



# Woodside Primary Academy

## Relationships and Health Education Policy

Audience:	All REAch2 Employees Local Governing Bodies Parents
Ratified:	REAch2 Education Committee September 2021 and Chair of Governors (Ryan Allan): September 2023
LGB Adopted:	Adopted by Local Governing Body
Other related policies:	Anti-Bullying Policy Behaviour Policy Child Protection and Safeguarding Policy including Harmful Sexual Behaviour Policy SEND Policy Inclusion Policy Equal Opportunities Policy Social, Emotional and Mental Health (SEMH) Policy Online Safety Policy Visitor Policy
Policy owner:	Gill Ellyard, Director of Education, REAch2
Review frequency:	Every 3 years

# REAch2 Relationships and Health Education Policy



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones.

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

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## Policy Overview

### 1. Overarching Principles

At Woodside Primary Academy, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

### 2. How This Relates to National Guidance and Statutory Requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2021) Keeping children safe in education

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy including Harmful Sexual Behaviour Policy
- Behavioural Policy
- SEND Policy
- Inclusion Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Online Safety Policy
- Visitor Policy

## 2. Roles and Responsibilities

The governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The head teacher is responsible for:

- The overall implementation of this policy
- Ensuring staff are suitably trained to deliver the subjects
- Ensuring that parents are fully informed of this policy
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the governing board on the effectiveness of this policy
- Reviewing this policy on an annual basis

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects
- Ensuring the subjects are age-appropriate and high-quality
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher

All teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy

- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

### 3. Organisation of the Curriculum

Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

For the purpose of this policy:

- "Relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- "Health education" is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' [guidance](#).

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group, provided through a PSHE scheme called Jigsaw. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with either the year group leader, assistant headteacher, head of school or headteacher
- Emailing the school directly
- Submitting written feedback to the school office

#### **4. Consultation with Parents**

The school understands the important role parents/carers play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents'/carers' views are in shaping the curriculum. The school works closely with parents/carers by establishing open communication – all parents/carers are consulted in the development and delivery of the curriculum, as outlined in [section 3](#) of this policy.

Parents/carers are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

#### **5. Relationships Education Overview**

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

By the end of primary school, pupils will know:

- That families are important for them growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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**

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

### **Respectful relationships**

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and 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.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **Being safe**

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

## **6. Relationships Education Per Year Group**

The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

## **7. Health Education Overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

### **Mental wellbeing**

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- 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.
- How to judge whether what they are feeling and how they are behaving are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.

- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school, if they are worried about their health.

### **Healthy eating**

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health.

### **Drugs, alcohol and tobacco**

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

### **Basic first aid**

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**

By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

## **8. Health Education Per Year Group**

The school is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, following the scheme Jigsaw, in which topics are built upon prior knowledge, taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

## **9. Sex Education**

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At Woodside, we do teach pupils in Years 4, 5 and 6 optional sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

## **10. Delivery of the Curriculum**

The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum, using the PSHE scheme Jigsaw. Please see Appendix A for the overview of the Jigsaw scheme being taught in Woodside Primary Academy from Reception to Year 6.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work using Jigsaw.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

At all points of delivery of this programme, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.

In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme has been designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written activities
- Group presentations
- Group tasks
- Projects

## **11. Working with External Experts**

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

## **12. Equality and Accessibility**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Woodside Primary Academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

The school understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

### **13. Curriculum Links**

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, sex and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **14. Withdrawing from the Subjects**

Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The school will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the school will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The school will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The school will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the school's decision.

Where a pupil is withdrawn from sex education, the school will ensure that the pupil receives appropriate alternative education.

## **15. Behaviour**

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **16. Staff training**

All staff members at the school will undergo training as part of Woodside's continuing professional development commitment to ensure they are up-to-date with the relationship, sex and health education programme and associated issues. Members of staff who require more support depending on their confidence and experience, will undergo further training led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

Visitors from outside the school, such as members from Jigsaw, nurses or sexual health professionals, may be invited into school to provide support and training to staff teaching RSHE.

The staff at Woodside Primary Academy will be supported to answer potentially difficult questions objectively and sensitively using 'speaking frames' which have been developed following advice from the Department of Education advisors.

At times, primary-age pupils will ask their teachers questions concerning particular issues, particularly regarding sex and sexuality, that go beyond our relationship and sex education curriculum. Sometimes, it will not be appropriate to answer questions in front of the whole class and it may even be necessary to tell the child that they should discuss particular issues with their parents/carers.

## **17. Confidentiality**

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

## **18. Monitoring Quality**

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Pupil voice

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

### Policy Review

This policy will be reviewed by the REAch2 Education Committee every 3 years as per the REAch2 policy cycle or sooner if required. The governing board is responsible for adopting this policy.

In addition, this policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is September 2022. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

