

## PSHE Curriculum Intention

Intent: Albert Bradbeer holds children at its heart, supported by following the Jigsaw scheme of learning. Its cohesive vision helps children understand and value how they fit into and contribute to the world. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, as well as using mindfulness to allow children to advance their emotional awareness, concentration, focus and self-regulation. We deliver engaging and relevant PSHE within a whole-school approach.

IMPLEMENTATION: *Jigsaw 3-11 offers a comprehensive programme for Primary PSHE, including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.*

IMPACT: *This can be established through assessment identified in the key learning. See individual year group for individual impact statements.*

	Intent	Implementation	Impact
In Foundation stage, the children will begin to explore 6 Puzzles; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me.	<b>In EYFS</b> , children will begin to learn about feelings and how to manage them, including building resilience, building friendships, staying healthy and understanding the functions of some body parts.	<p><b><u>Being Me in my World</u></b></p> <ul style="list-style-type: none"> <li>• Similarities and differences with friends</li> <li>• Recognising and managing feelings</li> <li>• Working with others</li> <li>• Right to learn and right to play</li> <li>• Responsibility</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Differences with friends' achievements</li> <li>• Friendship and being a kind friend</li> </ul> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Consider challenges and facing up to them</li> <li>• Resilience</li> <li>• Careers</li> <li>• Achieving goals</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Naming key parts</li> <li>• Staying healthy</li> <li>• Importance of sleep</li> <li>• Hand washing</li> <li>• 'Stranger danger'</li> </ul> <p><b><u>Relationships</u></b></p>	<ul style="list-style-type: none"> <li>✓ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG: Self-regulation).</li> <li>✓ Show sensitivity to their own and to others' needs (ELG: Building Relationships).</li> <li>✓ Set and work towards simple goals</li> <li>✓ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG: Managing Self).</li> <li>✓ Work and play co-operatively and take turns with others.</li> <li>✓ Form positive attachments to adults and friendships with peers (ELG: Building Relationships).</li> <li>✓ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding</li> </ul>

		<ul style="list-style-type: none"> <li>• Key relationships in children’s lives</li> <li>• Families and different roles within a family</li> <li>• Friendships – what makes a good friend?</li> <li>• Strategies to mend friendships</li> <li>• Calm Me time to help with feelings of upset or anger.</li> </ul> <p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• How have you changed from a baby?</li> <li>• What might change in the future?</li> <li>• Consolidate names and functions of some main body parts</li> </ul>	<p>the importance of healthy food choices (ELG: Managing Self).</p>
<p>In KS1, children will further develop their understanding around the 6 puzzles; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Children will begin to make connections between previous learning and new learning.</p>	<p><b>In Year 1-</b> The children continue to develop a sense of belonging within their class, understand similarities and differences between people,</p> <p>They will further develop their understanding of friendships and learn about bullying and how to resolves difficulties and care for their friends.</p> <p>They will begin to explore life cycles, staying healthy and widen children’s breadth of relationships.</p>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Introduced to the Learning Charter</li> <li>• Discuss roles and responsibilities</li> <li>• Choice and consequence</li> <li>• Feeling safe in the class</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• Similarities and differences between people – How this make us unique and special</li> <li>• Bullying – What it is and what it isn’t and when to ask for help</li> <li>• Friendship, how to make friends, it’s OK to have differences from friends</li> <li>• Caring for friends</li> </ul> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Setting simple goals</li> <li>• How to achieve goals</li> <li>• Overcoming difficulties</li> <li>• Recognise feelings associated with challenges</li> <li>• Working with a partner</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Health and unhealthy choices</li> <li>• Hygiene, keeping yourself clean and understanding how germs are harmful</li> <li>• Road safety</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Widen children’s breadth of relationships to include people they may find in school.</li> <li>• Significant relationships (family, friends and school community)</li> <li>• Touch can be used in kind and unkind ways (supports later work on safeguarding)</li> <li>• Personal attributes as a friend, family member and as part of a community</li> </ul>	<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 (R7).</li> <li>✓ Children will understand there is a normal range of feelings and emotions (H2)</li> <li>✓ Children will understand the importance of respecting others, even when they are different from them (R12)</li> <li>✓ Children will begin to understand the characteristics of friendships. E.g. kindness and trust (R8)</li> <li>✓ Begin to build resilience and strategies to overcome difficulties</li> <li>✓ Begin to understand the characteristics of a healthy diet (H22)</li> <li>✓ Staying safe in our wider community</li> <li>✓ Begin to build an understanding about personal hygiene and germs (H30)</li> <li>✓ Begin to think about where and how they can seek support (H9)</li> </ul>

