

Relationships and Sex Education Policy Aurora Chaldon School

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Applies to:	Schools
Associated documents:	Curriculum policy PSHE policy Child protection policy
Approved by:	Quality Team
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<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Aims

This policy aims to:

Provide a framework in which sensitive discussions can take place. Through the curriculum we will help prepare children and young people for puberty, and to understand the importance of health and hygiene and sexual development. We will teach the correct vocabulary to describe themselves and their bodies. At Aurora we help our children and young people to develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Legislation and statutory requirements

This Policy fulfils the requirements of:

- › **The Department for Education's** Statutory guidance on relationships education, relationships and sex education (RSE) and health education. [\(RSE\) 2021](#)
- › Section 34 of the [Children and Social work act 2017](#).

3. Scope

This policy applies to all staff, children and young people at Aurora Chaldon School.

4. Roles and responsibilities

4.1 The Site Lead will:

4.1.1 Be responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE.

4.2 Staff will:

4.2.1 Deliver RSE in a sensitive way

4.2.2 Model positive attitudes to RSE

4.2.3 Monitor progress

4.2.4 Respond to the needs of individual pupils

4.2.5 Respond appropriately to young people whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns should discuss them with the Site Lead.

Across the Aurora Surrey Schools the teaching of PSHE and RSE is led by class teachers or class tutors and members of students' consistent teaching team. This ensures that students have safe, secure and trusting relationships that enable them to have open conversations with staff about sensitive topics and concepts.

4.3 The governing board will:

4.3.1 The governing board will hold the headteacher to account for the implementation of this policy.

4.3 Children/young people will:

4.3.1 Engage fully in RSE and, treat others with respect and sensitivity, when discussing related issues.

5. Definitions

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – via ongoing quality assurance and curriculum review
- Staff consultation – via curriculum meetings
- Parent consultation - via letter and invites to parental discussion
- Pupil consultation - via school council and prior to topic coverage
- Ratification - at first governance meeting of the academic year

7. Curriculum

7.1 Primary pupils follow Jigsaw, the mindful approach to PSHE. The programme consists of 6 half-term units.

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Aspects of RSE are embedded within these units, with 'Changing Me' having an explicit RSE focus. Students will be taught appropriate to their developmental stage and their needs, as opposed to just their age. The knowledge organisers provide teachers with a framework which enables them to ensure lessons are pitched appropriately and any gaps in learning are identified and addressed. Content is taught by the class/year teachers. Teaching teams do not teach beyond the remit of the of the unit. If questions are asked that the teacher feels are

inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

7.2 Within KS3 and KS4, RSE will be delivered as part of PSHE, by Form Tutors. RSE is embedded within the PSHE offer and the PSHE curriculum. Aurora Chaldon School has adopted the SWEET Personal Growth and Wellbeing BTEC at Level 1 and 2. The unit award structure allows the curriculum to be meaningfully sequenced while providing staff with the resources to deliver individualised intervention for students should the need arise following a specific incident or change in circumstances.

RSE will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, and foster parents/carers amongst other structures). Along with reflecting sensitively that some children may have a different structure of support around them (for example, looked after children or young carers).

7.3 Like all curriculum areas, RSE is further personalised and supported through 1 to 1 intervention, which focuses on student concerns and anxieties and takes into account their conceptual capacities. Parent involvement is crucial and parents are kept informed through pre-delivery information sharing and weekly phone calls and updates.

8. Delivery of RSE

RSE is delivered as a taught program through PSHE and through appropriate science modules at GCSE and Entry Level. The emphasis of the whole school curriculum is on acknowledging difference and diversity, celebrating uniqueness and tolerance for views and lifestyles that are different than our own.

Students are taught about relationships within the context of their own families and family life, taking care to acknowledge that families come in a range of combinations and that there is no 'right' family structure.

For our Primary students, Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

For our Secondary students, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media

- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

9. Safeguarding and child protection

At Aurora Chaldon School we are aware that discussion with children and young people during RSE lessons, may lead to a disclosure. If this happens, we will follow the procedures described in our Child Protection Policy. Ensuring that the needs of the child/young person are met sensitively and in a timely manner are paramount to everything that we believe in.

10. Parents right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

To opt a child/young person out of RSE lessons, complete Appendix 3 and return it to the Head of School who will then arrange a meeting to discuss your request with you.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Head of School may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

This policy will be reviewed annually by Head of School and Principal.

Appendix 1: Primary PSHE Curriculum Overview including RSE

Being Me in My World

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily 	<ul style="list-style-type: none"> Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting 	<ul style="list-style-type: none"> What does it feel like to belong? What's special about you? How do people show they are happy or sad? What sort of things can you do to be kind? How do you play nicely with other children? How are you different from someone else (e.g. Mummy, Daddy, brother, sister, a friend)? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom 	<ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<ul style="list-style-type: none"> What do you do in class to help other children? What do you do to help your teacher? What does it feel like to be safe? Can you tell me something you were really proud of? How did it make you feel 'inside'? What sort of things does your teacher say or do when they are pleased? What choices can you make to be helpful and kind in school and at home? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed,.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others 	<ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively 	<ul style="list-style-type: none"> What are you looking forward to this year? Are you worried about anything that might happen this year? Can you tell me some good (positive) choices a person can make in school? How do you show you are a good listener? What do you do to get on with other children? If you're worried about something, who can you ask for help in school and at home? How does your teacher reward/praise children who make positive/helpful choices? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of values 	<ul style="list-style-type: none"> Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively 	<ul style="list-style-type: none"> What would your 'nightmare school' look, sound and feel like? What would your 'dream school' look, sound and feel like? What are emotions? Can you name some different ones? Can you give some examples of positive (helpful) choices that could lead to a reward? Why is making someone feel welcome an important skill? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Group Dynamics, Team Work, View Point, Ideal School, Belong.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community 	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> What makes an effective class team? How do all the different people in school work together so that it runs well? Does everyone have a role in school? Do you have choices about how to behave? How do rules, rewards and consequences help with this? What do you think democracy is? Can you give an example? What skills do you have that can help a team work well together? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know how to face new challenges positively Understand how to set personal goals Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> What makes an effective class team? How do all the different people in school work together so that it runs well? Does everyone have a role in school? Do you have choices about how to behave? How do rules, rewards and consequences help with this? What do you think democracy is? Can you give an example? What skills do you have that can help a team work well together? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Challenge, Attitude, Citizen, Views, Opinion, Collaboration, Collective Decision, Opportunities, Vision, Empathise, Refugee, Persecution, Asylum, Migrant, Conflict, Cooperation, Participation.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> Know how to set goals for the year ahead Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process 	<ul style="list-style-type: none"> Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive role-model Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions 	<ul style="list-style-type: none"> How does your teacher use the Jigsaw Chime to teach you mindfulness? Why is mindfulness (the chime) helpful to you? What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons? Does your teacher use Pause Points? What happens with these? Why do you think they are helpful? What are some of your hopes and dreams? What are some of the Universal Rights that all children share across the world? What have you learnt about children's lives in other parts of the world? What do you think and feel about this? Are your wants and needs similar or different from other children in the world? Why do we have laws in this country? What is a role model? Can you think of some good examples?
<p>In this Puzzle (unit) the children discuss their year ahead, they learn 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>New key vocabulary that may be introduced: Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Empathise, Obstacles, Legal, Illegal, Lawful, Laws, Motivation.</p>			

