



**EYFS - Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

**Personal, Social and Emotional Development ELG: Self-Regulation**

Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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**Non- Negotiables**

- Each session will be relevant to class

**Alert any new parents to the content of “Changing Me” and the school’s approach as outlined in the school’s Relationships and Sex Education policy.**

**The Jigsaw Charter – We take turns to speak. WE use kind positive words. We listen to each other. WE have the right to pass. WE only use names when giving compliments or being positive. We respect each other’s’ privacy (confidentiality). [\(See Intro to Jigsaw\)](#)**

The development of self-awareness, social skills, managing feelings, motivation and empathy is contributed to in every Piece. [\(see emotional literacy mapping document\)](#)

|                   | Autumn  |   | Spring   |   | Summer  |   |
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|                   | <a href="#">Being Me in My World</a>  | <a href="#">Celebrating Difference (including anti-bullying)</a>  | <a href="#">Dreams and Goals (can be extended into a whole school entrepreneurial event/garden party)</a>  | <a href="#">Healthy Me</a>  | <a href="#">Relationships</a>   | <a href="#">Changing Me (including Sex Education)</a><br><b>Be aware – some children are withdrawn from any lessons that go beyond the science Y1/2 curriculum</b>  |
| <b>Resources</b>  | Jigsaw Charter, Jigsaw Chime, ‘Calm’ pictures, ‘Calm Me’ script, Jigsaw Jack, Jigsaw Jack’s letter, ‘Safe’ pictures, Jigsaw Jerrie Cat. Picture of Class learning well. flipchart with rights/responsibility pictures from Piece, “I feel proud of you” ticket,   | Jigsaw Chime, ‘Calm Me’ script, Jigsaw song: Spot the similarities pictures, Set of picture cards e.g. Snap, Happy Families. Cardboard cut-out gingerbread person, T-shirt templates for gingerbread person, ‘There’s a Place’, Hat templates, Yes and no labels, Spot the difference pictures, Set of pair cards, Shorts templates for gingerbread people (could be trouser templates as an alternative), Jigsaw Jack, Bullying images, ‘Playground Blues’, Celebrating Me label template (one per child), Gingerbread people, ‘There’s a Place’, Jigsaw story, Friendship tokens, Friendship token template, Jigsaw Jerrie Cat. | Jigsaw Jack, Treasure chest filled with marbles, beads, coins, coloured stones, Jigsaw Chime, ‘Calm Me’ script, Success pictures, Success coin templates, Treasure chest boxes/simple boxes, Jigsaw Jerrie Cat, Jam sandwich ingredients: jam, bread, butter, Jigsaw Jack, Pipe cleaners, garden sticks, paper, paint, Jigsaw story: Pauli’s Journey, PowerPoint slides P Paulie’s Journey, Pieces of paper for stepping stones, Success pictures - from Piece 1, Treasure chest template, | Jigsaw Chime, ‘Calm Me’ script, PowerPoint slides, Healthy Balance Sum sheet, Jigsaw Jerrie Cat, Jigsaw Jack, Jigsaw Son: ‘Make a Good Decision’, PowerPoint slides, Child picture template, Healthy Balance Sum sheet, Bag of toiletry items, e.g. toothbrush, shampoo, soap, etc., Empty bathroom and kitchen cleaning products, Pictures of household products, Empty medicine packaging, Picture cards, PowerPoint slide: Learn to cross the road, Keeping Clean and Healthy timeline template, | Family game cards, Jigsaw Chime, ‘Calm Me’ script, ‘Welcome to Planet Zarg’ PowerPoint, My Jigsaw Learning PowerPoint slide, Jigsaw Jack, Jigsaw Jerrie Cat. Music and blanket for hedgehogs game OR children’s names put into a hat, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Song: ‘RELATIONSHIPS’, PowerPoint slide of lonely child, Jigsaw Jack<br>Sets of ‘A Good Friend Should...’ cards, one set, for each group, Holding Hands Images, ‘Feely bags’ containing a variety of textures: e.g. fur, velvet, sandpaper, pebble, Playdoh, water snake toy, stress ball and any other suitable objects, People cards, Scenario cards, Bottle weighted with water or sand or children’s names in a hat, Incredible me picture frame, Balloons, Balloon label template, Sticks, Jigsaw Jack’s balloon with pre-prepared label, | Jigsaw Jack, Find your pair cards, Jigsaw Chime, ‘Calm Me’ script, Jigsaw Song: A New Day, Teacher’s photos;, series of photos from baby to adult, YouTube clip of frog’s lifecycle (teacher to source), Life cycle cards, Jigsaw Jerrie Cat, Life cycle cards, Paper for concertina booklets, Jigsaw Song: ‘A New Day’, Jigsaw Jack, Baby photo of the teacher, Baby photos brought in by the children in a box, Male/female animal PowerPoint, PE hoops or flipchart paper, Body parts cards, PowerPoint of body parts, Picture cards, Flower shape and petals for flipchart, Flower templates, Story and PowerPoint: ‘All change for Jack’, Jigsaw Jack, Bag of items for Changes Game e.g. baby item, a piece of school uniform, holiday item, name of next teacher etc., |
| <b>Vocabulary</b> | Safe , Special , Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Proud, Upset, Disappointed, Illustration, Consequences,  | Similarity, same as, different, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebration, unique,  | Proud, Success, Achievement, Goal, Treasure, Coins, Learning , Stepping stones , Process, Garden, Dreams, Working together, Team work, Achievement, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Stepping stones, success, celebration,  | Healthy, Unhealthy, Balanced, Exercise, Sleep, Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Healthy<br>Clean, Body parts, Toiletry items, e.g. toothbrush, shampoo, soap, Hygienic, Safe, Medicines, Trust, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait, Keeping clean  | Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate, Feelings   | Changes, Life cycle, Baby, Adulthood Change Life cycle, Baby, Adult, Grown up, Baby, Growing up, Adult, Mature, Change, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Change, Feelings, Anxious<br>Worried, Excited, Coping  |
| <b>Lesson 1</b>   | <b>Being special and safe</b><br><b>Year 1:</b> To identify some of my hopes and fears for this year<br><b>Year 2:</b> To identify some of my hopes and fears for this year<br><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a><br><b>Outcomes:</b> | <b>The Same as...</b><br><b>Year 1:</b> To identify similarities between people in my class<br><b>Year 2:</b> To begin to understand that sometimes people make assumptions about boys and girls (stereotypes)<br><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a><br><b>Outcomes:</b>  | <b>My treasure chest of success</b><br><b>Year 1:</b> To be able to set simple goals<br><b>Year 2:</b> To be able to choose a realistic goal and think about how to achieve it.<br><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a><br><b>Outcomes:</b><br><b>Year 1:</b> I can set simple goals. I can tell you about a thing I do well.  | <b>Being Healthy</b><br><b>Year 1:</b> To understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. <a href="#">(Links to science Aut 1)</a><br><b>Year 2:</b> To know what I need to keep my body healthy<br><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a><br><b>Outcomes:</b>  | <b>Families</b><br><b>Year 1:</b> To identify the members of my family and understand that there are lots of different types of families.<br><b>Year 2:</b> To identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate<br><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a>  | <b>Life cycles</b><br><b>Year 1:</b> To begin to understand the life cycles of animals and humans <a href="#">(Link to science Sum 1)</a><br><b>Year 2:</b> To recognise cycles of life in nature<br><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a><br><b>Outcomes:</b><br><b>Year 1:</b> 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.   |