## Appendix

### Autumn 1 – Being Me in the World

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know special things about themselves</li> <li>Know that some people are different from themselves</li> <li>Know how happiness and sadness can be expressed</li> <li>Know that hands can be used kindly and unkindly</li> <li>Know that being kind is good</li> <li>Know they have a right to learn and play, safely and happily</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings associated with belonging</li> <li>Identify feelings of happiness and sadness</li> <li>Skills to play cooperatively with others</li> <li>Be able to consider others' feelings</li> <li>Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>What does it feel like to belong?</li> <li>What's special about you?</li> <li>How do people show they are happy or sad?</li> <li>What sort of things can you do to be kind?</li> <li>How do you play nicely with other children?</li> <li>How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.</p>			
<p><b>Key Vocabulary</b> Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p>			
BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Understand the rights and responsibilities of a member of a class</li> <li>Understand that their views are important</li> <li>Understand that their choices have consequences</li> <li>Understand their own rights and responsibilities with their classroom</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that they are special</li> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> <li>Identify what it's like to feel proud of an achievement</li> <li>Recognise feelings associated with positive and negative consequences</li> <li>Understand that they have choices</li> </ul>	<ul style="list-style-type: none"> <li>What do you do in class to help other children?</li> <li>What do you do to help your teacher?</li> <li>What does it feel like to be safe?</li> <li>Can you tell me something you were really proud of? How did it make you feel 'inside'?</li> <li>What sort of things does your teacher say or do when they are pleased?</li> <li>What choices can you make to be helpful and kind in school and at home?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>			
<p><b>Key Vocabulary</b> Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.</p>			
BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Identifying hopes and fears for the year ahead</li> <li>Understand the rights and responsibilities of class members</li> <li>Know that it is important to listen to other people</li> <li>Understand that their own views are valuable</li> <li>Know about rewards and consequences and that these stem from choices</li> <li>Know that positive choices impact positively on self-learning and the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>Recognise own feelings and know when and where to get help</li> <li>Know how to make their class a safe and fair place</li> <li>Show good listening skills</li> <li>Recognise the feeling of being worried</li> <li>Be able to work cooperatively</li> </ul>	<ul style="list-style-type: none"> <li>What are you looking forward to this year?</li> <li>Are you worried about anything that might happen this year?</li> <li>Can you tell me some good (positive) choices a person can make in school?</li> <li>How do you show you are a good listener?</li> <li>What do you do to get on with other children?</li> <li>If you're worried about something, who can you ask for help in school and at home?</li> <li>How does your teacher reward /praise children who make positive/helpful choices?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<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 talk 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 talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>			
<p><b>Key Vocabulary</b> Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Understand that they are important</li> <li>Know what a personal goal is</li> <li>Understanding what a challenge is</li> <li>Know why rules are needed and how these relate to choices and consequences</li> <li>Know that actions can affect others' feelings</li> <li>Know that others may hold different views</li> <li>Know that the school has a shared set of values</li> </ul>	<ul style="list-style-type: none"> <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> <li>Make other people feel valued</li> <li>Develop compassion and empathy for others</li> <li>Be able to work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>What would your 'nightmare school' look, sound and feel like?</li> <li>What would your 'dream school' look, sound and feel like?</li> <li>What are emotions? Can you name some different ones?</li> <li>Can you give some examples of positive (helpful) choices that could lead to a reward?</li> <li>Why is making someone feel welcome an important skill?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk 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>Key Vocabulary</b>  Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know how individual attitudes and actions make a difference to a class</li> <li>Know about the different roles in the school community</li> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know that their own actions affect themselves and others</li> <li>Know how groups work together to reach a consensus</li> <li>Know that having a voice and democracy benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>Identify the feelings associated with being included or excluded</li> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or unmotivated</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective class team?</li> <li>How do all the different people in school work together so that it runs well? Does everyone have a role in school?</li> <li>Do you have choices about how to behave? How do rules, rewards and consequences help with this?</li> <li>What do you think democracy is? Can you give an example?</li> <li>What skills do you have that can help a team work well together?