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 11-12	<ul style="list-style-type: none"> Know that my identity (including online identity) is affected by a range of external and internal factors Know what my own personal strengths, achievements and areas for development are Know that other people see me in different ways and I can give and receive feedback Know that other people can feel the same range of emotions as me, and might not respond in the same way as me to similar situations Can better understand my own identity and what is important to me 	<ul style="list-style-type: none"> Identify my own strengths and feel positive about them Reflect on how I am a unique individual, and can think about and appreciate myself on many different levels Be able to make sense of what has happened in my own life and understand how my own history has shaped how I see myself and how I feel and react to different situations Can reflect on what is important for myself and what I can expect from myself Able to find an appropriate level of independence from others while maintaining positive relationships Know that I have choices about how I allow other people to influence how I see myself 	<ul style="list-style-type: none"> How can you tell what someone is like? What things make a person who they are? What do you think your personal strengths are? Do you think other people would say the same things? What do you think is the same/different about you and your friends? What kind of things are important to you? What do you want to improve or do better at? How do you think you are connected to the rest of the world? When does receiving feedback feel OK, and when not OK? How do you feel about giving and receiving feedback with different kinds of people? (Friends? Teachers? Other adults?) What do we need to remember when giving and receiving feedback? Do we all have the same responses to the same situations? Do all people see you in the same way? What influences how people see you? What kind of life experiences make you different to your friends or people in our family? Are you looking forward to the rest of the school year? What do you think that the future holds for you?
<p>In this Puzzle, the children will be considering their own identity and the different things that may influence how they see themselves as well as how others see them. They will identify their own strengths and weaknesses and what it is that makes them unique, as well as how they are different from their friends and families. They will compare their own identities with other people's and consider how past experience and future aspirations affect different people's identities, how they view themselves and how they see and react to the world around them. Pupils will explore how they fit in with different groups locally and globally. Through discussing different identities and experiences, they will learn about ways to keep their independence of thought and action in different situations and relationships, whilst maintaining friendships and respect for others who may see things differently to themselves. There will be opportunities to consider the different expectations that people have of themselves and others and reflect on which of these are fair.</p> <p>New key vocabulary that may be introduced: Qualities, Symbolise, Physical, Personality, Value, Priorities, Influence, Internal, External, Global, Influence, Judgement, Feedback, Expectation, Personal identity, Reflection.</p>			

Celebrating Difference

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship 	<ul style="list-style-type: none"> Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry 	<ul style="list-style-type: none"> Can you say how you are different from a friend? Can you say how you are the same as a friend? What makes a family? What makes you proud? What are you good at doing? Are all families the same? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it? Shall we share a Calm Me time?
<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>New key vocabulary that may be introduced: Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, Unique</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different 	<ul style="list-style-type: none"> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> Can you say how you are different from a friend? Can you say how you are the same as a friend? What can you do to make a friend? How can you tell when someone is feeling sad, angry or upset? If someone is making you feel sad or upset what can you do about it? Can you show me how to do Calm Me time?
<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>New key vocabulary that may be introduced: Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying 	<ul style="list-style-type: none"> Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique 	<ul style="list-style-type: none"> What is bullying? Do all boys have to be the same, and all girls have to be the same? How do you feel about this? Are stereotypes fair? Can a person be friends with someone who is different from them? Can we choose how we treat other people? Can being different be used as a reason for bullying? How do you feel about that? If you were worried about bullying what could you do? Does Calm Me time help you feel peaceful?
<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>New key vocabulary that may be introduced: Boys, Girls, Assumptions, Stereotypes, Special, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Value.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships 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 Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> Be able to show appreciation for their families, parents and carers Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied Employ skills to support someone who is bullied Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> What is the 'Solve it together' technique? How can it help solve a disagreement between two people? What is a bystander in a bullying situation? (A bystander is a witness not directly involved). How could a bystander make a bullying situation worse or better? What types of bullying do you know about? Where can someone get help if they were being bullied or witnessed bullying? How does it feel to give and receive a compliment? Can you explain how Calm Me time makes you feel?
<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>New key vocabulary that may be introduced: Family, Loving, Caring, Safe, Connected, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Tell, Consequences, Hurtful, Compliment.</p>			

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

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world 	<ul style="list-style-type: none"> Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own 	<ul style="list-style-type: none"> What is our culture? Can people with different cultures be friends? How can differences in culture cause conflict? What is racism? Why is racism unfair? What are your feelings about racism? How can bullying affect how a person feels about themselves? Is this fair? Is money more important than happiness? What can we do to help people who are less fortunate than us? Can you show me how to do a Calm me time?
<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>New key vocabulary that may be introduced: Culture, Conflict, Belong, Racism, Colour, Race, Discrimination, Bullying, Rumour, Name-calling, Racist, Banter, Homophobic, Cyber bullying, Texting, Indirect, Direct, Developing World.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> Know that there are different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict 	<ul style="list-style-type: none"> Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy 	<ul style="list-style-type: none"> What is prejudice and discrimination. Can you give an example? Why is there an Equality Act in the UK? Who do you think it should protect and why? What role does power play in a bullying situation? Who has the power and why? Why do some people choose to bully? Can difference be a source of celebration? Can you give an example? Does having Pause Points during lessons help you concentrate? How does being able to do Calm me time help you regulate your emotions?
<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>New key vocabulary that may be introduced: Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diverse, Stereotype, Individuality, Equality, Fairness, Banter, Identity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying behaviour, Argument, Para-Olympian, Achievement, Accolade, Perseverance, Admiration, Stamina.</p>			

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 11-12	<ul style="list-style-type: none"> Know about the wide range of roles in society and the variety of individuals that operate within them Know what stereotyping means and its potential impact Know that positive and negative discrimination can take different forms and how it can affect people's lives Know how to challenge prejudice and discrimination assertively Know how to challenge my own and others' attitudes and values, and accept difference in others Recognise how others see me and be able to give and receive feedback Know when others are being excluded and how I might help to change the situation so they are included (if they want to be) Think 'outside the box' and able to look beyond obvious messages we see and hear 	<ul style="list-style-type: none"> Identify what is important for me and what I expect from myself Be assertive when appropriate Understand that I have choices in how I allow others to influence me Can take others' thoughts and feelings into account in how I manage my relationships Able to see the world from other people's points of view and take account of their intentions, preferences and beliefs Understand the impact bullying, prejudice and discrimination can have on those involved, and can use appropriate strategies to alleviate this and support those involved I am confident about where and how to get help if I am on the receiving end of bullying, prejudice or discrimination (local and national sources of help) I treat others as they wish to be treated 	<ul style="list-style-type: none"> Can you tell me what we mean by prejudice? Where might prejudiced beliefs and attitudes have come from? Who or what influences how people see others? What tools do you need to speak up for yourself? How might stereotypes have changed over the years? Why do they matter? How could you challenge stereotypes? Can you give me an example of discrimination that you know about? Why is it important to understand what is and isn't bullying? Do you think people who are bullies can change? What are your options if you were being bullied at school? At home? Online? Do you think people always realise when they are excluding others? How does it feel to be included in a group? Is it always possible to include everyone? Do you think everyone should always be treated in exactly the same way?
<p>In this Puzzle, pupils explore what is meant by discrimination, considering why it may happen and how it can affect themselves and others. The class consider how they would like to be treated by others and how it is important to take others' feelings and circumstances into account. Pupils practice assertiveness skills in given scenarios. They look at why positive and negative discrimination may take place, and the strategies they could use to challenge this and/or offer support to those involved. Pupils consider influences such as personal belief, stereotypes, the impact of the media, societal and cultural factors on prejudice and discrimination. They use these ideas to develop arguments and strategies to support their own viewpoints and develop a better understanding of how they may be able to recognise and challenge discrimination.</p>			
<p>New key vocabulary that may be introduced: Assertive, Passive, Aggressive, 'Win-win', Influence, Opinion, Belief, Attitude, Stereotypes, Human rights, Prejudice, Discrimination, Bullying.</p>			