		<p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Life cycles e.g. a frog</li> <li>• Compare life cycles to human life cycle from baby to adult</li> <li>• How have you changed so far?</li> <li>• Taught the correct words for parts of the body as part of school's safeguarding duty</li> <li>• Practise a range of skills to help manage feelings</li> <li>• How to access help if you are worried about change</li> </ul>	
	<p><b>In Year 2-</b> The children will look at hopes and fears and how to work collaboratively. They will be introduced to the term stereotypes as part of their learning around bullying. Children will begin to understand how to set realistic goals and be introduced to the term 'perseverance' and relate this to their goals and how they can achieve them.</p> <p>Children will begin to compare life cycles, understand how to have a healthy relationship with food and widen their understanding of the roles and responsibilities in family relationships.</p>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Hopes and fears</li> <li>• Rights and responsibilities</li> <li>• Working collaboratively</li> <li>• Consequences of making different choices</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• Recognise gender stereotypes</li> <li>• Bullying, why it happens and how to support peers</li> <li>• Feelings associated with bullying and how and where to get help</li> </ul> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Setting realistic goals and how you can achieve them</li> <li>• Perseverance</li> <li>• Recognising strengths as a learner</li> <li>• Group work – who do you work well with and whom you do not</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Healthy food</li> <li>• A healthy relationship with food</li> <li>• What makes you feel relaxed and stressed?</li> <li>• Medicines, how they work and how to use them safely</li> <li>• Make healthy snacks and know why they are good for our bodies</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Family relationships widens to include roles and responsibilities in family</li> <li>• The importance of co-operation, appreciation and trust</li> <li>• Friendships – falling out and conflict resolution</li> <li>• Importance of trust in relationships</li> <li>• Two types of secrets</li> <li>• Practise strategies for being assertive</li> </ul>	<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 (R7).</li> <li>✓ Able to work collaboratively with peers in class</li> <li>✓ Learn that healthy friendships are positive and welcoming towards other, and do not make others feel lonely or excluded (R9)</li> <li>✓ Children will continue to build knowledge about bullying (R17)</li> <li>✓ Explore what a stereotype is (R18) particularly gender stereotypes</li> <li>✓ Know how to recognise emotions and talk about how they feel (H3)</li> <li>✓ Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (H9)</li> <li>✓ The conventions of courtesy and manners (R14) when working in groups</li> <li>✓ Children will begin to build an understanding of simple self-care techniques (H6)</li> <li>✓ Explore the principles of planning and preparing a range of healthy meals (H23)</li> </ul>

		<ul style="list-style-type: none"> <li>• Physical contact, which ones are acceptable and which ones are not</li> <li>• Who can help you if you're worried or scared?</li> </ul> <p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Compare different life cycles in nature</li> <li>• Reflect on the changes that occur between baby, toddler, child, teenager, adult and old age (not including puberty)</li> <li>• Independence, freedoms, and responsibility increase with age</li> <li>• Inappropriate touch and assertiveness</li> <li>• Practice a range of strategies for managing feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>✓ The characteristics of healthy family life (R2)</li> <li>✓ Deepening an understanding of trust, linking to the characteristics of friendships (R8) <ul style="list-style-type: none"> <li>✓ Children will begin to learn that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (R27)</li> </ul> </li> <li>✓ Learn key facts about the changing adolescent body (H34)</li> </ul>
<p>In KS2, the children will secure in-depth knowledge and understanding of the 6 puzzles; Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Children will make strong connections to previous learning and build on this to establish a comprehensive understanding of the PSHE learning intentions.</p>	<p><b>In Year 3</b>, the children start to relate rules to rights and responsibilities and working with others.</p> <p>The children will learn about family structure, deepen their understanding on bullying and how to overcome challenges in order to achieve success.</p> <p>They will continue to develop their knowledge of exercise and learn the functions of the heart and lungs, calories, fat and sugar as well as drugs as part of leading a healthy lifestyle.</p>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Self-worth</li> <li>• Relating rules to rights and responsibilities</li> <li>• Choices and consequences</li> <li>• Working with others and seeing things from other people's points of view</li> <li>• Recognising different feelings in themselves and others</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Methods to calm down</li> <li>• Being a witness (bystander)</li> <li>• Problem-solving techniques in bullying situations</li> <li>• Hurtful words and compliments and the feelings associated with these</li> </ul> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Overcome challenges to achieve success</li> <li>• Identify their own dreams and goals</li> <li>• Facing challenges and identify their own strategies for overcoming these</li> <li>• Reflect on progress and successes</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Importance of exercise</li> <li>• Functions of the heart and lungs and why they're important</li> <li>• Calories, fat and sugar</li> </ul>	<ul style="list-style-type: none"> <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 (R2).</li> <li>✓ Understanding that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) (H2)</li> <li>✓ Building a knowledge about different types of bullying the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an</li> </ul>

