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Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	**N/A**		
Year 1	**Autumn 1**	**Being Me in My World** **Rationale…** This unit is designed to support pupils' personal development by enabling them to understand their role as valued members of a class and school community. Pupils develop an understanding of the importance of rules, rights and responsibilities in creating a safe, respectful and inclusive learning environment. The focus on choices and consequences supports pupils to recognise the impact of their behaviour on themselves and others, promoting positive attitudes and behaviour for learning. By exploring what makes them unique, pupils build self-awareness and self-esteem, while also developing respect for others. This unit contributes to safeguarding by ensuring pupils understand how to keep themselves and others safe, both physically and emotionally.	In EY's, children develop their own likes and dislikes and come familiar with the school setting.
	Autumn 2	**Celebrating Difference** **Rationale…** This unit supports Year 1 pupils' personal development by helping them understand why everyone is unique and valued, while also recognising shared similarities within their community. Through exploring their strengths, homes and relationships, pupils develop self-esteem and a sense of belonging. The focus on friendship and kindness enables pupils to understand the importance of respectful behaviour and how their actions affect others. Pupils also learn why it is important to speak up and stand up for themselves if they experience unkindness, contributing to their understanding of personal safety and wellbeing. This supports the development of positive relationships, inclusive attitudes and readiness for learning within a safe and supportive environment.	Children are encouraged to explore interests during play to learn, express their feelings and communicate a range of emotions.
	Spring 1	**Dreams and Goals** **Rationale…** This unit supports Year 1 pupils' personal development by helping them understand why perseverance and resilience are important when facing challenges. Through discussions about goals, future aspirations and achievements, pupils begin to recognise the link between effort, learning and future opportunities. They explore why it is important to keep trying even when tasks feel difficult, and how this contributes to success over time. The focus on setting and achieving simple goals supports pupils to develop confidence, motivation and a positive attitude towards learning. Additionally, exploring the feelings associated with	Children are encouraged to take ownership over personal items e.g. water bottle, jumper.

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		success helps pupils to build emotional awareness and understand the value of pride and accomplishment, contributing to strong learning behaviours and readiness for the next stage.	
	Spring 2	**Healthy Me** **Rationale…** This unit supports Year 1 pupils' personal development by helping them understand why looking after their bodies and staying healthy is important. Through learning about body parts, healthy eating, sleep and hygiene, pupils begin to recognise how daily habits contribute to their physical wellbeing. The focus on routines such as hand washing and getting enough rest promotes independence and responsibility for self-care. Additionally, teaching around personal safety, including how to respond to strangers, helps pupils understand why it is important to keep themselves safe in different situations. This unit contributes to safeguarding by developing pupils' awareness of health, hygiene and personal safety, supporting them to make safe and healthy choices.	In EY's, children name and identify different parts of the body, and understand how to wash hands properly.
	Summer 1	**Relationships** **Rationale…** This unit supports Year 1 pupils' personal development by helping them understand why positive relationships are important for their wellbeing and sense of belonging. Through learning about families and the different roles within them, pupils recognise and value the diversity of relationships in their lives. The focus on friendships enables pupils to understand the qualities of a good friend and the importance of kindness, respect and cooperation. Pupils are introduced to simple strategies to resolve conflict, helping them to manage and repair relationships independently. Additionally, the introduction of Jigsaw's Calm Me provides pupils with a practical tool to regulate their emotions, supporting self-control and emotional wellbeing. This contributes to a safe, supportive learning environment and promotes positive behaviour for learning.	Children are encouraged to build relationships with special people and seek out companionship with adults and children.
	Summer 2	**Changing Me** **Rationale…** This unit supports Year 1 pupils' personal development by helping them understand why change is a natural part of growing up. Through exploring how they have changed since being a baby and how they may continue to change, pupils develop an awareness of their own development and identity. The focus on naming body parts and recognising their functions reinforces prior learning while supporting pupils to understand how their bodies	In EY's, children learn to manage their feelings more and tolerate situations in which personal wishes cannot be met.