Dreams and Goals

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal 	<ul style="list-style-type: none"> Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success 	<ul style="list-style-type: none"> What is a challenge? How does it feel when you think you can't do something? What job would you like when you are older? What goals have you set? Why is it important to keep trying? Tell me about a time when something was hard but you kept trying. How do you like to celebrate when you achieve something? How can we celebrate together? How does Jigsaw Jenie help you in lessons? Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved 	<ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> What goals have you set at school? What goal would you like to set for home? What do you need to do achieve your goal? How do you feel when something is difficult? How do you feel when you have achieved a goal? How can we celebrate your achievements together? How does Jigsaw Jack help you in lessons? Can you tell me about Calm Me time?
<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>New key vocabulary that may be introduced: Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people 	<ul style="list-style-type: none"> Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling 	<ul style="list-style-type: none"> What goals have you set at school? What goal would you like to set for home? What do you need to do to achieve your goal? How do you feel when something is difficult? How do you feel when you have achieved a goal? How do you like to celebrate when you achieve something you are proud of? How can we celebrate each other's achievements at home? Does Jigsaw Jo help you learn? Do you have Pause Points with Jigsaw Jerrie Cat? Do these help you?
<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>New key vocabulary that may be introduced: Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know how to evaluate their own learning progress and identify how it can be better next time 	<ul style="list-style-type: none"> Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> Can you tell me about someone who overcame an obstacle to achieve their goal. What ambition is important to you? What can you do if something is difficult? How does it feel to be stuck? How can I help you to achieve your goal? What might it feel like when you achieve your goal? Describe how it felt when you achieved your goal? How can you use this feeling the next time you are stuck? How does Jigsaw Jino help your Jigsaw work? Do you enjoy Calm Me time?
<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>New key vocabulary that may be introduced: Co-operation, motivated, enthusiastic, excited, efficient, responsible, frustration, 'solve it together' technique, solutions, review, evaluate respect, admire, ambition.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group 	<ul style="list-style-type: none"> Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> What are your hopes and dreams? Can you tell me about a time that one of your dreams didn't come true? What can we do when we feel disappointed? What is resilience? Describe how it felt when you achieved your goal? Can I tell you what my dreams and goals were when I was your age? How can you use this feeling the next time you are stuck? Does Calm Me time help you when you are feeling stuck? How does Jigsaw Jaz help you learn?
<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>New key vocabulary that may be introduced: Hope, determination, resilience, positive attitude, disappointment, fears, positive experiences, plans, cope, help, self-belief, commitment.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know that they will need money to help them to achieve some of their dreams Know about a range of jobs that are carried out by people I know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad 	<ul style="list-style-type: none"> Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others 	<ul style="list-style-type: none"> What are your dreams and goals? Why might you need money to help you achieve your dreams and goals? What jobs are you interested in doing when you are a grown-up? Tell me about the hopes and dreams of someone from a different culture? What are the similarities and differences from your own? Shall I share with you what my dreams and goals were when I was at school? What are the differences and similarities between you and someone from a different culture? How does Jigsaw Jerrie Cat help you pause and reflect? Does Calm Me time have a positive effect on you?
<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 as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>			
<p>New key vocabulary that may be introduced: Lifestyle, job, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support, rallying, difference.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them 	<ul style="list-style-type: none"> Understand why it is important to stretch the boundaries of their current learning Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements 	<ul style="list-style-type: none"> What are your learning strengths? What goal have you set at school? What goal have you set for home? How can I help you achieve your goals? What problems in the world are you worried about? Is there anything we can do to help? What do you think your classmates admire and like about you? What do you think your family admire and like about you? What do you admire about other people? Do you have any role models? Does calm Me time help you regulate your emotions?
<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>New key vocabulary that may be introduced: Personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, compliment, recognition.</p>			

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 11-12	<ul style="list-style-type: none"> Know what my dreams and goals are Know the steps I need to take to achieve my dreams and goals Know that, as my life changes, my dreams and goals may change too Can make a plan and adapt it when necessary Know how to use my experiences, including my mistakes and setbacks, to make appropriate changes to my plans and behaviour Know that there are intrinsic and extrinsic rewards and different types of motivation (coercive and positive) associated with different dreams and goals I recognise the commitment required to achieve my dreams and goals 	<ul style="list-style-type: none"> Able to take responsibility for my life, and believe that I can influence what happens to me Can discuss and set goals and challenges for myself Can break a long-term goal into small, achievable steps Can monitor and evaluate my own performance Reflect on any barriers to achieving a goal and identify how I am going to overcome them Recognise when I should feel pleased with, and proud of, myself and can accept praise from others Make wise choices where I look to long-term rather than short-term benefits and can delay gratification Have a range of strategies for helping me to feel and remain optimistic, approaching new tasks in a positive frame of mind 	<ul style="list-style-type: none"> What is your dream job and why? What skills do you already have that might help you get the job/career that you want? How do you feel about trying things that might go wrong? What skills would you like to improve? How do you celebrate achieving your dreams and goals? What do some people do when things go wrong? Is it helpful? What's another solution? What work skills do you think people need to be successful? What is most important to you? How do people measure success? How do you think we should measure success? What is delayed gratification? Do you think your dreams and goals would be different if we lived in another country? How can you remind yourself to not give up, even when things are difficult? How could you make a positive impact in our community? How can that help you with your dreams and goals?
<p>In this Puzzle, pupils consider the skills needed for 21st Century employment and delve deeper into their own skill set and consider how to improve it. They consider what they have already achieved, what their goals and dreams may be, and how they can plan for success in the short and long term. Pupils explore what motivates us to keep focussed and what intrinsic and extrinsic rewards there may be for them. They plan the steps they may need to take to achieve their goals, identifying possible obstacles and developing strategies they may need to overcome these and remain positive. Pupils reflect on the 'blame' culture and why personal responsibility and optimism is strongly linked to successful outcomes. Failure is also discussed from a positive angle, and pupils discuss ways of moving forwards and celebrating success.</p>			
<p>New key vocabulary that may be introduced: Coping strategy, barriers, setback, delayed gratification, benefits, coercive/positive motivation, intrinsic/extrinsic reward, setbacks, strategies, optimism, taking responsibility, locus of control.</p>			

Healthy Me

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers 	<ul style="list-style-type: none"> Recognise how exercise makes them feel Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them 	<ul style="list-style-type: none"> Can you tell me which parts of the body you know the names for What do we need to do to be healthy? What food do we eat that is healthy? What can you do to help yourself get to sleep? What would you do if a stranger approached you? (discuss a few different locations, park, shop etc) How does Jigsaw Jenie help you at school? Shall we share a Calm Me time
<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 safe adults and what they should do if approached by someone they don't know.</p>			
<p>New key vocabulary that may be introduced: Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Heart, Active, Wash, Clean, Safe adult, Scared, Trust.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe 	<ul style="list-style-type: none"> Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy 	<ul style="list-style-type: none"> Can you give me an example of a healthy / unhealthy choice? How do you feel when you make a healthy choice? Can you tell me something that is special about you? Can I tell you something I think is special about you? What can you do when you feel poorly? Can you talk about a time when you felt frightened? Who can you ask for help when you feel frightened? How does Jigsaw Jerrie Cat help you to pause in lessons?
<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>New key vocabulary that may be introduced: Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, 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
Ages 6-7	<ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies Know which foods given their bodies energy 	<ul style="list-style-type: none"> Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Express how it feels to share healthy food with their friends 	<ul style="list-style-type: none"> What does your body need to stay healthy? What does relaxed mean? What makes you feel relaxed / stressed? What types of medicine have I given you? What are they for? What healthy snack shall we make and eat together? What snacks could you eat before exercise? How can Calm Me time help you stay healthy?
<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>New key vocabulary that may be introduced: Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Dangerous, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.</p>			

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

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and vaping and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink alcohol Know ways to resist when people are putting pressure on them Know what they think is right and wrong 	<ul style="list-style-type: none"> Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and know-how to be assertive 	<ul style="list-style-type: none"> Who are your friends? How do they make you feel? Which groups do you spend time with? How do you feel when you are with the different groups? Can you tell me about a time when you were the leader / follower in the group? How can smoking affect people's health? How can drinking affect people's health? 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? How can you build your inner strength? Does Calm me time help you feel stronger inside?
<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 vaping 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>New key vocabulary that may be introduced: Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Vaping, Pressure, Peers, Guilt, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Opinion.</p>			

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know the health risks of smoking and vaping Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know that messages we receive about food come from different places and that these can affect people's attitude to foods. Know what makes a healthy lifestyle 	<ul style="list-style-type: none"> Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy 	<ul style="list-style-type: none"> What are the risks of smoking / misusing alcohol? What emergency procedures have you learnt? How do you contact the police / ambulance service / fire department? Why do people have different attitudes to what is and is not healthy food? Can you tell me about a time when someone tried to make you do something you didn't want to? 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? What do you enjoy about how we try to keep healthy in our family? Are there ways we could be healthier? Does Calm Me time help you to stay calm?
<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 negative body image pressures and the importance of making informed decisions about food and exercise.</p>			
<p>New key vocabulary that may be introduced: Choices, Healthy behaviour, Less healthy behaviour, Informed decision, Media, Influence, Emergency Procedure, Recovery position, Calm, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Respect, Debate, Fact, Motivation.</p>			