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p><b>Key Vocabulary</b>  Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know how to face new challenges positively</li> <li>Understand how to set personal goals</li> <li>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</li> <li>Know how an individual's behaviour can affect a group and the consequences of this</li> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify what they value most about school</li> <li>Identify hopes for the school year</li> <li>Empathy for people whose lives are different from their own</li> <li>Consider their own actions and the effect they have on themselves and others</li> <li>Be able to work as part of a group, listening and contributing effectively</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective class team?</li> <li>How do all the different people in school work together so that it runs well? Does everyone have a role in school?</li> <li>Do you have choices about how to behave? How do rules, rewards and consequences help with this?</li> <li>What do you think democracy is? Can you give an example?</li> <li>What skills do you have that can help a team work well together?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p><b>Key Vocabulary</b>  Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know how to set goals for the year ahead</li> <li>Understand what fears and worries are</li> <li>Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>Know about the lives of children in other parts of the world</li> <li>Know that personal choices can affect others locally and globally</li> <li>Understand that their own choices result in different consequences and rewards</li> <li>Understand how democracy and having a voice benefits the school community</li> <li>Understand how to contribute towards the democratic process</li> </ul>	<ul style="list-style-type: none"> <li>Be able to make others feel welcomed and valued</li> <li>Know own wants and needs</li> <li>Be able to compare their life with the lives of those less fortunate</li> <li>Demonstrate empathy and understanding towards others</li> <li>Can demonstrate attributes of a positive role-model</li> <li>Can take positive action to help others</li> <li>Be able to contribute towards a group task</li> <li>Know what effective group work is</li> <li>Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Does your teacher use Pause Points? What happens with these? Why do you think they are helpful?</li> <li>What are some of your hopes and dreams?</li> <li>What are some of the Universal Rights that all children share across the world?</li> <li>What have you learnt about children's lives in other parts of the world? What do you think and feel about this?</li> <li>Are your wants and needs similar or different from other children in the world?</li> <li>Why do we have laws in this country?</li> <li>What is a role model? Can you think of some good examples?</li> </ul>
<p>In this Puzzle (unit) the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p>			
<p><b>Key Vocabulary</b>            Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.</p>			

### Autumn 2 – Celebrating Differences

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know what being proud means and that people can be proud of different things</li> <li>Know that people can be good at different things</li> <li>Know what being unique means</li> <li>Know that families can be different</li> <li>Know that people have different homes and why they are important to them</li> <li>Know different ways of making friends</li> <li>Know different ways to stand up for myself</li> <li>Know the names of some emotions such as happy, sad, frightened, angry</li> <li>Know that they don't have to be 'the same as' to be a friend</li> <li>Know why having friends is important</li> <li>Know some qualities of a positive friendship</li> </ul>	<ul style="list-style-type: none"> <li>Identify feelings associated with being proud</li> <li>Identify things they are good at</li> <li>Be able to vocalise success for themselves and about others successes</li> <li>Identify some ways they can be different and the same as others</li> <li>Recognise similarities and differences between their family and other families</li> <li>Identify and use skills to make a friend</li> <li>Identify and use skills to stand up for themselves</li> <li>Recognise emotions when they or someone else is upset, frightened or angry</li> </ul>	<ul style="list-style-type: none"> <li>Can you say how you are different from a friend?</li> <li>Can you say how you are the same as a friend?</li> <li>What makes a family?</li> <li>What makes you proud?</li> <li>What are you good at doing?</li> <li>Are all families the same?</li> <li>What can you do to make a friend?</li> <li>How can you tell when someone is feeling sad, angry or upset?</li> <li>If someone is making you feel sad or upset what can you do about it?</li> <li>Shall we share a Calm Me time?</li> </ul>
<p>In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>			
<p><b>Key Vocabulary</b>            Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know that people have differences and similarities</li> <li>Know what bullying means</li> <li>Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>Know skills to make friendships</li> <li>Know that people are unique and that it is OK to be different</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways in which they are the same as their friends and ways they are different</li> <li>Identify what is bullying and what isn't</li> <li>Understand how being bullied might feel</li> <li>Know ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul style="list-style-type: none"> <li>Can you say how you are different from a friend?</li> <li>Can you say how you are the same as a friend?</li> <li>What can you do to make a friend?</li> <li>How can you tell when someone is feeling sad, angry or upset?</li> <li>If someone is making you feel sad or upset what can you do about it?</li> <li>Can you show me how to do Calm Me time?</li> </ul>
<p>In this Puzzle (unit) the class talk about the similarities and differences between people and that these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children talk about friendship, how to make friends and that it is OK to have differences from their friends. The children also talk about being nice to and looking after other children you might be being bullied.</p>			
<p><b>Key Vocabulary</b> Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.</p>			

