



# PSHE Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
<b>Early Years</b>	<b>N/A</b>		
<b>Year 1</b>	<b>Autumn 1</b>	<p><b>Being Me in My World</b></p> <p><b>Rationale...</b> In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this they discuss rights and responsibilities, choices, and consequences. The children talk about being special and how to make everyone feel safe in their class as well as recognising their own safety.</p>	In EY's, children develop their own likes and dislikes and come familiar with the school setting.
	<b>Autumn 2</b>	<p><b>Celebrating Difference</b></p> <p><b>Rationale...</b> In this Puzzle (unit) children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p>	Children are encouraged to explore interests during play to learn, express their feelings and communicate a range of emotions.
	<b>Spring 1</b>	<p><b>Dreams and Goals</b></p> <p><b>Rationale...</b> In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>	Children are encouraged to take ownership over personal items e.g. water bottle, jumper.
	<b>Spring 2</b>	<p><b>Healthy Me</b></p> <p><b>Rationale...</b> In this Puzzle children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss stranger danger and what they should do if approached by someone they don't know.</p>	In EY's, children name and identify different parts of the body, and understand how to wash hands properly.
	<b>Summer 1</b>	<p><b>Relationships</b></p> <p><b>Rationale...</b></p>	Children are encouraged to build relationships with special people and



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		Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships. The children also learn about Jigsaw's Calm Me and how they can use this when feeling upset or angry.	seek out companionship with adults and children.
	Summer 2	<p><b>Changing Me</b></p> <p><b>Rationale...</b> Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	In EY's, children learn to manage their feelings more and tolerate situations in which personal wishes cannot be met.
Year 2	Autumn 1	<p><b>Being Me in My World</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter.</p>	The children have already studied this unit in Year 1 and touched upon rights and responsibilities, choices and consequences.
	Autumn 2	<p><b>Celebrating Difference</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the class talk about gender stereotypes, that boys and girls can have differences and similarities and that is OK. They talk about children being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. The children talk about feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p>	The children have already created the foundations and touched upon how they are different and celebrated differences and similarities among peers.
	Spring 1	<p><b>Dreams and Goals</b></p> <p><b>Rationale...</b> In this Puzzle the class talk about setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their</p>	In Year 1, children made targets and goals.



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		strengths as a learner. The children talk about group work and reflect on who they work well with and who they don't. They also talk about sharing success with other people.	
	<b>Spring 2</b>	<p><b>Healthy Me</b></p> <p><b>Rationale...</b> In this Puzzle the class learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children talk about things that make them feel relaxed and stressed. They talk about medicines, how they work and how to use them safely. The children have a go at making healthy snacks and also discuss why they are good for their bodies.</p>	This unit expands children's knowledge of what it means to be healthy, following on from personal hygiene in EY and Y1.
	<b>Summer 1</b>	<p><b>Relationships</b></p> <p><b>Rationale...</b> Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation, and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised, and the children learn and practise two different strategies for conflict resolution (Solve-it-together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also discuss people who can help them if they are worried or scared.</p>	This builds on children's awareness of having a trusted adult to then knowing how to trust in relationships and friendships.
	<b>Summer 2</b>	<p><b>Changing Me</b></p> <p><b>Rationale...</b> In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	Children have already been introduced to key vocabulary for naming body parts.



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<b>Year 3</b>	<b>Autumn 1</b>	<p><b>Being Me in My World</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They talk about new challenges and how to face them with positivity. The children talk about the need for rules and how these relate to rights and responsibilities. They talk about choices and consequences, working collaboratively and seeing things from other people's points of view. The children talk about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter.</p>	The children have already studied this unit in Year 1 and 2, and built on their knowledge of rights and responsibilities, choices and consequences.
	<b>Autumn 2</b>	<p><b>Celebrating Difference</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>	Throughout Year 1 and 2, the children have explored how they are unique and different ways bullying may occur.
	<b>Spring 1</b>	<p><b>Dreams and Goals</b></p> <p><b>Rationale...</b> In this Puzzle the class look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They talk about facing learning challenges and identify their own strategies for overcoming these. The children talk about obstacles which might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p>	Dreams and goals have been developed through KS1. The aim is to now make goals more realistic, achievable, and personal.
	<b>Spring 2</b>	<p><b>Healthy Me</b></p> <p><b>Rationale...</b> In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss</p>	Gives children prior understanding of healthy eating ready for their DT topic in summer term.



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		what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.	
	Summer 1	<p><b>Relationships</b></p> <p><b>Rationale...</b> In this Puzzle children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and cooperation. Children are reminded about the solve-it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and Apps is explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don't know in many ways e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children's universal rights are also revisited.</p>	This unit builds on understanding of solve-it techniques introduced in Y2.
	Summer 2	<p><b>Changing Me</b></p> <p><b>Rationale...</b> This Puzzle begins with an exploration about babies and what they need to grow and develop including parenting. Children learn that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries, and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby is 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.</p>	A build on key vocabulary used to name different parts of the body, already established from Y1.
Year 4	Autumn 1	<p><b>Being Me in My World</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school</p>	The children have already studied this unit and built on their knowledge of rights and responsibilities, choices and consequences.