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

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 11-12	<ul style="list-style-type: none"> Know health can be affected by emotions Know a range of ways to keep myself well and happy Can recognise when I feel stressed and the triggers associated with this Know about different substances and the effects they have on the body and why some people use them Know about the positive impact of good nutrition on my body and mind Know about the role of vaccinations and can explain differing views on this Know what influences my choices about exercise and sleep Know a range of factors I can use to help me sleep well 	<ul style="list-style-type: none"> Can identify what makes me feel good and know how to enjoy myself in ways that are not damaging to myself and others Understand that the way I think affects the way I feel, and that the way I feel can affect the way I think Appreciate that how I express my feelings can have a significant impact both on other people and on what happens to me Can reflect on how my thoughts and feelings influence my behaviour Believe that I can influence what happens to me and make responsible choices Recognise that decisions about my health depend on my having access to accurate information 	<ul style="list-style-type: none"> What is mindfulness? How is it helpful to you? What do you do to keep you healthy? When do you find it hard to make healthy choices? What does food give your body? Can you think of anything in food that is not useful for it? Which part of your body is do you think happiness comes from? What good strategies can you use to help when you are dealing with difficult emotions e.g. when you are feeling lonely or upset? Will healthy choices always stop you from getting ill? What is the difference between a medicine and an illegal drug? How do you know what medicines are good to take? What can make risky decision making harder? What can you say or do if you feel pressured into doing something you know is not the right thing? How much can you prepare for tricky situations? What happens to you if you don't get enough sleep? What kinds of things help you to get to sleep? What makes you stressed? What happens to your body when you are feeling stressed? What are you doing to make sure your body has the best chance of growing healthily? Do you think it is better to vaccinate against disease or to treat disease?
<p>In this Puzzle, personal choice in relation to health choices is expanded upon. Students discuss the need for accurate information when making decisions about their health and safety. They learn more about the damaging effects of some substances including cannabis and heroin. They also consider how mental health is linked with physical health and diet, and how this influences behaviour. They learn about a range of strategies to help them manage their emotional wellbeing, especially in relation to pressure, stress and anxiety. Safe use of over-the-counter medication is revisited in more depth and students also learn about vaccinations. A lesson on sleep deprivation allows children to understand how sleep affects both physical and emotional health and how this can influence choice.</p>			
<p>New key vocabulary that may be introduced: Positivity, Choice, Strategies, Serotonin, Stress, Homeostasis, Substances, Prevalence, Balance, Energy, Nutrients, Vaccination, Over-the-counter medication, Communicable disease, Sleep disruption, Triggers, Emotions.</p>			

Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry 	<ul style="list-style-type: none"> Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> Who is in your family? What jobs do mummy / daddy do around the house? Who are your friends? How do they make you feel? What do you do if your friend makes you upset? Can you tell me about a time when you felt angry – what happened to stop you from feeling angry? How does Jigsaw Jenie or Jigsaw Jerrie Cat help you stay calm?
<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>Key vocabulary that may be introduced 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
Ages 5-6	<ul style="list-style-type: none"> Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community 	<ul style="list-style-type: none"> Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> Who is in our family? Do any of your friends have a family that is different? What does 'being a good friend' mean? Who are you good friends? Who do you / don't you hug? Who can you ask for help at school? (In the class, in the playground, in the hall) Can we share a Calm Me time together? Can we share what we both like best about our family, and what we are grateful for?
<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>Key vocabulary that may be introduced 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
Ages 6-7	<ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is 	<ul style="list-style-type: none"> Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> What's the same / different from our family to your friend's family? What would you do if someone was hurting you at school? Who would you go to for help at school? Why do people fall out with each other? What can you do if you don't agree with your friend? What can you do if you and your friend have had an argument? Can we share what we are grateful for in our family? How does Jigsaw Jo help in your Jigsaw lessons? Can you explain to me what 'Mending Friendships' is about?
<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 being unkind. The children also discuss people who can help them if they are worried or scared.</p>			
<p>Key vocabulary that may be introduced Similarities, Differences, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Surprise, Good secret, Worry secret, Telling, Adult, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments.</p>			

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

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know some reasons why people feel jealous Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> Can you tell me about a time when you felt jealous? Did it affect how you behaved? Can we tell each other about the people we love? Do you miss seeing anyone? Who could we make a memory box for? Have you ever fallen out with any of your friends? What happened? How did you resolve it? Do you have any friends that you fall out with a lot? How does Jigsaw Jaz help you learn about friendships? Does Calm Me time help you stay calm?
<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>Key vocabulary that may be introduced Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Attraction.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends 	<ul style="list-style-type: none"> Can suggest strategies for building self-esteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks 	<ul style="list-style-type: none"> What online games do you like to play? Who do you play them with? Do you ever talk to people you don't know online? How do you know if people you talk to online are really who they say they are? What would you do if you saw or heard something online that made you feel uncomfortable? How much screen time do you think you should have every day? How shall we spend some special family time?
<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>Key vocabulary that may be introduced Personal qualities, Attributes, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Age-restriction, Online community, Risky, Safe, Unsafe, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, 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
Ages 10-11	<ul style="list-style-type: none"> Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family 	<ul style="list-style-type: none"> Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being 	<ul style="list-style-type: none"> What is mindfulness? What tips can you give me for taking care of my own mental health? What is the grief cycle? Do you have any tips for dealing with grief? Who do you talk to online? What would you do if they said something that you didn't like? How do you know if a website is genuine?
<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>Key vocabulary that may be introduced Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-care, Emotions, Feelings, Loss, Grief, Shock, Hopelessness, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Script, Assertive, Self-control, Real / fake, True / untrue, Judgement, Technology, Cyber-bullying, Abuse, Safety.</p>			

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 11-12	<ul style="list-style-type: none"> Know the characteristics and benefits of positive, strong, supportive, equal relationships Know that the support we need may come from different sources as we grow and change Know the value of different qualities that people bring to social groups Know that media portrayal of relationships and choices may not reflect real life Recognise when to use assertiveness techniques in some of my relationships Recognise the roles that are played in many families and understand the role that I play Know that changes take place in families, including loss, separation, divorce and bereavement 	<ul style="list-style-type: none"> Can describe the range of positive qualities people bring to relationships Understand that the way I think affects the way I feel, and that the way I feel can affect the way I think, and know that my thoughts and feelings influence my behaviour Achieve an appropriate level of independence from others, where I follow my own course whilst maintaining positive relationships with others Reflect on how my emotions and feelings can change regularly and how others can all feel the same range of emotions Understand that people do not always respond in the same way to similar situations, and they may express their feelings in different ways Recognise authenticity in relationships Understand that a 'win-win' situation can be the best outcome for all Be assertive when appropriate Understand my rights and responsibilities as an individual who belongs to many different social groups. Understand the feelings associated with my role in my family 	<ul style="list-style-type: none"> How can mindfulness help you with your relationships with others? Can you think of a time when things outside your control affected the way you behaved in a friendship? Did you learn anything that might help you in the future? Who are you connected to? Are you connected in the same way? How do you think your relationships with your family change as you get older? What about with your friends? How do you feel about this? What are you looking forward to as you become more independent? What qualities do you bring to your relationships? What qualities do you value in your friends and family? Who can you talk to if you are having problems in one of your relationships? Why do you need to be careful with what you see and read online? How could you help other people understand if something was authentic/true or not? What could you do to ensure a 'win-win' situation? What can you do when things change in a relationship?
<p>In this Puzzle, children explore the different types of relationships they have with different people, and consider the qualities that they and others bring to these. They reflect on how their relationships with different friends and family members may change as they grow and how their emotions and experiences can affect how they manage different situations. They will explore different ways that their own feelings may change and how this could affect them. The Puzzle also explores when it is good to be assertive, and how they can express their feelings in a way that is constructive and reflects their role and/or responsibilities as they grow. Online relationships are also discussed, and how it is important to be discerning when looking at any content online.</p> <p>Key vocabulary that may be introduced Equality, Qualities, Independence, Relationship factors, Hierarchy, Choice, Authenticity, Media portrayal, Discernment, Perceptive, Reality, Assertiveness, 'Win-win' situation, Compromise, Consent, Change, Disruption.</p>			

