

PSHE Jigsaw Overview 2018-19

	Celebrating Difference (Term 2)	Dreams and Goals (Term 3)	Healthy Me (Term 4)	Relationships (Term 5)	Changing Me (Term 6)
EYFS	Within the EYFS, Jigsaw is used to support the development of PSED (Personal, Social and Emotional Development) and PD (Physical Development) ensuring children make progress towards and beyond the early learning goals for these areas of learning.				
Year 1	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.	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.	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.	I can tell you why I appreciate someone who is special to me and express how I feel about them.	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles and vagina. I respect my body and understand which parts are private.
Year 2	I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her.	I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group.	I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) 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.
Year 3	I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how this feels.	I can evaluate my own learning process and identify how it can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help. I can express how being anxious or scared feels.	I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.	I can identify how boys' and girls' 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. I recognise how I feel about these changes happening to me and know how to cope with these feelings.

	Celebrating Difference (Term 2)	Dreams and Goals (Term 3)	Healthy Me (Term 4)	Relationships (Term 5)	Changing Me (Term 6)
Year 4	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I know what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can explain different points of view on an animal rights issue and express my own opinion and feelings on this.</p>	<p>I can identify what I am looking forward to when I am in Year 5.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>
Year 5	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.</p>	<p>I 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>I respect and value my body.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>
Year 6	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation.</p>	<p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can identify why I am motivated to do this.</p>	<p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born and I recognise how I feel when I reflect on the development and birth of a baby.</p>

Themes to run across the school and in assemblies.

SMSC covered every lesson.

Assessment at the end of every term.