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<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Know there are stereotypes about boys and girls</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 that sometimes people get bullied because of difference</li> <li>Know the difference between right and wrong and the role that choice has to play in this</li> <li>Know that friends can be different and still be friends</li> <li>Know where to get help if being bullied</li> <li>Know the difference between a one-off incident and bullying</li> </ul>	<ul style="list-style-type: none"> <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>Explain how being bullied can make someone feel</li> <li>Can choose to be kind to someone who is being bullied</li> <li>Know how to stand up for themselves when they need to</li> <li>Recognise that they shouldn't judge people because they are different</li> <li>Understand that everyone's differences make them special and unique</li> </ul>	<ul style="list-style-type: none"> <li>What is bullying?</li> <li>Do all boys have to be the same, and all girls have to be the same? How do you feel about this?</li> <li>Are stereotypes fair?</li> <li>Can a person be friends with someone who is different from them?</li> <li>Can we choose how we treat other people?</li> <li>Can being different be used as a reason for bullying? How do you feel about that?</li> <li>If you were worried about bullying what could you do?</li> <li>Does Calm Me time help you feel peaceful?</li> </ul>
<p>In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>			
<p><b>Key Vocabulary</b> Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <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> <li>Know that conflict is a normal part of relationships</li> <li>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</li> <li>Know that some words are used in hurtful ways and that this can have consequences</li> </ul>	<ul style="list-style-type: none"> <li>Be able to show appreciation for their families, parents and carers</li> <li>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> <li>Empathise with people who are bullied</li> <li>Employ skills to support someone who is bullied</li> <li>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</li> <li>Be able to recognise, accept and give compliments</li> <li>Recognise feelings associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li>What is the 'Solve it together' technique? How can it help solve a disagreement between two people?</li> <li>What is a bystander in a bullying situation? (A bystander is a witness not directly involved).</li> <li>How could a bystander make a bullying situation worse or better?</li> <li>What types of bullying do you know about?</li> <li>Where can someone get help if they were being bullied or witnessed bullying?</li> <li>How does it feel to give and receive a compliment?</li> <li>Can you explain how Calm Me time makes you feel?</li> </ul>
<p>In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about 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 talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>			
<p><b>Key Vocabulary</b> Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know what to do if they think bullying is, or might be taking place</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>Try to accept people for who they are</li> <li>Identify influences that have made them think or feel positively/negatively about a situation</li> <li>Identify feelings that a bystander might feel in a bullying situation</li> <li>Identify reasons why a bystander might join in with bullying</li> <li>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>Identify their own uniqueness</li> <li>Be comfortable with the way they look</li> <li>Identify when a first impression they had was right or wrong</li> <li>Be non-judgemental about others who are different</li> </ul>	<ul style="list-style-type: none"> <li>What is an assumption? Are assumptions always right?</li> <li>What can influence us to make an unfair judgement about someone else?</li> <li>Is social media always helpful?</li> <li>What's good/ bad about social media?</li> <li>What is a stereotype? What stereotypes do you see on social media, in the movies or on TV?</li> <li>Are stereotypes fair?</li> <li>Do you know any rules for staying safe with technology?</li> <li>What could you do if you were worried about something online or in social media e.g. cyber-bullying?</li> <li>Does your Jigsaw friend help you learn?</li> <li>What does Jigsaw Jerrie cat do in your lessons?</li> </ul>
<p>In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>			
<p><b>Key Vocabulary</b> Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know what culture means</li> <li>Know that differences in culture can sometimes be a source of conflict</li> <li>Know what racism is and why it is unacceptable</li> <li>Know that rumour spreading is a form of bullying on and offline</li> <li>Know external forms of support in regard to bullying e.g. Childline</li> <li>Know that bullying can be direct and indirect</li> <li>Know how their life is different from the lives of children in the developing world</li> </ul>	<ul style="list-style-type: none"> <li>Identify their own culture and different cultures within their class community</li> <li>Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>Identify a range of strategies for managing their own feelings in bullying situations</li> <li>Identify some strategies to encourage children who use bullying behaviours to make other choices</li> <li>Be able to support children who are being bullied</li> <li>Appreciate the value of happiness regardless of material wealth</li> <li>Develop respect for cultures different from their own</li> </ul>	<ul style="list-style-type: none"> <li>What is our culture?</li> <li>Can people with different cultures be friends?</li> <li>How can differences in culture cause conflict?</li> <li>What is racism?</li> <li>Why is racism unfair?</li> <li>What are your feelings about racism?</li> <li>How can bullying affect how a person feels about themselves? Is this fair?</li> <li>Is money more important than happiness?</li> <li>What can we do to help people who are less fortunate than us?</li> <li>Can you show me how to do a Calm me time?</li> </ul>
<p>In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.</p>			
<p><b>Key Vocabulary</b> Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know that there are different perceptions of 'being normal' and where these might come from</li> <li>Know that being different could affect someone's life</li> <li>Know that power can play a part in a bullying or conflict situation</li> <li>Know that people can hold power over others individually or in a group</li> <li>Know why some people choose to bully others</li> <li>Know that people with disabilities can lead amazing lives</li> <li>Know that difference can be a source of celebration as well as conflict</li> </ul>	<ul style="list-style-type: none"> <li>Empathise with people who are different and be aware of my own feelings towards them</li> <li>Identify feelings associated with being excluded</li> <li>Be able to recognise when someone is exerting power negatively in a relationship</li> <li>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>Appreciate people for who they are</li> <li>Show empathy</li> </ul>	<ul style="list-style-type: none"> <li>What is prejudice and discrimination, can you give an example?</li> <li>Why is there an Equality Act in the UK? Who does it protect and why?</li> <li>What role does power play in a bullying situation? Who has the power and why?</li> <li>Why do some people choose to bully?</li> <li>Can difference be a source of celebration? Can you give an example?</li> <li>Does having Pause Points during lessons help you concentrate?</li> <li>How does being able to do Calm me time help you regulate your emotions?</li> </ul>
<p>In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</p>			
<p><b>Key Vocabulary</b> Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admirer, Stamina, Celebration, Conflict.</p>			