Changing Me

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 3-5	<ul style="list-style-type: none"> Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on 	<ul style="list-style-type: none"> Can identify how they have changed from a baby Can say what might change for them as they get older Recognise that changing class can elicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify positive memories from the past year in school/ home 	<ul style="list-style-type: none"> Which parts of your body do you know the name of? Who can you talk to if you ever feel worried or frightened? (at school / at home) Can you tell me about a time when you felt really happy?
<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>Key vocabulary that may be introduced Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories, Healthy, Grow.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 5-6	<ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change 	<ul style="list-style-type: none"> Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class 	<ul style="list-style-type: none"> What is a life cycle? How will you change as you grow up? Who is the tallest / smallest in your class? Which parts of your body are private? Who is allowed to see your private body parts? What should you do if you don't like the way someone is touching you? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is the best part about being your age?
<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 that they might use if talking to a doctor or a nurse. (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 or making them feel uncomfortable.</p> <p>Key vocabulary that may be introduced Changes, Life cycles, Baby, Adult, Growing up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable 	<ul style="list-style-type: none"> Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> What is a life cycle? How have you changed since you were a baby? How will you change over the next year / 5 years / 20 years? What changes can you / can't you control? Which parts are your private parts? Who is allowed to see them? What would you do if someone was touching you and you didn't like it? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is your favourite part of Jigsaw lessons?
<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>Key vocabulary that may be introduced Control, Life cycle, Adult, Fully grown, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Excited, Nervous, Anxious, Happy.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> Know that in animals and humans lots of changes happen between conception and growing up Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty 	<ul style="list-style-type: none"> Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about 	<ul style="list-style-type: none"> Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? 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? Do you have any questions about the changes that are going to happen to you as you grow up?
<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 the female mammals (including humans) that carry 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 fertilised 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>Key vocabulary that may be introduced Birth, Animals, Babies, Mother, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Cope, Puberty, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Breasts, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions 	<ul style="list-style-type: none"> Can appreciate their own uniqueness and that of others Can express how they feel about having children when they are grown up Can express any concerns they have about puberty Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change 	<ul style="list-style-type: none"> Which of your characteristics did you get from your birth parents? Do you have any questions about the changes that happen to a girl when they grow up? Do you have any questions about how babies are made? How do you feel about the changes that will happen to you as you grow?
<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 may be 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>Key vocabulary that may be introduced Personal, Unique, Characteristics, Parents, Sperm, Gene, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Tampons, Hormones, Fallopian tube, Periods, Menstrual cycle, Period pants/pads, Seasons, Control, Emotions, Acceptance.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 9-10	<ul style="list-style-type: none"> Know that our self-image is important to our mental well-being, and that there are things we can do to affirm this Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility 	<ul style="list-style-type: none"> Can celebrate what they like about their own and others' self-image and body-image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult 	<ul style="list-style-type: none"> 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? Do you have any worries about puberty? Do you have any questions about puberty? Do you have any questions that you'd like to ask me about how babies are conceived? What do you think it will be like when you are a teenager? 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? What do you enjoy about being your age now?
<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 (if taught). 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>Key vocabulary that may be introduced Body-image, Self-image, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Vagina, Vulva, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Broader, Sperm, Semen, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Fertility treatment, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Consent, Responsible, Teenager, Manage, Milestones.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 10-11	<ul style="list-style-type: none"> Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it 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 	<ul style="list-style-type: none"> Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Recognise how they feel when they reflect on the development and birth of a baby 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 Can celebrate what they like about their own and others' self-image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school 	<ul style="list-style-type: none"> Can we talk about the changes that will happen to your body over the next few years? How do you feel about these changes? What does mutual respect mean? Why is that important in a relationship? What are you excited about in secondary school? What are you worried about in secondary school? What can we do with these worries?
<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>Key vocabulary that may be introduced/repeated Body-image, Self-image, Characteristics, Looks, Personality, Perception, Real-self, Assertive, Comparison, Negative body-talk, Mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Sperm, Semen, 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, Midwife, Labour, Menstruation, Products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Opportunities, Freedoms, Responsibilities, Attraction, Relationship, Love, Sexting, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Excitement.</p>			

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 11-12	<ul style="list-style-type: none"> Know how my body changes in puberty Know that I have my own image of myself and that may be different to how others see me Know that changing circumstances have an impact on families and we sometimes need to adapt to these Know that I have the right to change my mind Know some ways that my brain is starting to change as get older Know that I might experience different moods as I grow and change Know that I have some skills that will help me manage transitions in my life. 	<ul style="list-style-type: none"> Express how I feel about the changes that happen during puberty Be confident with my own self-image Use my experiences, including mistakes and setbacks, to make appropriate changes to my plans and behaviour Have some strategies for self-regulation Use coping strategies to support myself and others during changing circumstances Be able to give support to others who are experiencing personal problems Prepare myself emotionally for the next school year 	<ul style="list-style-type: none"> Have you heard any myths about puberty? Where do you think they came from? What kind of things have you learnt about puberty in the classroom? Have you got any more questions that you would like to ask? How do you feel about puberty and change? Do books and magazines give a real picture of what it is like to grow up? What kind of things might affect how people change in their teenage years? Why do you think some people want to change how they look? Do you know what things are signs that your brain is changing and growing? How can you take charge of your moods? How could you use the mindfulness techniques that you have been learning in Jigsaw lessons to help? What can you do now that you do now that you weren't able to do when you were in P6?
<p>In this Puzzle, pupils explore the kinds of changes that may happen to themselves and those around them as they get older. There is a lesson recapping on what happens to the body physically in puberty, and then they learn more about how their brains change, and consider how this may affect their emotions and behaviour. Pupils learn what influences these changes and develop strategies for self-regulation as well as exploring other sources of support. Self-image is revisited, and how this may change as we get older. This Puzzle also gives pupils the time to consider other external changes in the lives of themselves and others that they cannot control (such as changes in their family, moving house, moving to a new school etc.) and how they can use and develop different strategies and skills that they already have to prepare for these and move forwards positively.</p> <p>Key vocabulary that may be introduced Change, Puberty, Truth, Myth, Image, Traits, Characteristics, Self-image, Influence, Changes, Circumstance, Mind, Brain, Adolescent /Adolescence, Maturity, Stimulated, Impulse, Emotion, Mood, Factors, Mindset, Hormones, Memory, Reflect, Planning, Self-regulation.</p>			

Appendix 2: Secondary RSE Curriculum Overview

Book 1: Fitter, Healthier, Happier

Key Stage: 3/4

Title of book: Fitter, Healthier, Happier

Unit title: (L1) Improving Physical Health and Wellbeing

(L2) Maintaining Physical Health and Wellbeing

Unit and title	level	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Suggested Homework	Number of guided learning hours
Book 1	Level 1	Explain factors that influence physical health and wellbeing (A.P1)	Literacy: Developing and presenting information and ideas. Locating, selecting and using information.	Lesson starters: See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: respond to the ideas of others in group or pair discussions and seek clarification through appropriate questioning.	Key language: Diet Healthy Exercise Organ Donation Wellbeing Nutrition Consequence Motivation Habit First aid	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.	Formative assessment – teacher feedback throughout the unit. Summative assessment – Completed Assessment Record Sheet p.42	Vocabulary or spellings test. Research different health or fitness plans.	GLH 24 Total unit time 30
	Level 2	Maintaining Physical Health and Wellbeing Create a plan to improve physical health and wellbeing (B.P2). Level 2 Research the factors that impact a	Numeracy: Developing numerical reasoning and prioritise and organise the relevant steps needed to complete the task or reach a solution.	Speaking: Taking part in -group discussions concerning healthy lifestyles, discussing ways to be healthy to create fitness plans.	Exam strategies: Using extended answers.				

<p>healthy lifestyle (A.P1)</p> <p>Discuss ways you can assist others to maintain a healthy lifestyle (A.P2).</p> <p>Assess personal lifestyle (B.P3).</p> <p>Develop personal goals and actions to improve your healthy lifestyle (B.P4).</p>	<p>DCF: Interacting and collaborating, Producing.</p> <p>RSE: Developing physical health and well-being has lifelong benefits. Our decision-making impacts on the quality of our lives and the lives of others</p> <p>English: Presenting information in the correct format.</p>	<p>Reading: Opportunities given to use a range of reading strategies to complete tasks and tables correctly and in line with the assessment criteria.</p> <p>Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., presentation of a 6-week training programme (L1), info sheet to treat injuries (L2).</p> <p>Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder.</p> <p>Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task /</p>	<p>Making links to the question. Referring to assessment criterion appropriately and effectively.</p>					
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			Bingo / Post-it task, video discussions.					
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Book 2: I've Got a Feeling

Key Stage: 3/4 **Title of book:** I've Got a Feeling **Unit title:** (L1) Understanding Emotional Wellbeing
(L2) Appreciating Emotional Wellbeing