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|          | <p><b>Year 1:</b> I can identify some of my hopes and fears for this year. I feel special and safe in my class</p> <p><b>Year 2:</b> I can identify some of my hopes and fears for this year. I recognise when I feel worried and know who to ask for help.</p>   | <p><b>Year 1:</b> I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends</p> <p><b>Year 2:</b> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this.</p>   | <p><b>Year 2:</b> I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel.</p>  | <p><b>Year 1:</b> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.</p> <p><b>Year 2:</b> I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices.</p>   | <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can identify the members of my family and understand that there are lots of different types of families. I know how it feels to belong to a family and care about the people who are important to me.</p> <p><b>Year 2:</b> I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone's family is different and understand that most people value their family.</p>   | <p><b>Year 2:</b> 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.</p>   |
| Lesson 2 | <p><b>My Class</b></p> <p><b>Year 1:</b> To know that I belong to my class.</p> <p><b>Year 2:</b> To understand the rights and responsibilities for being a member of my class and school.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I know that I belong to my class. I understand the rights and responsibilities as a member of my class</p> <p><b>Year 2:</b> I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help.</p> | <p><b>Different from...</b></p> <p><b>Year 1:</b> To identify differences between people in my class</p> <p><b>Year 2:</b> To begin to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can identify differences between people in my class. I can tell you some ways I am different from my friends.</p> <p><b>Year 2:</b> I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is OK.</p> | <p><b>Steps to goals</b></p> <p><b>Year 1:</b> To set a goal and work out how to achieve it.</p> <p><b>Year 2:</b> To carry on trying (persevering) even when I find things difficult.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can set a goal and work out how to achieve it. I can tell you how I learn best.</p> <p><b>Year 2:</b> I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a learner.</p> | <p><b>Healthy Choices</b></p> <p><b>Year 1:</b> To know how to make healthy lifestyle choices</p> <p><b>Year 2:</b> To be able to show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.</p> <p><b>Year 2:</b> I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong.</p> | <p><b>Making friends</b></p> <p><b>Year 1:</b> To identify what being a good friend means to me.</p> <p><b>Year 2:</b> To understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can identify what being a good friend means to me. I know how to make a new friend.</p> <p><b>Year 2:</b> I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I know which types of physical contact I like and don't like and can talk about this.</p> | <p><b>Changing Me</b></p> <p><b>Year 1:</b> To explain some things about me that have changed and some things about me that have stayed the same.</p> <p><b>Year 2:</b> To explain about the natural process of growing from young to old and understand that this is not in my control.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> 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 will happen whether I want them to or not.</p> <p><b>Year 2:</b> 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.</p> |