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		change over time. Pupils also learn why change can bring a range of feelings and that it is important to share these with others, promoting emotional literacy and resilience. Considering the role of memories further supports pupils in managing change positively, contributing to their wellbeing and readiness for future transitions.	
Year 2	**Autumn 1**	**Being Me in My World** **Rationale…** In this unit, pupils explore their hopes and fears for the year ahead to support emotional literacy and wellbeing. They learn to recognise when they feel worried and how to seek help to build resilience and independence. Pupils develop an understanding of rights and responsibilities to promote respect, inclusion and positive behaviour. They practise collaborative skills and active listening to support effective relationships and learning. They consider choices and consequences to strengthen decision-making and personal responsibility. Through creating Jigsaw Journals and a shared charter, pupils establish clear expectations to ensure a safe, respectful and purposeful learning environment.	The children have already studied this unit in Year 1 and touched upon rights and responsibilities, choices and consequences.
	Autumn 2	**Celebrating Difference** **Rationale…** In this unit, pupils explore gender stereotypes and recognise similarities and differences between people to promote equality, inclusion and respect for diversity. They learn that differences are acceptable and valued to support a positive and inclusive school culture. Pupils understand what bullying is, including why individuals may be targeted for being different, and why this is unacceptable to develop empathy and uphold respectful behaviour. They learn how to support others and where to seek help to ensure safeguarding and peer support. Pupils explore the feelings associated with bullying and friendship to develop emotional literacy and resilience. They also recognise that friendships can be maintained despite differences to build tolerance and positive relationships.	The children have already created the foundations and touched upon how they are different and celebrated differences and similarities among peers.
	Spring 1	**Dreams and Goals** **Rationale…** In this unit, pupils learn to set realistic goals and consider how to achieve them to support motivation and purposeful learning. They develop perseverance when facing challenges and recognise their strengths to build resilience, confidence and a growth mindset. Pupils reflect on working with others, including who they collaborate effectively with to strengthen teamwork and self-awareness. They also learn to recognise and share success to promote positive relationships, pride in achievement and a supportive classroom culture.	In Year 1, children made targets and goals.
	Spring 2	**Healthy Me**	This unit expands children's knowledge of what it means to be healthy,

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		Rationale… In this unit, pupils learn about healthy eating and develop a positive relationship with food to support physical health and informed lifestyle choices. They understand how to make healthy choices and why these are beneficial to promote long-term wellbeing. Pupils explore what makes them feel relaxed or stressed to develop emotional literacy and self-regulation strategies. They also learn about medicines, how they work and how to use them safely to support health awareness and personal safety. Through practical activities such as preparing healthy snacks, pupils apply their knowledge to reinforce understanding and encourage healthy habits in everyday life.	following on from personal hygiene in EY and Y1.
	Summer 1	**Relationships** **Rationale…** In this unit, pupils develop their understanding of family relationships, including roles and responsibilities, to promote cooperation, trust and respect within different family contexts. They revisit friendships, including how to manage conflict and repair relationships, to support positive peer interactions and emotional resilience. Pupils learn and practise strategies for conflict resolution to build independence and effective communication skills. They explore the importance of trust and recognise how this feels in relationships to strengthen social awareness and emotional literacy. Pupils understand the difference between appropriate and inappropriate secrets, including when to share concerns with a trusted adult, to support safeguarding and personal safety. They also learn about acceptable and unacceptable physical contact and practise assertiveness strategies to develop confidence and protect their wellbeing. Pupils identify trusted adults and sources of support to ensure they know how to seek help when worried or unsafe	This builds on children's awareness of having a trusted adult to then knowing how to trust in relationships and friendships.
	Summer 2	**Changing Me** **Rationale…** In this unit, pupils explore life cycles in nature, including human development, to develop understanding of growth and change over time. They learn about the stages from baby to old age to recognise how independence, responsibility and freedoms increase as they grow. Pupils are taught the correct vocabulary for private parts of the body and understand that these areas are private to support safeguarding, body autonomy and respectful behaviour. They learn that no one has the right to hurt their body and practise assertiveness and recognising inappropriate touch to promote safety and confidence in seeking help. Pupils develop strategies for managing feelings and emotions and identify trusted adults they can talk to to support emotional wellbeing and resilience. They	Children have already been introduced to key vocabulary for naming body parts.