## Spring 1 – Dreams and Goals

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know what a challenge is</li> <li>Know that it is important to keep trying</li> <li>Know what a goal is</li> <li>Know how to set goals and work towards them</li> <li>Know which words are kind</li> <li>Know some jobs that they might like to do when they are older</li> <li>Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>Know when they have achieved a goal</li> </ul>	<ul style="list-style-type: none"> <li>Understand that challenges can be difficult</li> <li>Recognise some of the feelings linked to perseverance</li> <li>Talk about a time that they kept on trying and achieved a goal</li> <li>Be ambitious</li> <li>Resilience</li> <li>Recognise how kind words can encourage people</li> <li>Feel proud</li> <li>Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>What is a challenge?</li> <li>How does it feel when you think you can't do something?</li> <li>What job would you like when you are older?</li> <li>What goals have you set?</li> <li>Why is it important to keep trying?</li> <li>Tell me about a time when something was hard but you kept trying.</li> <li>How do you like to celebrate when you achieve something?</li> <li>How can we celebrate together?</li> <li>How does Jigsaw Jenie help you in lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>			
<p><b>Key Vocabulary</b> Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know how to set simple goals</li> <li>Know how to achieve a goal</li> <li>Know how to work well with a partner</li> <li>Know that tackling a challenge can stretch their learning</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>Know when a goal has been achieved</li> </ul>	<ul style="list-style-type: none"> <li>Recognise things that they do well</li> <li>Explain how they learn best</li> <li>Celebrate an achievement with a friend</li> <li>Recognise their own feelings when faced with a challenge</li> <li>Recognise their own feelings when they are faced with an obstacle</li> <li>Recognise how they feel when they overcome an obstacle</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>What goals have you set at school?</li> <li>What goal would you like to set for home?</li> <li>What do you need to do achieve your goal?</li> <li>How do you feel when something is difficult?</li> <li>How do you feel when you have achieved a goal?</li> <li>How can we celebrate your achievements together?</li> <li>How does Jigsaw Jack help you in lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
<p>In this Puzzle the class talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.</p>			
<p><b>Key Vocabulary</b> Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<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>	<ul style="list-style-type: none"> <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 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>Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<ul style="list-style-type: none"> <li>What goals have you set at school?</li> <li>What goal would you like to set for home?</li> <li>What do you need to do achieve your goal?</li> <li>How do you feel when something is difficult?</li> <li>How do you feel when you have achieved a goal?</li> <li>How do you like to celebrate when you achieve something you are proud of?</li> <li>How can we celebrate each other's achievements at home?</li> <li>Does Jigsaw Jo help you learn?</li> <li>Do you have Pause Points with Jigsaw Jerrie Cat? Do these help you?</li> </ul>
<p>In this Puzzle the class talk about 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 talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.</p>			
<p><b>Key Vocabulary</b> Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Know about specific people who have overcome difficult challenges to achieve success</li> <li>Know what dreams and ambitions are important to them</li> <li>Know how they can best overcome learning challenges</li> <li>Know that they are responsible for their own learning</li> <li>Know what their own strengths are as a learner</li> <li>Know what an obstacle is and how they can hinder achievement</li> <li>Know how to take steps to overcome obstacles</li> <li>Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul>	<ul style="list-style-type: none"> <li>Recognise other people's achievements in overcoming difficulties</li> <li>Imagine how it will feel when they achieve their dream / ambition</li> <li>Can break down a goal into small steps</li> <li>Recognise how other people can help them to achieve their goals</li> <li>Can manage feelings of frustration linked to facing obstacles</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>	<ul style="list-style-type: none"> <li>Can you tell me about someone who overcame an obstacle to achieve their goal.</li> <li>What ambition is important to you?</li> <li>What can you do if something is difficult?</li> <li>How does it feel to be stuck?</li> <li>How can I help you to achieve your goal?</li> <li>What might it feel like when you achieve your goal?</li> <li>Describe how it felt when you achieved your goal?</li> <li>How can you use this feeling the next time you are stuck?</li> <li>How does Jigsaw Jino help your Jigsaw work?</li> <li>Do you enjoy Calm Me time?</li> </ul>
<p>In this Puzzle the class 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 talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which 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>Key Vocabulary</b> Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know what their own hopes and dreams are</li> <li>Know that hopes and dreams don't always come true</li> <li>Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>Know how to make a new plan and set new goals even if they have been disappointed</li> <li>Know how to work out the steps they need to take to achieve a goal</li> <li>Know how to work as part of a successful group</li> <li>Know how to share in the success of a group</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about their hopes and dreams and the feelings associated with these</li> <li>Can identify the feeling of disappointment</li> <li>Can identify a time when they have felt disappointed</li> <li>Be able to cope with disappointment</li> <li>Help others to cope with disappointment</li> <li>Can identify what resilience is</li> <li>Have a positive attitude</li> <li>Enjoy being part of a group challenge</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>	<ul style="list-style-type: none"> <li>What are your hopes and dreams?</li> <li>Can you tell me about a time that one of your dreams didn't come true?</li> <li>What can we do when we feel disappointed?</li> <li>What is resilience?</li> <li>Describe how it felt when you achieved your goal?</li> <li>Can I tell you what my dreams and goals were when I was your age?</li> <li>How can you use this feeling the next time you are stuck?</li> <li>Does Calm Me time help you when you are feeling stuck?</li> <li>How does Jigsaw Jaz help you learn?</li> </ul>
<p>In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>			
<p><b>Key Vocabulary</b> Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know that they will need money to help them to achieve some of their dreams</li> <li>Know about a range of jobs that are carried out by people I know</li> <li>Know that different jobs pay more money than others</li> <li>Know the types of job they might like to do when they are older</li> <li>Know that young people from different cultures may have different dreams and goals</li> <li>Know that communicating with someone from a different culture means that they can learn from them and vice versa</li> <li>Know ways that they can support young people in their own culture and abroad</li> </ul>	<ul style="list-style-type: none"> <li>Verbalise what they would like their life to be like when they are grown up</li> <li>Appreciate the contributions made by people in different jobs</li> <li>Appreciate the opportunities learning and education can give them</li> <li>Reflect on the differences between their own learning goals and those of someone from a different culture</li> <li>Appreciate the differences between themselves and someone from a different culture</li> <li>Understand why they are motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>What are your dreams and goals?</li> <li>Why might you need money to help you achieve your dreams and goals?</li> <li>What jobs are you interested in doing when you are a grown-up?</li> <li>How much do each of these jobs pay?</li> <li>Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own?</li> <li>Shall I share with you what my dreams and goals were when I was at school?</li> <li>What are the differences and similarities between you and someone from a different culture?</li> <li>How does Jigsaw Jerrie Cat help you pause and reflect?</li> <li>Does Calm Me time have a positive effect on you?</li> </ul>
<p>In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>			
<p><b>Key Vocabulary</b> Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know their own learning strengths</li> <li>Know how to set realistic and challenging goals</li> <li>Know what the learning steps are they need to take to achieve their goal</li> <li>Know a variety of problems that the world is facing</li> <li>Know how to work with other people to make the world a better place</li> <li>Know some ways in which they could work with others to make the world a better place</li> <li>Know what their classmates like and admire about them</li> </ul>	<ul style="list-style-type: none"> <li>Understand why it is important to stretch the boundaries of their current learning</li> <li>Set success criteria so that they know when they have achieved their goal</li> <li>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</li> <li>Empathise with people who are suffering or living in difficult situations</li> <li>Be able to give praise and compliments to other people when they recognise that person's achievements</li> </ul>	<ul style="list-style-type: none"> <li>What are your learning strengths?</li> <li>What goal have you set at school?</li> <li>What goal have you set for home?</li> <li>How can I help you achieve your goals?</li> <li>What problems in the world are you worried about? Is there anything we can do to help?</li> <li>What do you think your classmates admire and like about you?</li> <li>What do you think your family admire and like about you?</li> <li>What do you admire about other people?</li> <li>Do you have any role models?</li> <li>Does calm Me time help you regulate your emotions?</li> </ul>
<p>In this Puzzle the class talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they'll need to take as well as talking about how to stay motivated. The children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. The class also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.</p>			
<p><b>Key Vocabulary</b>            Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.</p>			

