



	EYFS	Year One	Year Two
Puzzle 1 Being Me in My World	<ul style="list-style-type: none"> Know they have a right to learn and play, safely and happily Know that some people are different from themselves Know that hands can be used kindly and unkindly Know special things about themselves Know how happiness and sadness can be expressed Know that being kind is good Identify feelings associated with belonging Skills to play co-operatively with others Be able to consider others' feelings Identify feelings of happiness and sadness Be responsible in the setting 	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand the rights and responsibilities of a member of a class Understand that they are safe and special in their class Identifying helpful behaviours to make the class a safe place Understand that they have choices Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences 	<ul style="list-style-type: none"> Understand the rights and responsibilities of class members Know about rewards and consequences and that these stem from choices Know that it is important to listen to other people and their views Know that positive choices impact positively on self-learning and the learning of others Identifying hopes and fears for the year ahead Know how to make their class a safe and fair place Show good listening skills Be able to work co-operatively Recognise own feelings and know when and where to get help Recognise the feeling of being worried
Vocabulary	kind, gentle, friend, similar(ity), different, rights, responsibilities, feelings, angry, happy, excited, nervous, sharing, taking turns	safe, special, calm, belonging, special, learning charter, Jigsaw charter, rewards, proud, consequences, upset, disappointed	worries, hopes, fears, responsible, actions, praise, positive, negative, choices, co-operate, problem-solving
Puzzle 2 Celebrating Difference	<ul style="list-style-type: none"> Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry Know some qualities of a positive friendship Know that they don't have to be 'the same as' to be a friend Know what being proud means and that people can be proud of different things Know that people can be good at different things Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Recognise emotions when they or someone else is upset, frightened or angry Identify and use skills to make a friend Identify some ways they can be different/same as others Identify and use skills to stand up for themselves Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others' successes Recognise similarities/differences between their family and others 	<ul style="list-style-type: none"> Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know that people are unique and that it is OK to be different Know skills to make friendships Know that people have differences and similarities Identify what is bullying and what isn't Understand how being bullied might feel Recognise ways in which they are the same as their friends and ways they are different Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special 	<ul style="list-style-type: none"> Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of difference Know that friends can be different and still be friends Know there are stereotypes about boys and girls Know where to get help if being bullied Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know the difference between right and wrong and the role that choice has to play in this Explain how being bullied can make someone feel Know how to stand up for themselves when they need to Understand that everyone's differences make them special and unique Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people because they are different
Vocabulary	different, special, proud, friends, kind, same, similar, happy, sad, frightened, angry, family	similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, bully, bullied, celebrations, special, unique	boys, girls, similarities, assumptions, shield, stereotypes, special, differences, bully, purpose, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, unique, value

Puzzle 3 Dreams and Goals	<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal • Understand that challenges can be difficult • Develop resilience • Recognise some of the feelings linked to perseverance • Recognise how kind words can encourage people • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Feel proud • Celebrate success 	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Recognise how they feel when they overcome a challenge/obstacle • Celebrate an achievement with a friend • Can store feelings of success so that they can be used in the future 	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group-working looks like • Know how to share success with other people • Recognise how working with others can be helpful • Be able to work effectively with a partner • Be able to choose a partner with whom they work well • Be able to work as part of a group • Be able to describe their own achievements and feelings linked to this • Recognise their own strengths as a learner • Recognise how it feels to be part of a group that succeeds
Vocabulary	dream, goal, challenge, job, ambition, perseverance, achievement, happy, kind, encouragement, success, resilience	proud, success, stepping-stones, process, working together, team work, celebrate, stretch, challenge, feelings, obstacle, barrier, overcome, achieve	realistic, achievement, goal, strength, persevere, difficult, easy, learning together, partner, product, success
Puzzle 4 Being Healthy	<ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know what to do if they get lost • Can explain what they need to do to stay healthy • Recognise how exercise makes them feel • Can give examples of healthy food • Can explain what to do if a stranger approaches them • Can explain how they might feel if they don't get enough sleep • Recognise how different foods can make them feel 	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy • Know that germs cause disease/illness • Know about people who can keep them safe • Keep themselves safe • Recognise how being healthy helps them to feel happy • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Feel good about themselves when they make healthy choices • Realise that they are special 	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed • Know how medicines work in their bodies • Know how to make some healthy snacks • Feel positive about caring for their bodies and keeping it healthy • Have a healthy relationship with food • Desire to make healthy lifestyle choices • Identify when a feeling is weak and when a feeling is strong • Express how it feels to share healthy food with their friends
Vocabulary	healthy, unhealthy, exercise, head, shoulders, knees, toes, sleep, wash, clean, stranger, scared, lost, found	unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, names of toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, safe, safety, Green Cross Code, eyes, ears, look, listen, wait	healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, dangerous, medicines, body, balanced diet, portion, proportion, energy, fuel, nutritious