|          | Lesson 3  | <p><b>Rights and Responsibilities</b></p> <p><b>Year 1:</b> To understand the rights and responsibilities for being a member of my class</p> <p><b>Year 2:</b> To understand the rights and responsibilities for being a member of my class.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I understand the rights and responsibilities for being a member of my class. I know how to make my class a safe place for everybody to learn</p> <p><b>Year 2:</b> I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place</p>                    | <p><b>“What is bullying?”</b></p> <p><b>Year 1:</b> To know what bullying is</p> <p><b>Year 2:</b> To understand that bullying is sometimes about difference</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can tell you what bullying is. I understand how being bullied might feel.</p> <p><b>Year 2:</b> I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels.</p>   | <p><b>Achieving together</b></p> <p><b>Year 1:</b> To understand how to work well with a partner.</p> <p><b>Year 2:</b> To recognise who I work well with and who it is more difficult for me to work with.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I understand how to work well with a partner. I can celebrate achievement with my partner.</p> <p><b>Year 2:</b> I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.</p>  | <p><b>Clean and healthy</b></p> <p><b>Year 1/2:</b> To know how to keep myself clean and healthy, and understand how germs cause disease/illness.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1/2:</b> I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</p> <p>I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.</p>   | <p><b>Greetings</b></p> <p><b>Year 1:</b> To know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p><b>Year 2:</b> To identify some of the things that cause conflict with my friends.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I can recognise which forms of physical contact are acceptable and unacceptable to me.</p> <p><b>Year 2:</b> I can identify some of the things that cause conflict with my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends</p>   |
| Lesson 4 | <p><b>Rewards and Feeling Proud.</b></p> <p><b>Year 1:</b> To know my views are valued and can contribute to the Learning Charter.</p> <p><b>Year 2:</b> To be able to listen to other people and contribute my own ideas about rewards and consequences.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I know my views are valued and can contribute to the Learning Charter. I</p>  | <p><b>“What do I do about bullying?”</b></p> <p><b>Year 1:</b> To know some people who I could talk to if I was feeling unhappy or being bullied.</p> <p><b>Year 2:</b> To recognise what is right and wrong and know how to look after myself.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p>   | <p><b>Stretchy Learning</b></p> <p><b>Year 1:</b> To be able to tackle a new challenge and understand this might stretch my learning.</p> <p><b>Year 2:</b> To be able to work well in a group.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p>Year 2 challenge: Dream Birds</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can tackle a new challenge and understand this might stretch my learning. I</p>  | <p><b>Medicine Safety</b></p> <p><b>Year 1:</b> To understand that medicines can help me if I feel poorly and I know how to use them safely.</p> <p><b>Year 2:</b> To understand how medicines work in my body and how important it is to use them safely</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I understand that medicines can help me if I feel poorly and I know how to use them</p>   | <p><b>People who help us</b></p> <p><b>Year 1:</b> To know who can help me in my school community.</p> <p><b>Year 2:</b> To recognise and appreciate people who can help me in my family, my school and my community</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I know who can help me in my school community. I know when I need help and know how to ask for it.</p>   | <p><b>Boys' and girls' bodies</b></p> <p><b>Year 1:</b> To 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)</p> <p><b>Year 2:</b> To recognise the physical differences between boys and girls, (use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private).</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p>  |