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		understand that change is a natural part of growing up to foster acceptance and a positive attitude towards development.	
Year 3	**Autumn 1**	**Being Me in My World** **Rationale…** In this unit, pupils recognise their self-worth and identify positive attributes and achievements to build confidence and a positive self-image. They learn to approach new challenges with a positive mindset to support resilience and motivation. Pupils understand the importance of rules and how these link to rights and responsibilities to promote respect, fairness and positive behaviour. They explore choices and consequences, and develop collaborative skills and empathy by considering others' perspectives to strengthen relationships and social understanding. Pupils identify and recognise a range of feelings in themselves and others to develop emotional literacy and self-awareness. Through establishing Jigsaw Journals and a shared charter, pupils create a supportive learning environment to ensure a safe, respectful and purposeful classroom culture.	The children have already studied this unit in Year 1 and 2, and built on their knowledge of rights and responsibilities, choices and consequences.
	Autumn 2	**Celebrating Difference** **Rationale…** In this unit, pupils learn about different types of families and understand that relationships can experience difficulties to promote acceptance, respect and inclusion. They develop strategies to manage emotions and resolve conflict, including the 'Solve it Together' approach to support self-regulation and positive relationships. Pupils revisit bullying, including the role of the bystander, and understand that their choices can influence outcomes to encourage responsible behaviour and active support for others. They apply problem-solving strategies in bullying situations and learn the impact of name-calling to promote respectful communication and reduce harm. Pupils also explore giving and receiving compliments and the associated feelings to build empathy, confidence and a positive classroom environment.	Throughout Year 1 and 2, the children have explored how they are unique and different ways bullying may occur.
	Spring 1	**Dreams and Goals** **Rationale…** In this unit, pupils explore examples of individuals who have overcome challenges to achieve success to inspire aspiration and resilience. They identify their own dreams and ambitions and consider how achieving these will feel to promote motivation and a positive future mindset. Pupils develop strategies to overcome learning challenges and recognise potential obstacles to build independence, problem-solving skills and perseverance. They reflect on	Dreams and goals have been developed through KS1. The aim is to now make goals more realistic, achievable, and personal.

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		their own progress and achievements, identifying areas for improvement to support self-evaluation and continuous development.	
	Spring 2	**Healthy Me** **Rationale…** In this unit, pupils learn about the importance of exercise and the role it plays in maintaining a healthy lifestyle to support physical wellbeing and healthy choices. They explore the functions of key body parts, including the heart and lungs to develop basic understanding of how the body works. Pupils are introduced to concepts such as calories, fat and sugar and their impact on health to promote informed decision-making about diet and lifestyle. They also learn about different types of drugs, including medicines and other substances to support safe and responsible attitudes. Pupils identify potential risks in different situations, including people, places and activities, and develop strategies to keep themselves safe to support personal safety and risk awareness.	Gives children prior understanding of healthy eating ready for their DT topic in summer term.
	Summer 1	**Relationships** **Rationale…** In this unit, pupils explore family relationships, including roles, expectations and potential conflict to promote understanding, respect and positive relationships. They challenge stereotypes within families and careers to support equality, fairness and aspiration. Pupils understand that healthy relationships are based on love, respect, trust and cooperation, and apply strategies such as 'Solve it Together' to resolve conflict to develop communication, negotiation and problem-solving skills. They explore online relationships, including gaming and apps, and learn rules for staying safe to support safeguarding and responsible digital behaviour. Pupils also recognise their place within a global community and consider the needs and rights of others to develop empathy, social awareness and understanding of equality.	This unit builds on understanding of solve-it techniques introduced in Y2.
	Summer 2	**Changing Me** **Rationale…** In this unit, pupils explore how babies grow and develop, including the role of parents and carers to develop understanding of care, responsibility and early development. They learn that in nature the female typically carries the baby to build basic biological understanding. Pupils are introduced to puberty, including physical and emotional changes in males and females to support preparation for change and reduce anxiety. They understand that puberty is a natural process that prepares the body for adulthood to promote confidence and positive attitudes towards growing up.	A build on key vocabulary used to name different parts of the body, already established from Y1.