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
<p>Book 2</p> <p>Level 1 Understanding Emotional Wellbeing</p> <p>Level 2 Appreciating Emotional Wellbeing</p>	<p>Level 1 Describe the importance of sharing personal emotions and feelings (A.P1).</p> <p>Level 2 Identify the benefits and challenges when sharing personal feelings to others (A.P2).</p>	<p>Literacy: Developing and presenting information and ideas. Locating, selecting and using information.</p> <p>Numeracy: Developing numerical reasoning to prioritise and organise relevant steps needed</p>	<p>Lesson starters See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice.</p> <p>Listening: respond to the ideas of others in group or pair discussions and seek clarification through appropriate questioning.</p> <p>Speaking: Taking part in group/pair discussions to discuss ways to promote positive mental health, ways to trust others and</p>	<p>Key language Confidential Emotions Communication Mental health Self-image Consequence Wellbeing Anxiety Behaviour Depression Exam strategies</p>	<p>One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.</p>	<p>Formative assessment – teacher feedback throughout the unit.</p> <p>Summative assessment completed Assessment Record Sheet p.34 (L1), p.38 (L2).</p>	<p>Vocabulary or spellings test. Research different mindful tasks. Complete the additional mindful tasks to aid with stress.</p>	<p>GLH 24 Total unit time 30</p>

	<p>Describe the approaches you could take when sharing feelings with others (B.P3).</p> <p>Level 2</p> <p>Discuss the impacts of emotional wellbeing on self and others (A.P1).</p> <p>Review responses to change to ensure healthy emotional wellbeing (B.P2).</p>	<p>complete the task or reach a solution.</p> <p>DCF: Interacting and collaborating, Producing.</p> <p>RSE: Developing physical health and well-being has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being. Our decision-making impacts on the quality of our lives and the lives of others</p> <p>English:</p>	<p>be able to talk about feelings and emotions.</p> <p>Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria</p> <p>Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, presenting, and explaining strategies to deal with given scenario in assessed task.</p> <p>Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on</p>	<p>Using extended answers.</p> <p>Making links to the question.</p> <p>Referring to assessment criterion appropriately and effectively.</p>				
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		Presenting information in the correct format.	supportive material in folder. Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.					
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Book 3: Skills for Social Success

Key Stage: 3/4 **Title of book:** Skills for Social Success **Unit title:** (L1) Understanding the Role of Relationships in Social Health & Wellbeing

(L2) Developing Social Health and Wellbeing

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 3 Level 1 Understanding the Role of Relationships in Social Health & Wellbeing	Level 1 Summarise the impacts of relationships on personal wellbeing (A.P1).	Literacy: Developing and presenting information ideas. Locating, selecting and using information,	Lesson starters See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: respond to the ideas of others in group or pair discussions and seek	Key language: Relationships Identity Judging Harmful Consent	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level,	Formative assessment – teacher feedback throughout the unit. Summative assessment	Vocabulary or spellings test.	GLH 24 Total unit time 30

<p>Level 2 Developing Social Health and Wellbeing</p>	<p>Review how personal skills can help build and develop relationships (B.P2).</p> <p>Level 2 Explain how social relationships contribute to personal health and wellbeing (A.P1).</p> <p>Evaluate the importance of healthy social relationship behaviours (B.P2).</p>	<p>Numeracy: Developing numerical reasoning and prioritise and organise relevant steps needed to complete the task or reach a solution, Identify processes and connections and review.</p> <p>DCF: Interacting and collaborating, Producing.</p> <p>RSE: How we process and respond to our experiences affects our mental health and emotional well-being, our decision-making impacts on the quality of our</p>	<p>clarification through appropriate questioning.</p> <p>Speaking: Presenting findings to an appropriate audience using correct tone and language. Taking part in group/pair discussions to discuss the factors which lead to healthy and unhealthy relationships. Identify and the negative impact of unhealthy relationships. Discuss where and when to find support for unhealthy relationships.</p> <p>Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria.</p> <p>Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., produce and present factors to promote</p>	<p>Wellbeing Respect Controlling Behaviour Support</p> <p>Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.</p>	<p>marking scheme/Teacher's notes, SOW and skills map.</p>	<p>completed Assessment Record Sheet p.42 (L1), p.46 (L2).</p>		
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		<p>lives and the lives of others, how we engage with social influences shapes who we are and affects our health and well-being, Healthy relationships are fundamental to our well-being.</p> <p>English: Presenting information in the correct format.</p>	<p>healthy relationships and write a personal reflection based on healthy social behaviours.</p> <p>Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder.</p> <p>Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.</p>					
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Book 4: Let’s Talk About...

Key Stage: 3/4

Title of book: Let’s Talk About...

Unit title: (L1) Understanding Sexual Health and Wellbeing

(L2) Maintaining Sexual Health and Wellbeing

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours

Book 4	Level 1:	<u>Literacy:</u>	Lesson starters	Key language	One Drive	Formative	Vocabulary	GLH 24
Level 1	Outline factors that may influence the choice to enter into and continue an intimate relationship (A.P1)	Developing and presenting information and ideas.	See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice.	Level 1:	additional resources;	assessment	or spellings test.	Total unit
Level 2	Identify personal skills and how they can influence intimate relationships (B.P2).	Locating, selecting and using information,	Listening: respond to others in group or pair discussions to talk about consent, identify scenarios, offer support.	Values	Starter and	feedback		time 30
Level 2	Discuss features of intimate relationships and the impact of these on wellbeing (A.P1).	<u>Numeracy:</u>	Speaking: Taking part in group/pair discussions to discuss how to identify consent in scenarios and negative behaviours in relationships.	Belief	Plenary	throughout the unit.		
		Developing numerical reasoning and prioritise and organise relevant steps needed to complete the task or reach a solution, Identify processes and connections and review.	Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria.	Attitude	additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/ Teacher's notes, SOW and skills map.	Summative assessment		
		RSE:	Writing: Responding to tasks appropriately using	Expectation		Completed		
		Developing personal skills and how they can influence intimate relationships (B.P2).		Empathy		Assessment Record Sheet p.38 (L1), p.50 (L2).		
		Identify processes and connections and review.		Respect				
		Developing personal skills and how they can influence intimate relationships (B.P2).		Honesty				
		Identify processes and connections and review.		Relationships				
		Identify processes and connections and review.		Consequences				
		Identify processes and connections and review.		Interaction				
		Identify processes and connections and review.		Support				
		Identify processes and connections and review.		Level 2:				
		Identify processes and connections and review.		Fertility				
		Identify processes and connections and review.		Sexuality				
		Identify processes and connections and review.		Intimate relationships				
		Identify processes and connections and review.		Online safety				
		Identify processes and connections and review.		Unhealthy relationships				
		Identify processes and connections and review.		Decision making				
		Identify processes and connections and review.		Wellbeing				

	<p>Explain potential risks of intimate relationships on personal wellbeing (B.P2).</p>	<p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>How we engage with social influences shapes who we are and affects our health and well-being</p> <p>English: Presenting information in the correct format; diary.</p>	<p>one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting support and factors to avoid risks that can impact personal wellbeing.</p> <p>Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder.</p> <p>See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.</p>	<p>Mental health Consequences Positive relationships consent</p> <p>Exam strategies</p> <p>Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.</p>				
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Book 5: This is Me!

Key Stage: 3/4

Title of book: This is Me!

Title of unit: (L1) Developing Personal Identity

(L2) Investigating Personal Identity

Topic title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
<p>Book 5</p> <p>Level 1 Developing Personal Identity.</p> <p>Level 2 Investigating Personal Identity.</p>	<p>Level 1 Explain factors that can impact on personal identity considering positive and negative influences (A.P1).</p> <p>Consider how personality types can help or hinder social interactions (B.P2).</p> <p>Level 2 Describe factors that influence personal</p>	<p>Literacy: Developing and presenting information and ideas. Locating, selecting and using information,</p> <p>Numeracy: Developing numerical reasoning and prioritise the relevant steps needed to complete the task or reach a solution, Identify processes and connections and review.</p> <p>DCF:</p>	<p>Lesson starters See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice.</p> <p>Listening: respond to others in group or pair discussions about what is identity, the purpose of names and the benefits of having high self-esteem.</p> <p>Speaking: Taking part in group/pair discussions to discuss the links between self-esteem and identity.</p> <p>Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria.</p>	<p>Key language Self-reflection Personality type Wellbeing Social media Influence Perception Unique Body image Peer pressure Stereotyping Compromise Empathy Feelings</p>	<p>One Drive additional resources; Starter and PowerPoints, additional flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.</p>	<p>Formative assessment - teacher feedback throughout the unit.</p> <p>Summative assessment completed Assessment Record Sheet p.54 (L1), p.34 (L2).</p>	<p>Vocabulary or spellings test. Gather/ Research online anti-bullying charities or organisations information to help produce advice material.</p>	<p>GLH 24 Total unit time 30</p>