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|          | <p>recognise how it feels to be proud of an achievement</p> <p><b>Year 2:</b> I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place</p>   | <p><b>Year 1:</b> I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied</p> <p><b>Year 2:</b> I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others</p> <p>I know how to get help if I am being bullied.</p>  | <p>can identify how I feel when I am faced with a new challenge.</p> <p><b>Year 2:</b> I can work well in a group. I can work with others in a group to solve problems.</p>  | <p>safely. I know some ways to help myself when I feel poorly.</p> <p><b>Year 2:</b> I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.</p>   | <p><b>Year 2:</b> I recognise and appreciate people who can help me in my family, my school and my community. I understand how it feels to trust someone.</p>  | <p><b>Year 1:</b> 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.</p> <p><b>Year 2:</b> I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.</p>   |
| Lesson 5 | <p><b>Consequences</b></p> <p><b>Year 1:</b> To recognise the choices I make and understand the consequences</p> <p><b>Year 2:</b> To understand how following the Learning Charter will help me and others learn.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences</p> <p><b>Year 2:</b> I understand how following the Learning Charter will help me and others learn. I can work cooperatively.</p>  | <p><b>Making New Friends</b></p> <p><b>Year 1:</b> To know how to make new friends</p> <p><b>Year 2:</b> To understand that it is OK to be different from other people and to be friends with them.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I know how to make new friends. I know how it feels to make a new friend</p> <p><b>Year 2:</b> I understand that it is OK to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend.</p> | <p><b>Overcoming obstacles</b></p> <p><b>Year 1:</b> To be able to identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p> <p><b>Year 2:</b> To explain some ways I worked well with my group.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p>Continue with challenges</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.</p> <p><b>Year 2:</b> I can tell you some ways I worked well with my group. I can tell you how I felt about working in my group.</p>            | <p><b>Road Safety</b></p> <p><b>Year 1/2:</b> To know how to keep safe when crossing the road, and about people who can help me to stay safe.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1/2:</b> I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.</p>  | <p><b>Being my own best friend</b></p> <p><b>Year 1:</b> To recognise my qualities as person and a friend</p> <p><b>Year 2:</b> To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can recognise my qualities as person and a friend. I know ways to praise myself.</p> <p><b>Year 2:</b> I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</p>  | <p><b>Learning and Growing</b></p> <p><b>Year 1:</b> To understand that every time I learn something new I change a little bit.</p> <p><b>Year 2:</b> To understand there are different types of touch and can tell you which ones I like and don't like.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I understand that every time I learn something new I change a little bit. I enjoy learning new things.</p> <p><b>Year 2:</b> I understand there are different types of touch and can tell you which ones I like and don't like. I am confident to say what I like and don't like and can ask for help.</p> |
| Lesson 6 | <p><b>Owning Our Learning (Assessment opportunity)</b></p> <p><b>Charter</b></p> <p><b>Year 1:</b> To understand my rights and responsibilities within our Learning Charter</p> <p><b>Year 2:</b> To recognise the choices I make and understand the consequences.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I understand my rights and responsibilities within our Learning Charter. I understand my choices in following the Learning Charter</p> <p><b>Year 2:</b> I can recognise the choices I make and understand the consequences. I am choosing to follow the Learning Charter.</p> | <p><b>Celebrating difference, celebrating me (Assessment opportunity)</b></p> <p><b>Year 1:</b> To explain some ways I am different from my friends.</p> <p><b>Year 2:</b> To explain some ways I am different from my friends</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p> <p><b>Year 2:</b> I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.</p>             | <p><b>Celebrating my success (Assessment opportunity)</b></p> <p><b>(Assessment opportunity)</b></p> <p><b>Year 1:</b> To explain how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p><b>Year 2:</b> To know how to share success with other people.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.</p> <p><b>Year 2:</b> I know how to share success with other people. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.</p> | <p><b>Happy Healthy me</b></p> <p><b>Year 1:</b> To explain why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p><b>Year 2:</b> To know which foods to eat to give my body energy.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p>Year 2 - Healthy recipes challenge</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.</p> <p><b>Year 2:</b> I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body</p> | <p><b>Celebrating special relationships (Assessment opportunity)</b></p> <p><b>Year 1:</b> To explain why I appreciate someone who is special to me</p> <p><b>Year 2:</b> To express my appreciation for the people in my special relationships.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p>Year 1 challenge: balloons</p> <p>Year 2 challenge</p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p> <p><b>Year 2:</b> I can express my appreciation for the people in my special relationships. I am comfortable accepting appreciation from others.</p> | <p><b>Coping with Changes (Assessment opportunity)</b></p> <p><b>Year 1:</b> To explain about changes that have happened in my life.</p> <p><b>Year 2:</b> To identify what I am looking forward to when I move to my next class.</p> <p><b>Activities:</b> <a href="#">See Jigsaw scheme of work – choose vocabulary and activities to suit needs of class</a></p> <p><b>Outcomes:</b></p> <p><b>Year 1:</b> I can tell you about changes that have happened in my life. I know some ways to cope with changes.</p> <p><b>Year 2:</b> I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>                           |