- Drugs to make you better as well as other drugs
- Consider things, places and people that are dangerous and how to keep safe

**Relationships**

- Revisit family relationships and identify the different expectations and roles
- Why stereotypes can be unfair and may be accurate
- Families should be founded on love, respect, appreciation, trust and co-operation
- Revisit negotiating conflict situations and introduce the concept of win-win outcome
- Online relationships are explored
- Global community
- Children’s universal rights

**Changing Me**

- What babies need to grow and develop into adults
- Children are taught that it is usually the female that carries the baby in nature.
- Children first look at the outside body changes in males and females.
- This leads onto lessons where puberty is introduced.
- Inside body changes are also taught.
- Children learn that females have eggs (ova) in their ovaries and these are released monthly.
- Sexual intercourse and the birth of the baby **are not** taught in this year group.
- Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

adult) and how to get help (R17)

- ✓ Know how to ask for advice or help for themselves or others, and to keep trying until they are heard (R30)
- ✓ Know 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 (H3)
- ✓ (H22) what constitutes a healthy diet (including understanding calories and other nutritional content)
- ✓ (H25) the facts about legal and illegal harmful substances and associated risks, including drug-taking as well as taking medicines to help you.
- ✓ (R10) 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
- ✓ (H34) key facts about puberty and the changing

			<p>adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>
	<p><b>In year 4</b>, the children learn being part of a team and school community and also build their knowledge around democracy.</p> <p>Children will understand how we can make assumptions about people and delve deeper into bullying, particularly online bullying.</p> <p>They will begin to understand and develop strategies on how to overcome disappointment, feelings of jealousy and dealing with bereavement and how to make new plans/goals.</p> <p>They will explain the impact that certain habits have on their health such as alcohol and smoking.</p>	<p><b><u>Being My in My World</u></b></p> <ul style="list-style-type: none"> <li>• Being part of a team</li> <li>• Attitudes and action as and their effects on the whole class</li> <li>• School community</li> <li>• Democracy</li> <li>• How to work in a group</li> <li>• Considering other people’s feelings</li> </ul> <p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>• Making assumptions about people</li> <li>• Online bullying</li> <li>• Pressures of being a witness (bystander)</li> <li>• First impressions</li> </ul> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Consider hopes and dreams</li> <li>• Overcome feelings of disappoint</li> <li>• Making news plans/setting new goals</li> <li>• Overcome challenges as a group</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Leaders and followers within a friendship group</li> <li>• Reflect on their friendships</li> <li>• Smoking and its effects on health</li> <li>• Alcohol and its effects on health</li> <li>• Peer pressure and how to deal with it</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Emotional aspects of relationships and friendships</li> <li>• Explore jealousy and loss/bereavement</li> <li>• Strategies for coping with change</li> <li>• Revisit skills of negotiation, to help manage a change in a relationship</li> </ul>	<ul style="list-style-type: none"> <li>✓ (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>✓ (H35) about menstrual well-being including the key facts about the menstrual cycle.</li> <li>✓ (R8) 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>✓ (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships <ul style="list-style-type: none"> <li>✓ (H3) 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> </ul> </li> <li>✓ (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>✓ (R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily</li> </ul>

		<p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation</li> <li>• Sanitary health</li> <li>• Conception and intercourse in simple terms</li> <li>• Feelings associated with change and how to manage these</li> <li>• Jigsaw's Circle of Change model as a strategy for managing future changes</li> </ul>	<p>reporting bullying to an adult) and how to get help</p> <ul style="list-style-type: none"> <li>✓ (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</li> <li>✓ (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>✓ (H2) 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>✓ (R10) 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>✓ (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>
	<p>In year 5, the children will be encouraged to set goals for the year ahead and deepen their understanding on democracy.</p> <p>Children will explore different cultures and cultural differences</p>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Set goals for the year ahead, pre-empt challenges they may face</li> <li>• Rights and responsibilities as a member of their class, school, wider community and the country they live in</li> <li>• Behaviour and how it impacts on others</li> <li>• Choices, rewards, consequences and feelings associated with each</li> <li>• Democracy, how it benefits school and how they can contribute towards it</li> </ul> <p><b><u>Celebrating Difference</u></b></p>	<ul style="list-style-type: none"> <li>✓ (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>✓ (H35) about menstrual well-being including the key facts about the menstrual cycle.</li> </ul>