<p>identity (A.P1). Examine how personal identity impacts self and others (B.P2).</p>	<p>Interacting and collaborating, Researching. RSE: Developing physical health and well-being and has lifelong benefits. How we process and respond to our experiences affects our mental health and emotional well-being. Our decision-making impacts on the quality of our lives and the lives of others</p> <p>English: Responding to active verbs correctly.</p>	<p>Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to demonstrate an understanding of the factors that influence personal identity.</p> <p>Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder.</p> <p>Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.</p>	<p>Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.</p>					
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Book 6: Our World, Our Future

Key Stage: 3/4

Title of Book: Our World, Our Future

Title of units: (L1) Improving Personal Impact on the Environment

(L2) Promoting Environmental Awareness

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
<p>Book 6</p> <p>Level 1 Improving Personal Impact on the Environment.</p> <p>Level 2 Promoting Environmental Awareness.</p>	<p>Level 1 Describe an environmental issue and its impact (A.P1).</p> <p>Level 2 Describe how you have contributed to environmental issues (B.P2).</p> <p>Level 2 Describe an environmental issue and its impact (A.P1). Consider methods to</p>	<p><u>Literacy:</u> Developing and presenting information and ideas. Locating, selecting and using information, Responding to what has been read.</p> <p><u>Numeracy:</u> Developing numerical reasoning - prioritise and organise the relevant steps needed to complete the task or reach a solution,</p>	<p><u>Lesson starters</u> See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice.</p> <p><u>Listening:</u> listen and respond to others when discussing key points in group or pair tasks, to respond appropriately to others' viewpoints.</p> <p><u>Speaking:</u> Taking part in group/pair discussions to discuss a variety of approaches to help protect the environment.</p> <p><u>Reading:</u> Opportunities given to use a range of reading strategies i.e.,</p>	<p><u>Key language</u> Level 1 Sustainability Recycling Deforestation Emotive language Climate change Environment Awareness Environmental campaigner Pollution Conservation Paperless office</p>	<p>One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/Teacher's notes, SOW and skills map.</p>	<p>Formative assessment – teacher feedback throughout the unit.</p> <p>Summative assessment completed – Assessment Record Sheet p.30 (L1) and p.26 (L2).</p>	<p>Vocabulary or spellings test.</p> <p>Complete a diary of recycling approaches.</p>	<p>GLH 24 Total unit time 30</p>

<p>help raise awareness of environmental issues with others (B.P2).</p> <p>Communicate ways others can engage with environmental issues (B.P3).</p>	<p>Identify processes and connections and review.</p> <p>DCF: Interacting and collaborating, Researching and presenting.</p> <p>RSE: Our decision-making impacts on the quality of our lives and the lives of others.</p> <p>English: Use extended answers to justify and explain.</p>	<p>reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria.</p> <p>Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to demonstrate personal involvement to contribute to environmental awareness.</p> <p>Extension: Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder.</p> <p>Plenary: See Plenaries PowerPoint: - Reflection tasks / key words task /</p>	<p>Level 2 Recycling Climate change Pollution Awareness Global warming Sustainability Deforestation Environment Conservation Biodiversity</p> <p>Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.</p>					
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			Bingo / Post-it task, video discussions.					
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Book 7: Making Money Work for Me!

Key Stage: 3/4

Title of book: Making Money Work for Me!

Title of units: (L1) Financial Commitments

(L2) Being

Financially Aware

Unit level and title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
<p>Book 7</p> <p>Level 1 Financial Commitments</p> <p>Level 2 Being Financially Aware</p>	<p>Level 1 Describe financial products and services that could help benefit health and wellbeing (A.P1)</p> <p>Level 2 Explore a financial decision showing an understanding of choices (B.P2).</p>	<p><u>Literacy:</u> Developing and presenting information and ideas. Locating, selecting and using information, Responding to what has been read. <u>Numeracy:</u></p>	<p><u>Lesson starters</u> See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. <u>Listening:</u> listen and respond to others when discussing debt and problem-solving options. <u>Speaking:</u> Taking part in group/pair discussions to</p>	<p><u>Key language</u> Level 1 Necessity Savings Luxury Debit card Budget Investment Mortgage Debt</p>	<p>One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints for each level, marking scheme/</p>	<p>Formative assessment – teacher feedback throughout the unit. Summative assessment – completed Assessment Record Sheet p.38</p>	<p>Vocabulary or spellings test. Research different financial organisations and the products they offer – collect leaflets from local branches.</p>	<p>GLH 24 Total unit time 30</p>

<p>Identify the associated risks of making a financial commitment (B.P3).</p> <p>Level 2</p> <p>Analyse sources of income including deductions on employment earnings (A.P1).</p> <p>Prepare a budget over a fixed period of time based on a scenario (B.P2).</p> <p>Discuss the impacts of sound budgetary management (B.P3).</p>	<p>Developing numerical reasoning prioritise and organise the relevant steps needed to complete the task or reach a solution,</p> <p>Identify processes and connections and review.</p> <p>DCF:</p> <p>Interacting and collaborating, Researching, and presenting.</p> <p>RSE:</p> <p>Our decision-making impacts on the quality of our lives and the lives of others.</p>	<p>discuss ways to deal with debt and having a healthy financial lifestyle.</p> <p>Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria.</p> <p>Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to demonstrate and describe activities to be financial aware and healthy, to be successful.</p> <p>Extension:</p> <p>Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks</p>	<p>Receipt</p> <p>Financial stress</p> <p>Credit card</p> <p>Level 2</p> <p>National minimum wage</p> <p>Real living wage</p> <p>Income tax</p> <p>Payslip</p> <p>Income</p> <p>Credit card</p> <p>Pension</p> <p>Self-employment</p> <p>Entrepreneur</p> <p>Budget</p> <p>Grants</p> <p>Interest</p> <p>Debt</p> <p>Exam strategies</p>	<p>Teacher's notes, SOW and skills map.</p>	<p>(L1), p.30 (L2).</p>		
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			included on supportive material folder. Plenary: See PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.	Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.				
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Book 8: Future Roles and Setting goals

Key Stage: 3/4

Title of book: Future Roles and Setting Goals

Title of units: (L1) Produce a Personal Progression Plan

(L2) Producing a Long-Term

Progression Plan

Topic title	Learning objectives	Learning across the curriculum	Learning Activities	Key Terms/ concepts	Resources	Assessment Task (AOL/AFL)	Homework	Number of guided learning hours
Book 8 Level 1 Produce a Personal Progression Plan	Level 1 Carry out a review of strengths and weaknesses (A.P1). Compile a short and mid-term	Literacy: Developing and presenting information ideas. Locating, selecting, using information,	Lesson starters See starters PowerPoint: discussions points, video links, think pair share tasks, vocabulary practice. Listening: Listen and respond to questions appropriately when applying	Key language Perseverance Attributes Continues Professional Development (CPD) Motivation	One Drive additional resources; Starter and Plenary PowerPoints, additional tasks, flashcards, delivery PowerPoints	Formative assessment – teacher feedback throughout the unit. Summative assessment – completed	Vocabulary or spellings test. Cover letter and CV draft version.	GLH 24 Total unit time 30

Aurora

<p>Level 2 Producing a Long-Term Progression Plan</p>	<p>progression plan (A.P2). Respond to feedback on your plan (B.P3). Level 2 Explore a range of personal and professional progression opportunities (A.P1). Use tools and strategies to help inform your progression plan (B.P2). Produce your progression plan (B.P3).</p>	<p>Responding to what has been read. Numeracy: Developing numerical reasoning and prioritise and organise relevant steps needed to complete the task or reach a solution, Identify processes and connections and review. Represent and communicate, review. DCF: Interacting and collaborating, Researching, and presenting. RSE: Developing physical health and well-being</p>	<p>for a job. Discuss sources of applying for jobs with others. Speaking: Take part in job interview scenarios using the correct tone and language. -Sharing ideas with others to discuss positive interview tips. Reading: Opportunities given to use a range of reading strategies i.e., reading for gist and skimming and scanning, to complete tasks correctly and in line with the assessment criteria. Writing: Responding to tasks appropriately using one of the 6 text types to meet the assessment criteria e.g., summarising, persuading, arguing, and presenting to apply for jobs successfully, create a personal progression plan to have a successful future and create a CV in the correct format. Extension:</p>	<p>Influence Progression Feedback Responsibility Development Goal Commitment Divisive Aspiration Exam strategies Using extended answers. Making links to the question. Referring to assessment criterion appropriately and effectively.</p>	<p>for each level, marking scheme/ Teacher's notes, SOW and skills map.</p>	<p>Assessment Record Sheet p. 38 (L1), p.34 (L2).</p>	<p>Research appropriate jobs which match own skills set.</p>	
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Aurora