**Assessment Criteria**

|    |                               | Being Me in My World   | Celebrating Difference (including anti-bullying)   | Dreams and Goals   | Healthy Me  | Relationships   | Changing Me (including Sex Education)  |
|----|-------------------------------|--|--|--|---|---|--|
| Y1 | Working Towards               | I can tell you something positive that I like about being in my class.<br>I can say how I help make my class a happy and safe place.   | I can talk about one thing that makes me different from my friends and one thing that we have in common.<br>I can tell you ways that I could be kind to other people in my class.  | I can tell you about a challenge and what I did well.<br>I can say why a challenge made me feel good about myself.   | I can tell you something amazing about how my body works and something I need to do to keep it safe and healthy.<br>I know that my body is special and I need to take care of it.   | I can name some people who are special to me. I can tell you ways they help me stay safe and feel special.<br>I can tell you why I like some people and who I might go to for help if I needed it.  | I can tell you some ways that I have changed since being a baby and I know the main body parts that make boys and girls different. I know some of the correct names for these and that they are private.<br>I can tell you some things that will change for me and how I feel about this.  |
|    | Working at ARE                | I can explain why my class is a happy and safe place to learn.<br>I can give different examples where I or others make my class happy and safe.  | 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.<br>I can explain what bullying is and how being bullied might make somebody feel.   | I can explain how I feel when I am successful and how this can be celebrated positively.<br>I can say why my internal treasure chest is an important place to store positive feelings.   | I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.<br>I can give examples where being healthy can help me feel happy.   | 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.<br>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.  | 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.<br>I can explain why some changes I might experience might feel better than others.   |
|    | Working beyond AGE            | I can explain why I have a right to learn in a happy and safe class.<br>I can explain how everyone in my class has responsibilities to make our class happy and safe   | I can explain why being unique and special is important.<br>I can explain why bullying might happen and I can offer strategies to help the person who is being bullied.  | I can explain what helped me to succeed in a learning challenge and explain how this made me feel.<br>I can explain why it is important to store positive feelings in my internal treasure chest and how this can help me in my future learning.   | I can explain many ways that my body is amazing and how the different things I do, keep it safe and healthy.<br>I can suggest how my body might come to harm if I make unhealthy choices.<br>I can explain how healthy choices affect the way I feel about myself and help to make me happy.                          | I can suggest different ways to show appreciation for other people and how to recognise their appreciation for me.<br>I can also explain how this helps me feel safe and good about myself.<br>I can explain how other people's behaviour can make me feel about myself and whether I feel safe or not. I can also explain how my behaviour affects others.   | I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can also explain when it might be appropriate to talk about these, and when I should not.<br>I can suggest things that might change for me in the future and what sort of feelings I might experience if/when these changes happen. I can offer some ideas about how I could manage feelings that are worrying or sad  |
| Y2 | Working Towards               | I can tell you some things that make my class a safe and fair place.<br>I can say how I feel about my class and why I like it being safe and fair.   | I can name some differences and similarities between me and other people in my class.<br>I can give a reason why a friend is special to me.  | I can tell you what I did to help my group create an end product.<br>I can say how I felt about working in a group.  | I can tell you some things I can put in or on my body to keep it healthy.<br>I can say how I feel about being healthy.  | When talking about my relationships with others I can tell you some of the things that might make me feel comfortable and some things that might make me feel uncomfortable.<br>I can tell you ways that might help me to solve problems in my relationships. This might be asking for help or using a problem-solving technique.   | I can tell you how I am different now to when I was a baby and say 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.<br>I can tell you something that I like/dislike about being a boy/ girl and something that I like/ dislike about getting older.  |
|    | Working Working at ARE beyond | I can explain why my behaviour can impact on other people in my class.<br>I can compare my own and my friends' choices and can express why some choices are better than others.<br><br>I can justify the choices I make to help keep my class and school a safe and fair place.<br>I can give evidence as to why my own and my friends' choices can be helpful/unhelpful and | 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.<br>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.<br><br>I can justify why gender stereotypes are not always fair. I can also explain why differences can make some people bully other people. | I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other.<br>I can explain how it felt to be part of a group and can identify a range of feelings about group work.<br><br>I can analyse the different roles people played in a group to create an | I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices.<br>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.<br><br>I can justify my choices about food and medicines and explain healthy and safe | 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.<br>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.<br><br>I can justify how and why some things might make me feel comfortable or uncomfortable in relationships. | 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.<br>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 to me.<br><br>I can explain about various ways that boys and girls are different, both physically (using the correct terms) and in personality and behaviour; I can talk |

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|-------------------------|--|--|---|--|---|--|---|
|                         |  | how some of these choices may have positive/negative consequences. | I can offer strategies that allow me to stand up for myself and my friends. | end product and justify what was helpful and what wasn't.<br>I can identify a range of feelings about working in a group. I can analyse my feelings and those of others and can explain how we could improve our group skills next time. | ways in which they are good for my body.<br>I can give evidence as to why my own and my friends' choices are healthy / less healthy. I can also evaluate how it feels to make healthy and less healthy choices. | I can appraise how effective different problem-solving solutions might be when solving problems in my relationships. | about the physical differences with respect and understand how to protect my own and others' privacy.<br>I can explain how I feel about being a boy/girl and getting older and talk about the feelings I have about it. I can explain why other people may feel differently to me and give some examples. |
| <b>Curricular Links</b> | <a href="#">Link to mapping document</a><br><a href="#">Link to British Values coverage</a><br><a href="#">Link to SMSC coverage</a> |  |   |  |   |  |   |