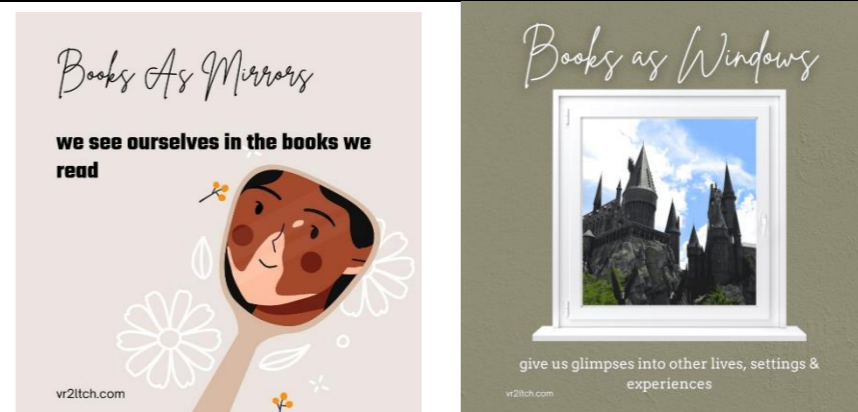
Puzzle 5 Relationships	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends • Know about the different people in the school community and how they help • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can show skills of friendship • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stay stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know that everyone's family is different • Know that families function well when there is trust, respect, care, love and co-operation • Know some reasons why friends have conflicts • Know that friendships have ups and downs and sometimes change with time • Know how to use the Mending Friendships or Solve it together problem-solving methods • Can identify the different roles and responsibilities in their family • Can recognise the value that families can bring • Can recognise and talk about the types of physical contact that is acceptable or unacceptable • Can identify the negative feelings associated with keeping a worry secret • Can identify who they trust in their own relationships • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • Can identify the feelings associated with trust • Can give and receive compliments • Can say who they would go to for help if they were worried or scared
Vocabulary	family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, breathing, Calm Me technique	belong, same, different, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, confidence, praise, skills, self-belief, proud, celebrate, relationships, special, appreciate	similarities, special, important, co-operate, physical contact, communication, hugs, acceptable, not acceptable, conflict, point of view, secret, surprise, good secret, worry secret, trust, trustworthy, honesty, reliability, compliments
Puzzle 6 Changing Me	<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on • Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home 	<ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know that learning brings about change • Understand and accept that change is a natural part of getting older • Can suggest ways to manage change, e.g. moving to a new class • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning 	<ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch – some acceptable and some not • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age • Can say who they would go to for help if worried or scared • Can say what types of touch they find comfortable/uncomfortable • Be able to confidently ask someone to stop if they are being hurt/scared • Can appreciate that changes will happen and that some can be controlled and others not • Be able to express how they feel about changes • Show appreciation for people who are older • Can recognise the independence and responsibilities they have now compared to being a baby or toddler • Can say what greater responsibilities/ freedoms they may have in the future • Can say what they are looking forward to in the next year
Vocabulary	eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories	changes, life cycles, adulthood, mature, male, female, vagina, penis, testicles, vulva, anus, anxious, worried, excited	change, grow, control, fully grown, growing up, old, young, change, respect, appearance, baby, toddler, child, teenager, timeline, freedom, responsibilities, names of private body parts, public, private, acceptable, unacceptable, comfortable, uncomfortable

PSHE and SMSC across the Curriculum

We use Picture News weekly to explore key questions linked to current news events and the children are encouraged to give their own opinions and share their feelings. This enables children to engage with the fundamental British values of democracy, rule of law, individual liberty and mutual respect.



We read 'Mirrors and Windows' books weekly as we appreciate that children's books need to either provide a 'mirror' to reflect their own lives and families or a 'window' into the lives of others in different families, communities and countries. This enables children to develop their understanding of, and respect for, diversity in modern Britain.



Our weekly assemblies are led by staff and children learn about our 'Overchurch Superheroes' who embody the values of our school. We also have regular assemblies and events led by our local Church clergy and the Minority Ethnic Achievement Service. These promote the spiritual development of our young children, enabling them to be reflective of their own faiths while respecting the beliefs of others.

