



## Curriculum Map

PHSE	<b>Being me in my World Autumn 1</b> Covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice. This theme is explicitly linked to the Fundamental British Value of Mutual Respect.	<b>Celebrating Differences Autumn 2</b> Focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of acceptance – (including what non-acceptance can look like i.e cyber bullying and homophobic bullying) Children gain an understanding everyone is different and that is ok. This theme is explicitly linked to the Fundamental British Values of Tolerance and Democracy.	<b>Dreams and Goals Spring 1</b> Aims to help children think about their hopes and dreams, their goals for success, what personal strengths are, and how to overcome challenges, via teamwork skills and tasks. There is also a focus on enterprise and fundraising. Children also focus on the concept of choices and rights and learning from the past. This theme is explicitly linked to the Fundamental British Values of Individual Liberty and Rule of Law.	<b>Healthy Me Spring 2</b> Covers two main areas of health: Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid) in order for children to learn that health is a very broad topic.	<b>Relationships Summer 1</b> Has a wide focus, looking at diverse topics such as families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to cyber safety and social networking, as well as attraction and assertiveness; children learn how to deal with conflict, their own strengths and self-esteem. They have the chance to explore roles and responsibilities in families and look at stereotypes. All Jigsaw lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.	<b>Changing Me Summer 2</b> Deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, self-respect and safeguarding. Self and body image, puberty, attraction and accepting change are diverse subjects for children to explore. Each year group thinks about looking ahead, moving year groups or the transition to secondary school. Life cycles and how babies are made and grow are treated sensitively and are designed to meet children's needs. All year groups learn about how people and bodies change. This Puzzle links with the Science curriculum when teaching children about life cycles, babies and puberty. Children also return to the concept of being unique – to like the way I am.
<b>FS1/FS2</b>	Pupils help others to feel welcome.	Pupils accept that everyone is different.	Pupils stay motivated when doing something challenging.	Pupils have made a healthy choice.	Pupils know how to make friends.	Pupils understand that everyone is unique and special.

	<p>Pupils try to make their school community a better place.</p> <p>Pupils think about everybody's right to learn.</p> <p>Pupils care about other people's feelings.</p> <p>Pupils work well with others.</p> <p>Pupils choose to follow the learning charter.</p>	<p>Pupils include others when working and playing.</p> <p>Pupils know how to help if someone is being bullied.</p> <p>Pupils try to solve problems.</p> <p>Pupils try to use kind words.</p>	<p>Pupils keep trying even when it is difficult.</p> <p>Pupils work well with a partner or in a group.</p> <p>Pupils have a positive attitude.</p> <p>Pupils help others to achieve their goals.</p> <p>Pupils are working hard to achieve their own dreams and goals.</p>	<p>Pupils have eaten a healthy balanced diet.</p> <p>Pupils have been physically active.</p> <p>Pupils have tried to keep themselves and others safe.</p> <p>Pupils know how to be a good friend and enjoy healthy relationships.</p>	<p>Pupils try to solve friendship problems when they occur.</p> <p>Pupils help others to feel part of a group.</p> <p>Pupils show respect in how they treat others.</p> <p>Pupils know how to help themselves and others when they feel hurt and upset.</p> <p>Pupils know and show what makes a good relationship.</p>	<p>Pupils can express how they feel when change happens.</p> <p>Pupils understand and respect the changes that they see in themselves and other people.</p> <p>Pupils know who to ask for help if they are worried about change.</p> <p>Pupils are looking forward to change.</p>
<b>Year 1</b>	<p>Pupils understand their rights and responsibilities of being a member in their class.</p> <p>Pupils know how to make their class a safe place for everybody to learn.</p>	<p>Pupils can tell you ways that they are different from their friends.</p> <p>Pupils understand that differences make us all special and unique.</p>	<p>Pupils can tell you how they feel when they succeed in a new challenge and will celebrate it.</p> <p>Pupils know how to store the feelings of success in my internal treasure chest.</p>	<p>Pupils can tell you why their body is amazing and can identify ways to keep it healthy and safe.</p> <p>Pupils can recognise how being healthy helps them to feel happy.</p>	<p>Pupils can tell you why they appreciate someone who is special to them.</p> <p>Pupils can express how they feel about themselves.</p>	<p>Pupils can identify the parts of the body that make boys different to girls and can use the correct names for these.</p> <p>Pupils respect their body and understand which parts are private.</p>
<b>Year 2</b>	<p>Pupils understand their rights and responsibility of being a member of their class.</p> <p>Pupils can explain how they make their class a safe place to learn.</p>	<p>Pupils can identify ways in which their friends are different to themselves.</p> <p>Pupils can explain why they value these differences.</p>	<p>Pupils can explain some ways they worked cooperatively with their group to create the end project.</p> <p>Pupils can express how it felt to be working as part of a group.</p>	<p>Pupils can make healthy snacks and explain why they are good for their body.</p> <p>Pupils can express how it feels to share healthy foods with their friends,</p>	<p>Pupils can identify some of the things that cause conflict between themselves and their friends.</p> <p>Pupils can demonstrate how to use the positive problem solving technique to resolve conflicts.</p>	<p>Pupils can recognise the physical differences between boys and girls.</p> <p>Pupils can use the correct names for parts of the body and appreciate that some parts of their bodies are private.</p>