		<p>has lifelong benefits.</p> <p>How we process and respond to our experiences affects our mental health and emotional well-being.</p> <p>How we engage with social influences shapes who we are and affects our health and well-being.</p>	<p>Scaffolded tasks included to complete assessed tasks fully and comprehensively. Additional extension tasks included on supportive material folder.</p> <p>Plenary:</p> <p>See Plenaries PowerPoint: - Reflection tasks / key words task / Bingo / Post-it task, video discussions.</p>					
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Appendix 3: Draft Letter to Primary Parents September 2025 RE: withdrawal from sex education within RSE

September 2025

Information about this term's Personal, Social, Health Education, which includes Changing Me

Dear Parents/Carers,

At Aurora Chaldon School, we are going to be using Jigsaw, the mindful approach to PSHE, as our scheme of work to teach PSHE (Personal, Social, Health Education). The programme consists of 6 half-term units, each with 6 lessons. We call these Jigsaw 'Puzzles'. (Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me).

In the second half of the Summer Term we will be teaching the 'Changing Me' Puzzle. This helps children learn to cope positively with all sorts of change. In Key Stage 2 they will learn about puberty in this Puzzle. In Key Stage 1 we introduce scientific terminology for body parts, including genitalia, partly for safeguarding reasons and partly to lay the foundations for learning about puberty later.

The purpose of this letter is to inform you of the statutory requirements placed on schools, and what we plan to teach when for this topic in PSHE this term.

The government statutory guidance gives parents the right to request to withdraw their child from Sex Education, and this letter explains more about what Sex Education is and how you can find out more about this if you wish to.

We also want to share with you how we are adapting the scheme to suit the needs of our school community.

Health, Relationship and Sex Education

Health and Relationship Education is statutory in all primary schools, and it is recommended that all primary schools have a programme that is tailored to the needs of the pupils.

The Health and Relationship curriculum content is woven throughout the entire programme of Jigsaw, with a specific focus within the 'Healthy Me' and 'Relationships' Puzzles.

In the Early Years and Key Stage 1, the focus is on life cycles, valuing our own bodies and learning some vocabulary for the external body parts, that we might use if we needed to talk to an adult such as a nurse or a doctor.

In Key Stage 2, there is a particular focus on the Health Education element of puberty in (including menstruation) and the changes that happen inside and outside the body. This is taught in a way that helps pupils feel prepared for the main changes that happen before puberty starts, and to encourage them to talk to an adult at home or at school if they have any questions.

The right to withdraw

As parents you have the right to withdraw your child from the non-statutory elements of our teaching. These will be the lessons on human reproduction (please refer to the contents table below for the exact lessons). You are unable to withdraw your child from any lessons within Relationship or Health Education (this includes puberty and menstruation). If you do wish to withdraw your child from the human reproduction lessons, please contact [Bremila Thavarajah the Head of School](#) so we can discuss the implications of withdrawing.

What will my child be taught about puberty and human reproduction?

The Jigsaw unit 'Changing Me' is taught in the Summer Term and contains 6 pieces (lessons). Each year group will be taught appropriate to their developmental stage and their needs, as opposed to just their age.

This content will be taught by the class/year teachers. We will not teach beyond the remit of the of the unit. If questions are asked that the teacher feels are inappropriate or are beyond the content for that year group, the teacher may ask the child to ask their parent/carer, or the teacher may acknowledge the question and explain that we will learn about that aspect at another time.

Considering also the fact that children will have gaps in their knowledge due to previous school experiences, and we have mixed ability classes we have carefully constructed the following for each class based on needs and the cohort of pupils.

Current Class	Changing Me Topic from Jigsaw that will be taught in Summer 2025
Salvador Dali	Changing Me - Year 2 Content - to recap and ensure knowledge is consolidated.
Greta Thunberg	Changing Me - Reception Content
Suni Williams	Changing Me - Year 2 content but also revisiting the labelling body parts lesson from Year 1.
David Attenborough	Changing Me - Year 2 content
Marcus Rashford	Changing Me - Year 2 content for certain pupils done in a small group for the slightly younger pupils in the class. Change Me - Year 4 content for older pupils in the class ensuring they have consolidated Year 3 content first.
Thomas Parker	Changing Me - Year 2 content consolidating on Year 1.
Usain Bolt	This class has already been taught their content in Autumn Term. The children will be working on Dreams and Goals.
Roald Dahl	Changing Me - Year 2 content - consolidating on Year 1 content.

The table below only covers the lessons (pieces) that relate to life cycles, the human body, puberty and human reproduction. The lessons (pieces) that parents are able to withdraw their children from are highlighted in red font.

School Year group	Piece (lesson) Number and Name	Learning Intentions relating to Puberty and Human Reproduction
Ages 3-4	Piece 1- My Body	<ul style="list-style-type: none"> I can name parts of my body and show respect for myself
	Piece 3 Growing Up	<ul style="list-style-type: none"> I understand that we all start as babies and grow into children and then adults
	Piece 4 Growth and Change	<ul style="list-style-type: none"> I know that I grow and change
Ages 4-5 Reception	Piece 1- My Body	<ul style="list-style-type: none"> I can name parts of the body.
	Piece 3 - Growing Up	<ul style="list-style-type: none"> I understand that we all grow from babies to adults.

Ages 5-6 Year 1	Piece 1 Life Cycles	<ul style="list-style-type: none"> I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK
	Piece 2 Changing Me	<ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the same I know that changes are OK and that sometimes they
	Piece 3 My Changing Body	<ul style="list-style-type: none"> I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand which parts are private
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	<ul style="list-style-type: none"> I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this
	Piece 2 Growing from Young to Old	<ul style="list-style-type: none"> I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me
	Piece 3 The Changing Me	<ul style="list-style-type: none"> I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	<ul style="list-style-type: none"> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus, breast, nipples) and appreciate that some parts of the body are private I can tell you what they like/don't like about being a boy/girl
Ages 7-8 Year 3	Piece 1 How Babies Grow	<ul style="list-style-type: none"> I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby I can express how I feel when they see babies or baby animals
	Piece 2 Babies	<ul style="list-style-type: none"> I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow (New vocab - uterus /womb) I can express how I might feel if they had a new baby in their family
	Piece 3 Outside Body Changes	<ul style="list-style-type: none"> I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process (introduce term puberty)
	Piece 4 Inside Body Changes	<ul style="list-style-type: none"> I can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) I can recognise how I feel about these changes happening to me and know how to cope with these feelings <p>Note - this lesson briefly introduces the term 'period' and explains what a period is in simple terms.</p> <p>This lesson does not attempt any explanation of how the sperm and egg come together. If a child asks the question we will explain that the male and female decide when this happens and we will learn more about it at another time.</p>

Ages 8-9 Year 4	Piece 1 Unique Me	<ul style="list-style-type: none"> I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm. I appreciate that I am a truly unique human being
	Piece 2 Having A Baby Parents have the right to withdraw children from this session as it is classed as human reproduction.	<ul style="list-style-type: none"> I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby and explain in simple terms how this happens I understand that having a baby is a personal choice and express how they feel about having children when they are adults
	Piece 3 Puberty and Menstruation	<ul style="list-style-type: none"> I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty <p>Note - teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.</p>

We are eager to work in partnership with parents

Please be aware that your child may ask you questions on what they have learnt. There is a leaflet attached to this email which gives tips on how to talk to your child about puberty and human reproduction. There is also the Usborne series of growing up books (<https://usborne.com/gb/books/series/growing-up>) that you might find useful.

We hope that the information we have provided is useful in understanding what your child will be learning this term in terms of PSHE.

Please refer to our PSHE policy for further information.

If you have any further questions, please contact your child's teacher or me via the office.

Kind regards,

Mrs Thavarajah (Head of School) and Mr Thomas (Principal)

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			