



# Yeoford Primary School

## PSHE & RSE Curriculum Plan



Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and split into individual year groups to support a progressive approach and mixed age classes.

PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the whole child: intellectually, morally, socially and spiritually. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we can provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

### Jigsaw:

We have chosen a curriculum scheme that is constantly reviewed and evolved within the current climate. It covers all the requirements of government guidance and outcomes. Jigsaw allows children to revisit common themes throughout their school journey and is an interactive tool which can be used across the whole school community.

### Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject.

Our approach to vocabulary is underpinned by an oracy culture (supported Plymouth Oracy Project and Alex Quigley). High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

### KS1 PSHE RSE Vocabulary List

Special	Similarities	Success	Medicine	Belonging	Calm	Actions	Purpose	Process	Proportion
Safe	Differences	Achievement	Healthy	Secrets	Rights	Praise	Kind	Team work	Easy
Community	Diversity	Learning styles	Medication	Trust	Responsibilities	Positive	Unkind	Learning	Choices
Consequences	Stereotypes	Overcoming obstacles	Road safety	Secrets	Proud	Negative	Feelings	Stepping-stones	Clean

Rewards	Bullying	Realistic	Relaxation	Physical contact	Upset	Co-Operate	Sad	Working together	Hygienic
Hope	Gender	Strengths	Nutrition	Preferences	Disappointed	Problem-Solving	Lonely	Dreams	Safe
Fear	Celebrate	cooperation	Lifestyle	Celebrations	Worries	Unfair	Fairness	Obstacle	Lifestyle
Fair	Assumptions	Contributing	Unhealthy	Boundaries	Illustration	Included	Kindness	Overcome	Honesty
Valuing	Unique	Goal	Balanced	Appreciation	Family	Relationship	Friends	Success	Dangerous
Contributions	Shield	Proud	Exercise	Communication	Responsible	Special	Value	Persevere	Motivation
Choices	Same as	Challenge	Sleep	Like	Acceptable	Deliberate	Help	Difficult	Fuel
Energy	Green Cross Code	Conflict	Friends	Dislike	Not acceptable	Reliability	Compliments	Qualities	Community
Self-belief	Special	Life cycles	Positive problem solving	Point of view	Confidence	Sharing	Caring	Changes	Baby
Adult	Vagina	Penis	Testicles	Vulva	Anus	Grow	Adulthood	Grown-up	Mature
Male	Female	Feelings	Physical	Toddler	Teenager	Public	Private	Uncomfortable	Comfortable
Child	Appearance	Control	Freedom	Independent	Timeline	Touch	Respect	Old	Young
Anxious	Worried	Excited	Nervous	Happy	Coping	Cuddle	Hug	Squeeze	Learn

### Lower KS2 PSHE RSE Vocabulary List

Welcome	Valued	Achievements	Proud	Pleased	Personal Goal	Praise	Acknowledge
Affirm	Emotions	Feelings	Nightmare	Fears	Worries	Solutions	Support
Rights	Responsibilities	Dream	Behaviour	Rewards	Consequences	Actions	Fairness
Choices	Co-Operate	Group	Dynamics	Team Work	View Point	Ideal School	Belong
Included	Excluded	Team	Role	Job Description	School Community	Democracy	UN Convention on Rights of Child (UNCRC).
Reward	Decisions	Voting	Democratic	Authority	Contribution	Observer	Character
Assumption	Judgement	Surprised	Different	Appearance	Accept	Influence	Opinion Bully
Attitude	Bullying	Friend	Secret	Deliberate	Bystander	Witness	Physical features
Problem solve	Cyber bullying	Text message	Website	Troll	Special	Unique	On purpose
Impression	Changed	Family	Loving	Caring	Safe	Connected	Conflict
Solve It Together	Solutions	Resolve	Gay	Unkind	Feelings	Tell	Consequences
Hurtful	Compliment	Perseverance	Challenges	Success	Obstacles	Goals	Ambitions