### Spring 2 – Healthy Me

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know the names for some parts of their body</li> <li>Know what the word 'healthy' means</li> <li>Know some things that they need to do to keep healthy</li> <li>Know that they need to exercise to keep healthy</li> <li>Know how to help themselves go to sleep and that sleep is good for them</li> <li>Know when and how to wash their hands properly</li> <li>Know what to do if they get lost</li> <li>Know how to say No to strangers</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how exercise makes them feel</li> <li>Recognise how different foods can make them feel</li> <li>Can explain what they need to do to stay healthy</li> <li>Can give examples of healthy food</li> <li>Can explain how they might feel if they don't get enough sleep</li> <li>Can explain what to do if a stranger approaches them</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me which parts of the body you know the names for</li> <li>What do we need to do to be healthy?</li> <li>What food do we eat that is healthy?</li> <li>What can you do to help yourself get to sleep?</li> <li>What would you do if a stranger approached you? (discuss a few different locations, park, shop etc)</li> <li>How does Jigsaw Jenie help you at school?</li> <li>Shall we share a Calm Me time</li> </ul>
<p>In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</p>			
<p><b>Key Vocabulary</b>            Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know how to keep themselves clean and healthy</li> <li>Know that germs cause disease / illness</li> <li>Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep safe when crossing the road</li> <li>Know about people who can keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>Feel good about themselves when they make healthy choices</li> <li>Realise that they are special</li> <li>Keep themselves safe</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> <li>Recognise how being healthy helps them to feel happy</li> </ul>	<ul style="list-style-type: none"> <li>Can you give me an example of a healthy / unhealthy choice?</li> <li>How do you feel when you make a healthy choice?</li> <li>Can you tell me something that is special about you?</li> <li>Can I tell you something I think is special about you?</li> <li>What can you do when you feel poorly?</li> <li>Can you talk about a time when you felt frightened?</li> <li>Who can you ask for help when you feel frightened?</li> <li>How does Jigsaw Jerrie Cat help you to pause in lessons?</li> </ul>
<p>In this Puzzle the class talk healthy and unhealthy choices and how these choices make them feel. They talk about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety as well as people who can help them to stay safe.</p>			
<p><b>Key Vocabulary</b>            Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely</li> <li>• Know how to make some healthy snacks</li> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods give their bodies energy</li> </ul>	<ul style="list-style-type: none"> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• What does your body need to stay healthy?</li> <li>• What does relaxed mean?</li> <li>• What makes you feel relaxed / stressed?</li> <li>• What types of medicine have I given you? What are they for?</li> <li>• What healthy snack shall we make and eat together?</li> <li>• What snacks could you eat before exercise?</li> <li>• How can Calm Me time help you stay healthy?</li> </ul>
<p>In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p>			
<p><b>Key Vocabulary</b>            Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>• Know how exercise affects their bodies</li> <li>• Know why their hearts and lungs are such important organs</li> <li>• Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</li> <li>• Know that there are different types of drugs</li> <li>• Know that there are things, places and people that can be dangerous</li> <li>• Know a range of strategies to keep themselves safe</li> <li>• Know when something feels safe or unsafe</li> <li>• Know that their bodies are complex and need taking care of</li> </ul>	<ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge</li> <li>• Recognise what it feels like to make a healthy choice</li> <li>• Identify how they feel about drugs</li> <li>• Can express how being anxious or scared feels</li> <li>• Can take responsibility for keeping themselves and others safe</li> <li>• Respect their own bodies and appreciate what they do</li> </ul>	<ul style="list-style-type: none"> <li>• How does exercise affect your body?</li> <li>• What do your heart and lungs do?</li> <li>• What drugs do you know about? How do you feel about drugs?</li> <li>• Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these?</li> <li>• Can you tell me about a time when you felt unsafe?</li> <li>• Can we talk about how we keep each other safe in our family?</li> <li>• Can we share a Calm me time to feel peaceful together?</li> <li>• Shall we try an exercise session together?</li> </ul>
<p>In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.</p>			
<p><b>Key Vocabulary</b>            Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that there are leaders and followers in groups</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know the facts about smoking and its effects on health</li> <li>• Know some of the reasons some people start to smoke</li> <li>• Know the facts about alcohol and its effects on health, particularly the liver</li> <li>• Know some of the reasons some people drink alcohol</li> <li>• Know ways to resist when people are putting pressure on them</li> <li>• Know what they think is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the feelings that they have about their friends and different friendship groups</li> <li>• Recognise how different people and groups they interact with impact on them</li> <li>• Identify which people they most want to be friends with</li> <li>• Recognise negative feelings in peer pressure situations</li> <li>• Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>• Can tap into their inner strength and know-how to be assertive</li> </ul>	<ul style="list-style-type: none"> <li>• Who are your friends? How do they make you feel?</li> <li>• Which groups do you spend time with? How do you feel when you are with the different groups?</li> <li>• Can you tell me about a time when you were the leader / follower in the group?</li> <li>• How can smoking affect people's health?</li> <li>• How can drinking affect people's health?</li> <li>• What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>• How can you build your inner strength?</li> <li>• Does Calm me time help you feel stronger inside?</li> </ul>
<p>In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p>			
<p><b>Key Vocabulary</b>            Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know the health risks of smoking</li> <li>Know how smoking tobacco affects the lungs, liver and heart</li> <li>Know some of the risks linked to misusing alcohol, including antisocial behaviour</li> <li>Know basic emergency procedures including the recovery position</li> <li>Know how to get help in emergency situations</li> <li>Know that the media, social media and celebrity culture promotes certain body types</li> <li>Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure</li> <li>Know what makes a healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Can make informed decisions about whether or not they choose to smoke when they are older</li> <li>Can make informed decisions about whether they choose to drink alcohol when they are older</li> <li>Recognise strategies for resisting pressure</li> <li>Can identify ways to keep themselves calm in an emergency</li> <li>Can reflect on their own body image and know how important it is that this is positive</li> <li>Accept and respect themselves for who they are</li> <li>Respect and value their own bodies</li> <li>Be motivated to keep themselves healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>What are the risks of smoking / misusing alcohol?</li> <li>What emergency procedures have you learnt?</li> <li>How do you contact the police / ambulance service / fire department?</li> <li>Why do some people have eating problems?</li> <li>Can you tell me about a time when someone tried to make you do something you didn't want to?</li> <li>What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>What do you enjoy about how we try to keep healthy in our family?</li> <li>Are there ways we could be healthier?</li> <li>Does Calm Me time help you to stay calm?</li> </ul>
<p>In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>			
<p><b>Key Vocabulary</b>            Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know how to take responsibility for their own health</li> <li>Know how to make choices that benefit their own health and well-being</li> <li>Know about different types of drugs and their uses</li> <li>Know how these different types of drugs can affect people's bodies, especially their liver and heart</li> <li>Know that some people can be exploited and made to do things that are against the law</li> <li>Know why some people join gangs and the risk that this can involve</li> <li>Know what it means to be emotionally well</li> <li>Know that stress can be triggered by a range of things</li> <li>Know that being stressed can cause drug and alcohol misuse</li> </ul>	<ul style="list-style-type: none"> <li>Are motivated to care for their own physical and emotional health</li> <li>Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>Identify ways that someone who is being exploited could help themselves</li> <li>Suggest strategies someone could use to avoid being pressured</li> <li>Recognise that people have different attitudes towards mental health / illness</li> <li>Can use different strategies to manage stress and pressure</li> </ul>	<ul style="list-style-type: none"> <li>What can you do to keep yourself physically / mentally well?</li> <li>What types of drugs do you know about?</li> <li>What makes you feel stressed?</li> <li>What helps you when you feel stressed?</li> <li>Can we share a Calm me time together?</li> <li>Does Calm Me time help you stay calm and manage stress?</li> <li>Can you recognise when anyone in our family is stressed?</li> <li>What can you do if someone is putting pressure on you?</li> <li>Does Jigsaw Jerrie Cat factor in your lessons?</li> </ul>
<p>In this Puzzle the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people's bodies. The class discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed.</p>			
<p><b>Key Vocabulary</b>            Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.</p>			

