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| **Jigsaw PSHE Curriculum** | | | | | | |
| Year groups | Autumn 1  **Being Me In My World** | Autumn 2  **Celebrating Difference** | Spring 1  **Dreams and Goals** | Spring 2  **Healthy Me** | Summer 1  **Relationships** | Summer 2  **Changing Me** |
| EYFS  (ages 3 – 5) | Self-identity Understanding feelings  Being in a classroom Being gentle  Rights and responsibilities | Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | Challenges Perseverance  Goal-setting Overcoming obstacles Seeking help  Jobs  Achieving goals | Exercising bodies Physical activity  Healthy food  Sleep  Keeping clean  Safety | Family life  Friendships  Breaking friendships Falling out  Dealing with bullying Being a good friend | Bodies  Respecting my body Growing up  Growth and change  Fun and fears Celebrations |
| A 1/2  (ages 5 – 6) | Feeling special and safe  Being part of a class Rights and responsibilities Rewards and feeling proud  Consequences  Owning the Learning Charter | Similarities and differences Understanding bullying and knowing how to deal with it  Making new friends Celebrating the differences in everyone | Setting goals Identifying successes and achievements  Learning styles  Working well and celebrating achievement with a partner  Tackling new challenges Identifying and overcoming obstacles Feelings of success | Keeping myself healthy Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with household items Road safety  Linking health and happiness | Belonging to a family Making friends/being a good friend  Physical contact preferences  People who help us Qualities as a friend and person  Self-acknowledgement Being a good friend to myself  Celebrating special relationships | Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between female and male bodies (correct terminology) Linking growing and learning  Coping with change Transition |
| B 1/2  (ages 6 – 7) | Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning environment  Valuing contributions Choices  Recognising feelings | Assumptions and stereotypes about gender  Understanding bullying Standing up for self and others  Making new friends Gender diversity Celebrating difference and remaining friends | Achieving realistic goals Perseverance  Learning strengths Learning with others Group co-operation Contributing to and sharing success | Motivation  Healthier choices Relaxation  Healthy eating and nutrition  Healthier snacks and sharing food | Different types of family Physical contact boundaries  Friendship and conflict Secrets Trust and appreciation  Expressing appreciation for special relationships | Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition |
| A 3/4  (ages 7 – 8) | Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives | Families and their differences  Family conflict and how to manage it (child-centred)  Witnessing bullying and how to solve it Recognising how words can be hurtful  Giving and receiving compliment | Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles  Evaluating learning processes  Managing feelings Simple budgeting | Exercise  Fitness challenges  Food labelling and healthy swaps  Attitudes towards drugs  Keeping safe and why it’s important - online and off line scenarios Respect for myself and others  Healthy and safe choices | Family roles and responsibilities Friendship and negotiation  Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives  Expressing appreciation for family and friend | How babies grow Understanding a baby’s needs  Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition |
| B 3/4  (ages 8 – 9) | Being part of a class team  Being a school citizen Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making Having a voice  What motivates behaviour | Challenging assumptions Judging by appearance Accepting self and others  Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions | Hopes and dreams Overcoming disappointment Creating new, realistic dreams  Achieving goals  Working in a group Celebrating contributions  Resilience  Positive attitudes | Healthier friendships Group dynamics Smoking  Alcohol  Assertiveness  Peer pressure Celebrating inner strength | Jealousy  Love and loss  Memories of loved ones Getting on and Falling Out  Girlfriends and boyfriends  Showing appreciation to people and animals | Being unique  Having a baby  Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change |
| A 5/6  (ages 9 – 10) | Planning the forthcoming year  Being a citizen  Rights and responsibilities  Rewards and consequences  How behaviour affects groups  Democracy, having a voice, participating | Cultural differences and how they can cause conflict  Racism Rumours and name-calling  Types of bullying Material wealth and happiness  Enjoying and respecting other cultures | Future dreams  The importance of money  Jobs and careers  Dream job and how to get there  Goals in different cultures  Supporting others (charity)  Motivation | Smoking, including vaping  Alcohol  Alcohol and anti-social behaviour  Emergency aid  Body image Relationships with food Healthy choices Motivation and behaviour | Self-recognition and self-worth  Building self-esteem Safer online communities  Rights and responsibilities online Online gaming and gambling  Reducing screen time Dangers of online grooming  SMARRT internet safety rules | Self- and body image Influence of online and media on body image Puberty for girls  Puberty for boys Conception (including IVF)  Growing responsibility Coping with change Preparing for transition |
| B 5/6  (ages 10 – 11) | Identifying goals for the year  Global citizenship Children’s universal rights  Feeling welcome and valued  Choices, consequences and rewards  Group dynamics Democracy, having a voice  Anti-social behaviour Role-modelling | Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration  Empathy | Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world  Motivation  Recognising achievements Compliments | Taking personal responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress | Mental health Identifying mental health worries and sources of support  Love and loss  Managing feelings Power and control Assertiveness Technology safety  Take responsibility with technology use | Self-image  Body image  Puberty and feelings Conception to birth Reflections about change  Physical attraction Respect and consent Boyfriends/girlfriends Sexting  Transition |

Because of its spiral curriculum, Jigsaw fits well into a 2-year cycle. There are few areas that rely on specific knowledge from previous units.

The exception is in the Changing Me unit (puzzle)

Changing Me (Years 3/4 and 5/6)

The lessons in these end of year units cover Puberty and Sex Education so it may be that we want to have to look at splitting into year groups for these lessons. Puberty for girls is also covered in Year B for the Year 3/4 group as is Having a Baby (there are 2 alternatives for this lesson, one focuses on the physical (labelling body parts, sperm/egg, foetus growing) one on the emotional (responsibilities and joys of having a baby)). The maturity of the cohort may be the influencing factor as to what we teach. It also mentions getting the school nurse in to help with these lessons, and maybe timetabling more than an hour for these too.