Future	Team work	Aspirations	Cooperation	Strengths	Motivated	Enthusiastic	Excited
Frustration	Relationships	Hope	Determination	Resilience	Disappointment		Commitment
Cope	Help	Self-belief	Oxygen	Energy	Calories / kilojoules	Heartbeat	Lungs
Heart	Fitness	Labels	Sugar	Fat	Saturated fat	Healthy	Drugs
Attitude	Anxious	Un-safe	Scared	Strategy	Advice	Harmful	Risk
Complex	Appreciate	Body	Choice	Friendship	Emotions	Roles	Leader
Follower	Assertive	Value	Agree	Disagree	Smoking	Pressure	Peers
Guilt	Advice	Alcohol	Liver	Disease	Believe	Assertive	Opinion
Right	Wrong	Problem-solve	Positive	Negative	Loss	Shock	Disbelief
Jealousy	Numb	Denial	Despair	Anger	Sadness	Pain	Memorial
Remember	Negotiate	Compromise	Trust	Loyal	Empathy	Betrayal	Amicable
Appreciation	Love	Men	Women	Unisex	Male	Female	Risky
Career	Job	Social media	Internet	Respect	Online	Gaming	Transport
Private messaging (pm)	Direct messaging (dm)	Global	Communication	Fair trade	Inequality	Food journey	Climate
Exploitation	Justice	United Nations	Equality	Deprivation	Hardship	Acceptance	Gratitude
Celebrate	Changes	Birth	Animals	Babies	Mother	Growing up	Baby
Grow	Womb	Nutrients	Uterus	Survive	Love	Affection	Care
Puberty	Control	Testicles	Sperm	Penis	Ovaries	Egg	Ovum Having sex / ova
Womb / uterus	Vagina	Stereotype	Personal	Characteristics	Parents	Making love	
Sexual intercourse	Fertilise	Conception	Menstruation	Periods	Seasons		

### Upper KS2 PSHE RSE Vocabulary List

Goals	Worries	Fears	Value	Welcome	Choice	Ghana	United Nations Convention on The Rights of the Child	Cocoa Plantation
Cocoa Pods	Machete	Rights	Community	Education	Wants	Needs	Maslow	Empathy
Comparison	Opportunities	Behaviour	Responsibilities	Rewards	Consequences	Obstacles	Cooperation	Collaboration
Legal	Illegal	Lawful	Laws	Participation	Motivation	Democracy	Decision	Proud
Challenge	Attitude	Actions	West Africa	Citizen	Choices	Collective	Views	Opinion
Normal	Ability	Disability	Visual	Empathy	Perception	Medication	Vision	Blind

			impairment					
Male	Female	Diversity	Transgender	Gender Diversity	Courage	Fairness	Power	Struggle
Imbalance	Harassment	Bullying	Argument	Para-Olympian	Achievement	Accolade	Bullying behaviour	Direct
Indirect	Recipient	Perseverance	Admiration	Stamina	Celebration	Conflict	Culture	Difference
Similarity	Belong	Culture Wheel	Racism	Colour	Race	Discrimination	Ribbon	Rumour
Name-calling	Racist	Homophobic	Cyber bullying	Texting	Problem solving	Happiness	Developing World	Celebration
Artefacts	Dream	Hope	Feeling	Money	Grown Up	Adult	Lifestyle	Job
Career	Profession	Salary	Contribution	Society	Determination	Aspiration	Culture	Country
Sponsorship	Communication	Support	Rallying	Team Work	Learning	strengths	Stretch	Personal
Realistic	Unrealistic	Money	Global issue	Suffering	Concern	Hardship	Sponsorship	Admire
Respect	Praise	Compliment	Recognition	Responsibility	Healthy behaviour	Unhealthy behaviour	Informed decision	Pressure
Media	Influence	Emergency	Procedure	Recovery position	Calm	Level headed	Body image	Social media
Celebrity	Altered	Self-respect	Comparison	Eating problem	Eating disorder	Respect	Debate	Opinion
Fact	Immunisation	Prevention	Drugs	Effects	Prescribed	Unrestricted	Over-the-counter	Restricted
Volatile	substances	'Legal highs'	Exploited	Vulnerable	Criminal	Gangs	Pressure	Strategies
Reputation	Anti-social behaviour	Crime	Mental health	Emotional health	Mental illness	Symptoms	Stress	Triggers
Strategies	Managing stress	Pressure	Ashamed	Stigma	Stress	Anxiety	Support	Worried
Signs	Emotions	Warning	Self-harm	Sadness	Loss	Grief	Denial	Despair
Guilt	Shock	Hopelessness	Anger	Acceptance	Bereavement	Coping strategies	Power	Control
Authority	Bullying	Script	Assertive	Risks	Pressure	Influences	Self-control	Real / fake
True / untrue	Assertiveness	Judgement	Technology	Abuse	Safety	Personal attributes	Qualities	Characteristics
Self-esteem	Unique	Comparison	Negative self-talk	Online	Risky	Positive	Negative	Trustworthy
Safe	Unsafe	Social network	Gaming	Violence	Grooming	Troll	Gambling	Betting
Appropriate	Screen time	Physical health	Off-line	Social	Peer pressure	Influences	Personal information	Passwords
Privacy	Settings	Profile	SMART rules	Body-image	Self-image	Characteristics	Looks	Personality
Perception	Self-esteem	Affirmation	Comparison	Uterus	Womb	Oestrogen	Fallopian Tube	Cervix
Develops	Puberty	Breasts	Vagina	Vulva	Hips	Penis	Testicles	Adam's Apple
Scrotum	Genitals	Hair	Broader	Wider	Sperm	Semen	Erection	Ejaculation
Urethra	Wet dream	Growth spurt	Larynx	Facial hair	Pubic hair	Hormones	Scrotum	Testosterone