### Summer 1 – Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know what a family is</li> <li>Know that different people in a family have different responsibilities (jobs)</li> <li>Know some of the characteristics of healthy and safe friendship</li> <li>Know that friends sometimes fall out</li> <li>Know some ways to mend a friendship</li> <li>Know that unkind words can never be taken back and they can hurt</li> <li>Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>Know some reasons why others get angry</li> </ul>	<ul style="list-style-type: none"> <li>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>Can suggest ways to make a friend or help someone who is lonely</li> <li>Can use different ways to mend a friendship</li> <li>Can recognise what being angry feels like</li> <li>Can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>Who is in your family?</li> <li>What jobs do mummy / daddy do around the house?</li> <li>Who are your friends? How do they make you feel?</li> <li>What do you do if your friend makes you upset?</li> <li>Can you tell me about a time when you felt angry – what happened to stop you from feeling angry?</li> <li>How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?</li> </ul>
<p>Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.</p>			
<p><b>Key Vocabulary</b>            Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know that everyone's family is different</li> <li>Know that there are lots of different types of families</li> <li>Know that families are founded on belonging, love and care</li> <li>Know how to make a friend</li> <li>Know the characteristics of healthy and safe friends</li> <li>Know that physical contact can be used as a greeting</li> <li>Know about the different people in the school community and how they help</li> <li>Know who to ask for help in the school community</li> </ul>	<ul style="list-style-type: none"> <li>Can express how it feels to be part of a family and to care for family members</li> <li>Can say what being a good friend means</li> <li>Can show skills of friendship</li> <li>Can identify forms of physical contact they prefer</li> <li>Can say no when they receive a touch they don't like</li> <li>Can praise themselves and others</li> <li>Can recognise some of their personal qualities</li> <li>Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li>Who is in our family? Do any of your friends have a family that is different?</li> <li>What does 'being a good friend' mean?</li> <li>Who are you good friends?</li> <li>Who do you / don't you hug?</li> <li>Who can you ask for help at school? (In the class, in the playground, in the hall)</li> <li>Can we share a Calm Me time together?</li> <li>Can we share what we both like best about our family, and what we are grateful for?</li> </ul>
<p>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the learning on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</p>			
<p><b>Key Vocabulary</b>  Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <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 that there are lots of forms of physical contact within a family</li> <li>Know how to stay stop if someone is hurting them</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> <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> </ul>	<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 use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict</li> <li>Can identify the negative feelings associated with keeping a worry secret</li> <li>Can identify the feelings associated with trust</li> <li>Can identify who they trust in their own relationships</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>	<ul style="list-style-type: none"> <li>What's the same / different from our family to your friend's family?</li> <li>What would you do if someone was hurting you at school?</li> <li>Who would you go to for help at school?</li> <li>Why do people fall out with each other?</li> <li>What can you do if you don't agree with your friend?</li> <li>What can you do if you and your friend have had an argument?</li> <li>Can we share what we are grateful for in our family?</li> <li>How does Jigsaw Jo help in your Jigsaw lessons?</li> <li>Can you explain to me what 'Mending Friendships' is about?</li> </ul>
<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 discuss people who can help them if they are worried or scared.</p>			
<p><b>Key Vocabulary</b>  Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, 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, Appreciate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Know that different family members carry out different roles or have different responsibilities within the family</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 some of the skills of friendship, e.g. taking turns, being a good listener</li> <li>Know some strategies for keeping themselves safe online</li> <li>Know how some of the actions and work of people around the world help and influence my life</li> <li>Know that they and all children have rights (UNCRC)</li> <li>Know the lives of children around the world can be different from their own</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the responsibilities they have within their family</li> <li>Can use Solve-it-together in a conflict scenario and find a win-win outcome</li> <li>Know how to access help if they are concerned about anything on social media or the internet</li> <li>Can empathise with people from other countries who may not have a fair job/ less fortunate</li> <li>Understand that they are connected to the global community in many different ways</li> <li>Can identify similarities in children's rights around the world</li> <li>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul>	<ul style="list-style-type: none"> <li>What jobs do I / mummy / daddy do around the house?</li> <li>What makes a good friend?</li> <li>Can you tell me about a time when you were really good at sharing / taking turns / listening?</li> <li>How can you stay safe online? What should our rules be?</li> <li>What would you do if you saw or heard something online that made you feel worried?</li> <li>What rights do children have?</li> <li>How could we use the Solve-it-together technique at home?</li> </ul>
<p>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 cooperation. Children are reminded about the solve-it-together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.</p> <p>Online relationships through gaming and Apps is 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.</p> <p><b>Key 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, Celebrate.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know some reasons why people feel jealousy</li> <li>Know that jealousy can be damaging to relationships</li> <li>Know that loss is a normal part of relationships</li> <li>Know that negative feelings are a normal part of loss</li> <li>Know that memories can support us when we lose a special person or animal</li> <li>Know that change is a natural part of relationships/ friendship</li> <li>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Can identify feelings and emotions that accompany jealousy</li> <li>Can suggest positive strategies for managing jealousy</li> <li>Can identify people who are special to them and express why</li> <li>Can identify the feelings and emotions that accompany loss</li> <li>Can suggest strategies for managing loss</li> <li>Can tell you about someone they no longer see</li> <li>Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about a time when you felt jealous? Did it affect how you behaved?</li> <li>Can we tell each other about the people we love?</li> <li>Do you miss seeing anyone?</li> <li>Who could we make a memory box for?</li> <li>Have you ever fallen out with any of your friends? What happened? How did you resolve it?</li> <li>Do you have any friends that you fall out with a lot?</li> <li>How does Jigsaw Jaz help you learn about friendships?</li> <li>Does Calm Me time help you stay calm?</li> </ul>
<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p> <p><b>Key Vocabulary</b> Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know that a personality is made up of many different characteristics, qualities and attributes</li> <li>Know that belonging to an online community can have positive and negative consequences</li> <li>Know that there are rights and responsibilities in an online community or social network</li> <li>Know that there are rights and responsibilities when playing a game online</li> <li>Know that too much screen time isn't healthy</li> <li>Know how to stay safe when using technology to communicate with friends</li> </ul>	<ul style="list-style-type: none"> <li>Can suggest strategies for building self-esteem of themselves and others</li> <li>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</li> <li>Can suggest strategies for staying safe online/ social media</li> <li>Can say how to report unsafe online / social network activity</li> <li>Can identify when an online game is safe or unsafe</li> <li>Can suggest ways to monitor and reduce screen time</li> <li>Can suggest strategies for managing unhelpful pressures online or in social networks</li> </ul>	<ul style="list-style-type: none"> <li>What online games do you like to play? Who do you play them with?</li> <li>Do you ever talk to people you don't know online?</li> <li>How do you know if people you talk to online are really who they say they are?</li> <li>What would you do if you saw or heard something online that made you feel uncomfortable?</li> <li>How much screen time do you think you should have every day?</li> <li>How shall we spend some special family time?</li> </ul>
<p>Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>			
<p><b>Key Vocabulary</b>            Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know that it is important to take care of their own mental health</li> <li>Know ways that they can take care of their own mental health</li> <li>Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>Know that sometimes people can try to gain power or control them</li> <li>Know some of the dangers of being 'online'</li> <li>Know how to use technology safely and positively to communicate with their friends and family</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>Can help themselves and others when worried about a mental health problem</li> <li>Recognise when they are feeling grief and have strategies to manage them</li> <li>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>Can resist pressure to do something online that might hurt themselves or others</li> <li>Can take responsibility for their own safety and well-being</li> </ul>	<ul style="list-style-type: none"> <li>What is mindfulness?</li> <li>What tips can you give me for taking care of my own mental health?</li> <li>What is the grief cycle? Do you have any tips for dealing with grief?</li> <li>Who do you talk to online? What would you do if they said something that you didn't like?</li> <li>How do you know if a website is genuine?</li> </ul>
<p>In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.</p>			
<p><b>Key Vocabulary</b>            Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.</p>			

