices, Expressing individual views respectfully and Personal development (SMSC)  <b>Mutual Respect</b> - Welcoming others and treating others fairly and Teamwork and collaboration  <b>Tolerance of those of different faiths and beliefs</b> - Belonging and feeling valued, Learning about diversity and 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>  (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</p>

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

(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 the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they

	consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.
<b>Taught knowledge</b>  <b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Know how exercise affects their bodies</b></li> <li>● Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>● <b>Know that there are different types of drugs</b></li> <li>● <b>Know that there are things, places and people that can be dangerous</b></li> <li>● <b>Know when something feels safe or unsafe</b></li> <li>● Know why their hearts and lungs are such important organs</li> <li>● Know a range of strategies to keep themselves safe</li> <li>● Know that their bodies are complex and need taking care of</li> </ul>
<b>Social and Emotional skills</b>  <b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Respect their own bodies and appreciate what they do</b></li> <li>● <b>Can take responsibility for keeping themselves and others safe</b></li> <li>● <b>Identify how they feel about drugs</b></li> <li>● <b>Can express how being anxious or scared feels</b></li> <li>● Able to set themselves a fitness challenge</li> <li>● Recognise what it feels like to make a healthy choice</li> </ul>
<b>Vocabulary</b>	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice
<b>British Values</b>	<p><b>Rule of Law</b> - 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 and Personal development (SMSC)</p> <p><b>Mutual Respect</b> - Welcoming others and treating others fairly, Treating others with kindness and respect and Teamwork and collaboration</p> <p><b>Tolerance of those of different faiths and beliefs</b> - Listening to and showing respect towards other viewpoints and Being respectful towards others</p>

	<b>Relationships Puzzle – Summer 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>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>

(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  
(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  
(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  
(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.

**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
- (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.

**Physical health and fitness**

- (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.

**Puzzle overview  
Of  
Relationships**

In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.

	Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.
<b>Taught knowledge</b> <b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Know that different family members carry out different roles or have different responsibilities within the family</b></li> <li>● <b>Know some of the skills of friendship, e.g. taking turns, being a good listener</b></li> <li>● <b>Know some strategies for keeping themselves safe online</b></li> <li>● <b>Know that they and all children have rights (UNCRC)</b></li> <li>● Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</li> <li>● Know how some of the actions and work of people around the world help and influence my life</li> <li>● Know the lives of children around the world can be different from their own</li> </ul>
<b>Social and Emotional skills</b> <b>(Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● Can identify the responsibilities they have within their family</li> <li>● <b>Know how to access help if they are concerned about anything on social media or the internet</b></li> <li>● Can empathise with people from other countries who may not have a fair job or are less fortunate</li> <li>● Understand that they are connected to the global community in many different ways</li> <li>● Can use Solve it together in a conflict scenario and find a win-win outcome</li> <li>● Can identify similarities in children's rights around the world</li> <li>● <b>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</b></li> </ul>
<b>Vocabulary</b>	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude
<b>British Values</b>	<p><b>Democracy</b> - Learning about our rights and responsibilities (UNCRC), 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, Understanding rules and why they are important, Making positive behavioural choices 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), Welcoming others and treating others fairly, 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> - 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>

**DfE Statutory Relationships & Health Education outcomes**

**Relationships Education - By end of primary, pupils should know:**

**Families and the people who care for me**

- (R1) that families are important for children growing up because they can give love, security and stability
- (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

	<p>(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>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>This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male’s sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>
<b>Taught knowledge (Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</b></li> <li>● <b>Know some of the outside body changes that happen during puberty</b></li> <li>● <b>Know some of the changes on the inside that happen during puberty</b></li> <li>● Know that in animals and humans lots of changes happen between conception and growing up</li> <li>● Know that in nature it is usually the female that carries the baby</li> <li>● Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> <li>● Know that babies need love and care from their parents/carers</li> <li>● Know some of the changes that happen between being a baby and a child</li> </ul>
<b>Social and Emotional skills (Key objectives are in bold)</b>	<ul style="list-style-type: none"> <li>● <b>Can express how they feel about puberty</b></li> <li>● <b>Can say who they can talk to about puberty if they have any worries</b></li> <li>● <b>Can suggest ways to help them manage feelings during changes they are more anxious about</b></li> <li>● <b>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</b></li> <li>● Can express how they feel about babies</li> <li>● Can describe the emotions that a new baby can bring to a family</li> <li>● Can identify changes they are looking forward to in the next year</li> </ul>
<b>Vocabulary</b>	<p>Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge</p>
<b>British Values</b>	<p><b>Individual Liberty</b> - Expressing individual views respectfully and Personal development (SMSC)  <b>Mutual Respect</b> - Developing positive relationships with others (peers and adults) and Treating others with kindness and respect  <b>Tolerance of those of different faiths and beliefs</b> - Listening to and showing respect towards other viewpoints and Being respectful towards others</p>

**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.