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		and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.	
	Autumn 2	<p><b>Celebrating Difference</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>	Children have explored different roles played when bullying occurs and strategies which can be used if bullying is witnessed. Similarities and differences between peers have been celebrated throughout previous years.
	Spring 1	<p><b>Dreams and Goals</b></p> <p><b>Rationale...</b> In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>	Revisited theme from previous year groups and building on knowledge of creating personal dreams and goals to help succeed both in and outside of school.
	Spring 2	<p><b>Healthy Me</b></p> <p><b>Rationale...</b> In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p>	Links with both last year's healthy me and relationships units, in particular the impact friendships can have on decisions you make.
	Summer 1	<p><b>Relationships</b></p> <p><b>Rationale...</b></p>	This unit builds on previous year groups summer topic of understanding different roles within



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		Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.	relationships and how we can play them all.
	<b>Summer 2</b>	<p><b>Changing Me</b></p> <p><b>Rationale...</b> In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>	<p>A build on key vocabulary used to name different parts of the body, already established from Y1.</p> <p>Science topic links with Animal including Humans regarding life cycles and reproductive system.</p>
<b>Year 5</b>	<b>Autumn 1</b>	<p><b>Being Me in My World</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals.</p>	The children have already studied this unit and built on their knowledge of rights and responsibilities, choices and consequences.
	<b>Autumn 2</b>	<p><b>Celebrating Difference</b></p> <p><b>Rationale...</b> In this Puzzle (unit) the class explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children talk about direct and indirect bullying as well</p>	Children have explored different roles played when bullying occurs and strategies which can be used if bullying is witnessed, including online safety. Similarities and differences between peers have been



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		as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people's cultures.	celebrated throughout previous years.
	<b>Spring 1</b>	<p><b>Dreams and Goals</b></p> <p><b>Rationale...</b> In this Puzzle the class talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture.</p>	Revisited theme from pervious year groups and building on knowledge of creating personal dreams and goals to help succeed both in and outside of school.
	<b>Spring 2</b>	<p><b>Healthy Me</b></p> <p><b>Rationale...</b> In this Puzzle the class look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people's relationships with food and how this can be linked to negative body image pressures.</p>	Links with both last year's healthy me and relationships units, in particular the impact friendships can have on decisions you make both on and offline.
	<b>Summer 1</b>	<p><b>Relationships</b></p> <p><b>Rationale...</b> Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media.</p>	This unit builds on previous year groups summer topic of understanding different roles within relationships and how we can play them all.





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	Summer 2	<p><b>Changing Me</b></p> <p><b>Rationale...</b>            In this Puzzle the children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc.</p>	<p>A build on key vocabulary used to name different parts of the body, already established from Y1.</p> <p>Science topic links with Animal including Humans regarding life cycles and reproductive system.</p>
Year 6	Autumn 1	<p><b>Being Me in My World</b></p> <p><b>Rationale...</b>            In this Puzzle (unit) the children discuss their year ahead, they learn to set goals and discuss their fears and worries about the future. The class learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. The children talk about their own behaviour and how their choices can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals.</p>	<p>The children have already studied this unit and built on their knowledge of rights and responsibilities, choices and consequences.</p>
	Autumn 2	<p><b>Celebrating Difference</b></p> <p><b>Rationale...</b>            In this Puzzle (unit) the class talk about differences and similarities and that for some people, being different is hard. The children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well</p>	<p>Children have explored different roles played when bullying occurs and strategies which can be used if bullying is witnessed, including online safety. Similarities and differences between peers have been</p>



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		as wider bullying issues. The class talk about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.	celebrated throughout previous years.
	<b>Spring</b>	<p><b>Anxiety</b></p> <p><b>Rationale...</b> This term, the children will focus on handling anxiety and the different ways anxiety presents in preparation of SATs. They will also carry out mental wellbeing activities in order to build up their knowledge and bank of coping strategies.</p>	Children have been exposed to mental wellbeing and health awareness through CMHW and collective worship.
	<b>Summer 1</b>	<p><b>Relationships</b></p> <p><b>Rationale...</b> In this Puzzle the class look at mental health and how to take care of their own mental well-being. They talk about the grief cycle and its various stages, they also discuss the different causes of grief and loss. The children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way.</p>	This unit builds on previous year groups summer topic of understanding different roles within relationships and how we can play them all.
	<b>Summer 2</b>	<p><b>Changing Me</b></p> <p><b>Rationale...</b> In this Puzzle the class learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally.</p>	<p>A build on key vocabulary used to name different parts of the body, already established from Y1.</p> <p>Science topic links with Animal including Humans regarding life cycles and reproductive system.</p>