### Summer 2 – Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 3-5</b>	<ul style="list-style-type: none"> <li>Know the names and functions of some parts of the body (see vocabulary list)</li> <li>Know that we grow from baby to adult</li> <li>Know who to talk to if they are feeling worried</li> <li>Know that sharing how they feel can help solve a worry</li> <li>Know that remembering happy times can help us move on</li> </ul>	<ul style="list-style-type: none"> <li>Can identify how they have changed from a baby</li> <li>Can say what might change for them they get older</li> <li>Recognise that changing class can illicit happy and/or sad emotions</li> <li>Can say how they feel about changing class/ growing up</li> <li>Can identify positive memories from the past year in school/ home</li> </ul>	<ul style="list-style-type: none"> <li>Which parts of your body do you know the same of?</li> <li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>Can you tell me about a time when you felt really happy?</li> </ul>
<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>			
<p><b>Key Vocabulary</b>            Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories.</p>			

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<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Know that animals including humans have a life cycle</li> <li>Know that changes happen when we grow up</li> <li>Know that people grow up at different rates and that is normal</li> <li>Know the names of male and female private body parts</li> <li>Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know that learning brings about change</li> </ul>	<ul style="list-style-type: none"> <li>Understand and accepts that change is a natural part of getting older</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>Can express why they enjoy learning</li> <li>Can suggest ways to manage change e.g. moving to a new class</li> </ul>	<ul style="list-style-type: none"> <li>What is a life cycle?</li> <li>How will you change as you grow up?</li> <li>Who is the tallest / smallest in your class?</li> <li>Which parts of your body are private?</li> <li>Who is allowed to see your private body parts?</li> <li>What should you do if you don't like the way someone is touching you?</li> <li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>What is the best part about being your age?</li> </ul>
<p>Children are introduced to life cycles e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult e.g. getting taller, learning to walk etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>			
<p><b>Key Vocabulary</b> Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			

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<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Know that life cycles exist in nature</li> <li>Know that aging 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> <li>Know the physical differences between male and female bodies</li> <li>Know the correct names for private body parts</li> <li>Know that private body parts are special and that no one has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know there are different types of touch and that some are acceptable and some are unacceptable</li> </ul>	<ul style="list-style-type: none"> <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 who they would go to for help if worried or scared</li> <li>Can say what types of touch they find comfortable/ uncomfortable</li> <li>Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>Can say what they are looking forward to in the next year</li> </ul>	<ul style="list-style-type: none"> <li>What is a life cycle?</li> <li>How have you changed since you were a baby?</li> <li>How will you change over the next year / 5 years / 20 years?</li> <li>What changes can you / can't you control?</li> <li>Which parts are your private parts?</li> <li>Who is allowed to see them?</li> <li>What would you do if someone was touching you and you didn't like it?</li> <li>Who can you talk to if you ever feel worried or frightened? (at school / at home)</li> <li>What is your favourite part of Jigsaw lessons?</li> </ul>
<p>In this Puzzle children look at 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>			
<p><b>Key Vocabulary</b> Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

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<b>Ages 7-8</b>	<ul style="list-style-type: none"> <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> <li>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>Know some of the outside body changes that happen during puberty</li> <li>Know some of the changes on the inside that happen during puberty</li> </ul>	<ul style="list-style-type: none"> <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 express how they feel about puberty</li> <li>Can say who they can talk to about puberty if they have any worries</li> <li>Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry</li> <li>Can identify changes they are looking forward to in the next year</li> <li>Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up?</li> <li>Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes?</li> <li>Do you have any questions about the changes that are going to happen to you as you grow up?</li> </ul>
<p>This Puzzle (Puzzle) begins with an exploration about babies and what they need to grow and develop including parenting. Children learn 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 is 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>			
<p><b>Key Vocabulary</b> Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

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<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>Know that babies are made by a sperm joining with an ovum</li> <li>Know the names of the different internal and external body parts that are needed to make a baby</li> <li>Know how the female and male body change at puberty</li> <li>Know that personal hygiene is important during puberty and as an adult</li> <li>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>Know that change can bring about a range of different emotions</li> </ul>	<ul style="list-style-type: none"> <li>Can appreciate their own uniqueness and that of others</li> <li>Can express how they feel about having children when they are grown up</li> <li>Can express any concerns they have about puberty</li> <li>Can say who they can talk to about puberty if they are worried</li> <li>Can apply the circle of change model to themselves to have strategies for managing change</li> <li>Have strategies for managing the emotions relating to change</li> </ul>	<ul style="list-style-type: none"> <li>Which of your characteristics did you get from your birth parents?</li> <li>Do you have any questions about the changes that happen to a girl when they grow up?</li> <li>Do you have any questions about how babies are made?</li> <li>How do you feel about the changes that will happen to you as you grow?</li> </ul>
<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>			
<p><b>Key Vocabulary</b> Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Know what perception means and that perceptions can be right or wrong</li> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know that sexual intercourse can lead to conception</li> <li>Know that some people need help to conceive and might use IVF</li> <li>Know that becoming a teenager involves various changes and also brings growing responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Can suggest ways to boost self-esteem of self and others</li> <li>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>Can ask questions about puberty to seek clarification</li> <li>Can express how they feel about having a romantic relationship when they are an adult</li> <li>Can express how they feel about having children when they are an adult</li> <li>Can express how they feel about becoming a teenager</li> <li>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me how you feel about yourself? What can people do if they don't feel great about themselves? Can I share with you how I see you and how I care about you?</li> <li>Do you have any worries about puberty?</li> <li>Do you have any questions about puberty?</li> <li>Do you have any questions that you'd like to ask me about how babies are conceived?</li> <li>What do you think it will be like when you are a teenager?</li> <li>What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now?</li> <li>What do you enjoy about being your age now?</li> </ul>
<p>In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>			
<p><b>Key Vocabulary</b>            Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>Know how being physically attracted to someone changes the nature of the relationship</li> <li>Know the importance of self-esteem and what they can do to develop it</li> <li>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class</li> </ul>	<ul style="list-style-type: none"> <li>Recognise ways they can develop their own self-esteem</li> <li>Can express how they feel about the changes that will happen to them during puberty</li> <li>Recognise how they feel when they reflect on the development and birth of a baby</li> <li>Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> <li>Can celebrate what they like about their own and others' self- image and body-image</li> <li>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	<ul style="list-style-type: none"> <li>Can we talk about the changes that will happen to your body over the next few years?</li> <li>How do you feel about these changes?</li> <li>What does mutual respect mean? Why is that important in a relationship?</li> <li>What are you excited about in secondary school?</li> <li>What are you worried about in secondary school? What can we do with these worries?</li> </ul>
<p>In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>			
<p><b>Key Vocabulary</b>            Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .</p>			