Circumcised	Uncircumcised	Foreskin	Epididymis	Ovaries	Egg (Ovum)	Period	Fertilised	Unfertilised
Conception	Having sex	Sexual intercourse	Making love	Embryo	Umbilical cord	IVF	Foetus	Contraception
Pregnancy	Menstruation	Sanitary products	Tampon	Pad	Towel	Liner	Hygiene	Age appropriateness
Legal	Laws	Responsible	Teenager	negative body-talk	midwife	labour	freedoms	opportunities
attraction	relationship	love	sexting	transition	secondary	looking forward	journey	worries
anxiety	excitement							

PSHE is taught on a weekly basis by prioritising and investing time on the school timetable.

As a whole school, we focus on the same Jigsaw theme which is introduced through a whole school assembly. The Jigsaw units are then delivered in the classroom by the class teacher through age appropriate PSHE and RSE lessons. This then allows children an opportunity to discuss as a whole class, think about the application of what they have learnt beyond the lesson and apply it to life within school, home and beyond.

The themes for each term are:

- Autumn 1      Being Me in My World
- Autumn 2      Celebrating Difference (Including Anti-Bullying and Online Safety)
- Spring 1       Dreams and Goals
- Spring 2       Healthy Me
- Summer 1      Relationships (Including Online Safety)
- Summer 2      Changing Me (Including Relationship and Sex Education Curriculum)

At Yeoford children also acquire an understanding and experiences of British values that are necessary if they are to make sense of their experiences, value themselves, respect others, appreciate differences and feel confident and informed as a British citizen. PSHE Provision will also be informed and influenced by national themes and special days such as Safer Internet Day, Mental Health Week, Anti Bullying/Friendship Week, Random Acts of Kindness, our student council and numerous community events. Our termly assembly planner plans for all aspects of British Values and links in community and charity events to ensure our children are positive and well informed.

Our weekly celebration assembly recognises a range of achievements which foster the school's wider work in recognising pupils as good citizens alongside academic achievement. House points are celebrated in our celebration assembly together with class 'Stars of the Week' for sport, reading and writing. We also recognise sporting and personal achievements taking place both in and out of school. Across school we also focus on the key values of Resilience, Reflection, Respect.

## The National Curriculum

### Relationships Education

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p>Respectful Relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p>Online Relationships</p>	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

### Physical Health and Mental Well-being

Mental Well-being	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>
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	<ul style="list-style-type: none"> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and Prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>



Basic First Aid	Pupils should know: <ul style="list-style-type: none"><li>• how to make a clear and efficient call to emergency services if necessary.</li><li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
Changing Adolescent Body	Pupils should know: <ul style="list-style-type: none"><li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>• about menstrual wellbeing including the key facts about the menstrual cycle</li></ul>

## Progression of Key Skills

### Key skills

Skills Progression	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p>	<p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>
Year 2	<p>I can explain why my behaviour can impact on other people in my class. I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently</p>

						to me.
Year 3	I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.	I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services. I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know	I can explain how boys' and girls' bodies change on the inside/outside 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. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.
Year 4	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Year 5	I can compare my life	I can explain the	I can compare my	I can explain different	I can compare	I can explain how boys

	with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel	roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
Year 6	I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

					strategies to help me manage these feelings and situations	
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**In order to assess impact - a guide**

Assessment is guided by the Jigsaw programme. Teachers are responsible for the regular assessment of their pupils to judge the impact of teaching and learning in PSHE and RSE.

At the start of the academic year, children complete a ‘Three Houses’ assessment individually or with a teacher. This provides children with the opportunity to share their dreams, worries and things they value as good in their lives. This is shared with the PSHE lead for additional PSHE lessons to be included into the assembly planner, which will be addressed through whole school assemblies or if the subject is age specific to be discussed in individual classes.

Teachers look at the learning journey of each puzzle piece studied, being aware of what the children need for their next learning and what they can take from prior learning.

Children’s progress is monitored using end of unit summative comments, ‘I can’ statements, under the headings of working towards/working at/working beyond. Judgement is informed through using dialogue, the child’s individual Jigsaw Journal’s and when appropriate using Tapestry for children in Early Years. Teachers need to be clear on how the children will record their individual learning for each puzzle piece and will provide them with opportunities through teacher/pupil discussions, circle times, art work or writing. Not all will be able to show their best achievement through writing, art or discussion, so over time there needs to be a rich diet of forms of communication. This is recorded on the Jigsaw summative assessment sheets which are shared with the PSHE lead at the end of each term.

The PSHE lead monitors the impact of Jigsaw teaching through lesson observations, book monitoring, Pupil Voice interviews and staff questionnaires. This allows the PSHE lead to adapt the PSHE and RSE learning, equipping the teaching staff with the confidence, knowledge and understanding to deliver effective learning for our children.