<p><b>Year 3</b></p>	<p>Pupils understand why rules are needed and how they relate to rights and responsibilities</p> <p>Pupils value themselves and know how to make someone else feel valued and welcome.</p>	<p>Pupils can tell you about a time when their words affected someone's feelings and what the consequences were.</p> <p>Pupils can give and receive compliments and know how this feels.</p>	<p>Pupils can evaluate their own learning process and identify how it can be better next time.</p> <p>Pupils are confident in sharing their success with others and know how to store their feelings of success.</p>	<p>Pupils can identify things, people and places that they need to keep safe from and can tell you some strategies for keeping themselves safe including who to go to for help.</p> <p>Pupils can express how being anxious or scared feels.</p>	<p>Pupils can explain how some of their actions and work of people around the world help and influence their life.</p> <p>Pupils can show an awareness of how this could affect their choices.</p>	<p>Pupils can identify boys' and girls' and how bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Pupils recognise how they feel about these changes happening to them and know how to cope with these feelings.</p>
<p><b>Year 4</b></p>	<p>Pupils understand how democracy and having a voice benefits the school community.</p> <p>Pupils can take on a role in a group and contribute to the overall outcome.</p>	<p>Pupils can tell you a time when my first impression of someone changed as I got to know them.</p> <p>Pupils can explain why it is good to accept people for who they are.</p>	<p>Pupils know how to make a new plan and set new goals even if I have been disappointed.</p> <p>Pupils know what it means to be resilient and to have a positive attitude.</p>	<p>Pupils can recognise when people are putting them under pressure and can explain ways to resist this when they want to.</p> <p>Pupils can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>Pupils can explain different points of view on animal rights issues.</p> <p>Pupils can express their own opinion and feelings on this.</p>	<p>Pupils can identify what they are looking forward to when they are in Year 5.</p> <p>Pupils can reflect on the changes they would like to make when they are in Year 5 and can describe how to go about doing this.</p>
<p><b>Year 5</b></p>	<p>Pupils understand their rights and responsibilities as a British citizen and a member of their school.</p> <p>Pupils can empathise with people in this</p>	<p>Pupils can explain the differences between direct and indirect types of bullying.</p> <p>Pupils know some ways to encourage children who use bullying behaviours to make</p>	<p>Pupils can describe the dreams and goals of a young person in a culture different from their own.</p> <p>Pupils can reflect on how these relate to their own.</p>	<p>Pupils can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p>	<p>Pupils can explain how to stay safe when using technology to communicate with their friends.</p> <p>Pupils can recognise and resist pressures to use technology in ways that</p>	<p>Pupils can describe how boys' and girls' bodies change during puberty.</p> <p>Pupils can express how they feel about the changes that will happen to themselves during puberty.</p>

	country whose lives are different to their own.	other choices and know how to support children who are being bullied.		Pupils respect and value their body.	may be risky or cause harm to themselves or others.	
<b>Year 6</b>	<p>Pupils know that there are universal rights for all children, but for many children these rights are not met.</p> <p>Pupils understand their own wants and needs and can compare these with children in different communities.</p>	<p>Pupils can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>Pupils can show empathy with people in either situation.</p>	<p>Pupils can describe some ways in which they can work with other people to help make the world a better place.</p> <p>Pupils can identify why they are motivated to do this.</p>	<p>Pupils can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>Pupils can tell you how they feel about using alcohol when they are older and their reasons for this.</p>	<p>Pupils can recognise when people are trying to gain power or control.</p> <p>Pupils can demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control.</p>	<p>Pupils can describe how a baby develops from conception through the 9 months of pregnancy and how it is born.</p> <p>Pupils recognise how they feel when they reflect on the development and birth of a baby.</p>