	<p>and developing a higher level of respect and tolerance for people's differences.</p> <p>Children will begin to consider career choices and the money involved with a job.</p> <p>Children will investigate risks associated with smoking and alcohol misuse, taught first aid procedures and explore the effects of social media to a person's health.</p> <p>In year 5, there will be a greater focus relationship online and staying safe online. Puberty will be taught in more detail and children will learn further details about pregnancy and romantic relationships.</p>	<ul style="list-style-type: none"> <li>• Explore culture and cultural differences</li> <li>• Racism – what it is and how to be aware of their own feelings towards people</li> <li>• Bullying – rumours and name-calling</li> <li>• Direct and indirect ways of bullying</li> <li>• Happiness regardless of material wealth</li> <li>• Respecting other people's differences</li> </ul> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Share their dreams and goals</li> <li>• Consider jobs and salaries</li> <li>• Similarities and differences between themselves (and their dreams and goals) and someone from a different culture</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Investigate the risks associated with smoking and how it affects the lungs, liver and heart.</li> <li>• Risks associated with alcohol misuse.</li> <li>• Taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed.</li> <li>• How body types are portrayed in the media, social media and celebrity culture.</li> <li>• Eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Importance of self-esteem and ways this can be boosted</li> <li>• Investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking- age-limits and also age-appropriateness</li> <li>• SMARRT internet safety rules and they apply these in different situations</li> <li>• Risk, pressure and influences are revisited</li> <li>• Children are taught about grooming and how people online can pretend to be whoever they want</li> <li>• Rights, responsibilities and respect are revisited with an angle on technology use</li> </ul> <p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Revisit self-esteem, self-image and body image</li> <li>• Learn that we all have perceptions about ourselves and others</li> <li>• Social media and the media can promote unhelpful comparison and how to manage this</li> </ul>	<ul style="list-style-type: none"> <li>✓ (R11) 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> <li>✓ (R12) 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>✓ (H3) 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>✓ (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>✓ (R17) 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>✓ (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and</li> </ul>
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		<ul style="list-style-type: none"> <li>• Puberty is revisited in further detail, explaining bodily changes in males and females</li> <li>• Sexual intercourse is explained in slightly more detail than in the previous year</li> <li>• Further details about pregnancy are introduced</li> <li>• Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored</li> <li>• Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities.</li> </ul>	<p>experiences and support with problems and difficulties</p> <ul style="list-style-type: none"> <li>✓ (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>✓ (H32) how to make a clear and efficient call to emergency services if necessary</li> <li>✓ (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> <li>✓ (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>✓ (H24) 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> <li>✓ (R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> </ul>
	<p><b>In year 6</b>, the children discuss and plan for their year ahead, setting goals and discussing fears and worries. They learn about similarities and how being different</p>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>• Planning for the year ahead</li> <li>• Setting goals and discussing fears</li> <li>• The Rights of a Child</li> <li>• Choices, rewards and consequences</li> <li>• Individual behaviours and the impact on a group</li> <li>• Democracy and the benefits</li> </ul> <p><b><u>Celebrating Difference</u></b></p>	<ul style="list-style-type: none"> <li>✓ (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>✓ (H35) about menstrual well-being including the key facts about the menstrual cycle.</li> </ul>

	<p>can sometimes be difficult.</p> <p>The children explore motivation, challenging themselves and setting goals. They learn about good and healthy choices to keep themselves safe in various situations. There is a focus on mental well-being in Year 6.</p>	<ul style="list-style-type: none"> <li>• Differences and similarities</li> <li>• Difficulties of being different</li> <li>• Bullying and strategies</li> <li>• People with disabilities</li> </ul> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>• Challenging and realistic goals</li> <li>• Motivation</li> <li>• Global issues</li> <li>• Praise and compliments</li> <li>• Personal strengths</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>• Physical and emotional health</li> <li>• Healthy choices</li> <li>• Effects of drugs and alcohol</li> <li>• Child exploitation and gang related culture</li> <li>• Stress and stress triggers</li> </ul> <p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>• Mental health and well-being</li> <li>• Greif and loss</li> <li>• Online safety</li> <li>• Positive and safe communication</li> </ul> <p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>• Puberty in boys and girls and the changes that will happen</li> <li>• Childbirth and stages of development of a baby, starting at conception</li> <li>• Having relationship – being physically attracted to someone</li> <li>• Importance of mutual respect and not pressuring someone</li> <li>• Self-esteem, why it is important and ways to develop it</li> <li>• Transition from primary to secondary – what they are worried about, how they can prepare themselves.</li> </ul>	<ul style="list-style-type: none"> <li>✓ (H15) 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>✓ (H9) 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 well-being or ability to control their emotions (including issues arising online)</li> <li>✓ (H12) 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 well-being</li> <li>✓ (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>✓ (R15) the importance of self-respect and how this links to their own happiness</li> <li>✓ (R12) 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>✓ (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul>
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			✓ (H1) that mental well-being is a normal part of daily life, in the same way as physical health
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**For an extensive list of the impact of our PSHE scheme, please refer to the Jigsaw PSHE 3-11 progression map which is available upon request.**