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		Pupils learn about internal body changes, including menstruation, using appropriate scientific vocabulary to develop knowledge and reduce stigma. They have opportunities to discuss their feelings and ask questions to support emotional wellbeing and reassurance.	
Year 4	**Autumn 1**	**Being Me in My World** **Rationale…** In this unit, pupils explore what it means to be part of a team and understand how their attitudes and actions impact others to promote positive behaviour and a sense of belonging. They learn about their school community, including different roles and responsibilities to develop respect and understanding of others' contributions. Pupils are introduced to democracy through the School Council and how it operates to build understanding of pupil voice, fairness and participation. They develop collaborative skills, including taking on roles, contributing ideas, making collective decisions and resolving conflict to strengthen teamwork and communication. Pupils also learn to consider others' feelings to build empathy and positive relationships. Through refreshing their Jigsaw Charter and setting up Jigsaw Journals, they establish shared expectations to support a safe, respectful and purposeful learning environment.	The children have already studied this unit and built on their knowledge of rights and responsibilities, choices and consequences.
	Autumn 2	**Celebrating Difference** **Rationale…** In this unit, pupils explore how first impressions and appearance can influence judgements to develop critical thinking and challenge stereotypes. They reflect on what shapes their views of what is 'normal' to promote inclusion and respect for diversity. Pupils learn about bullying, including online bullying, and understand what action to take if they witness or suspect it to support safeguarding and responsible behaviour. They consider the role of the bystander and the pressures involved to encourage empathy and positive decision-making. Pupils recognise and celebrate their own uniqueness and reflect on how perceptions of others can change over time to build self-esteem, respect and positive relationships.	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	**Dreams and Goals** **Rationale…** In this unit, pupils explore their hopes and dreams and consider how it feels when these are not achieved to develop emotional resilience and coping strategies. They learn how to manage disappointment and adapt their plans to support a positive and flexible mindset. Pupils set new goals and understand the importance of perseverance to promote motivation and continued progress. They develop collaborative skills by working together to overcome challenges to strengthen teamwork and problem-solving.	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.

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Year	Term	Rationale	Prior Knowledge/ Connections
		Pupils reflect on their successes and the feelings associated with overcoming difficulties to build confidence, self-awareness and a sense of achievement.	
	Spring 2	**Healthy Me** **Rationale…** In this unit, pupils explore friendship groups, how they are formed and the roles within them to develop self-awareness and understanding of social dynamics. They reflect on their own friendships and how others make them feel to support positive relationship choices and emotional wellbeing. Pupils learn about the effects of smoking and alcohol, and consider why people may choose to use these substances to enable informed decision-making and promote healthy lifestyles. They explore peer pressure and strategies to manage it to build confidence, resilience and the ability to make safe, independent choices.	Links with both last year's healthy me and relationships units, in particular the impact friendships can have on decisions you make.
	Summer 1	**Relationships** **Rationale…** In this unit, pupils explore the emotional aspects of relationships and friendships, including jealousy and loss to develop emotional literacy and a deeper understanding of relationship changes. They identify the feelings associated with these experiences and possible causes to support self-awareness and empathy towards others. Pupils learn that change is a natural part of relationships and may occur in their own lives to help them prepare for and manage change in a healthy way. They develop strategies for coping with these changes and revisit negotiation skills to build resilience, communication skills and constructive conflict resolution. Pupils also understand that some relationships may end, particularly if they are unsafe or cause negative feelings to promote safeguarding, wellbeing and the ability to make positive relationship choices. They recognise that endings can be managed respectfully to support maturity, respect and positive future relationships.	This unit builds on previous year groups summer topic of understanding different roles within relationships and how we can play them all.
	Summer 2	**Changing Me** **Rationale…** In this unit, pupils revisit bodily changes associated with puberty, including additional vocabulary linked to menstruation to deepen understanding and reduce stigma around natural development. They learn about sanitary health and personal hygiene to support informed, healthy and responsible self-care. Pupils are introduced to conception in simple terms, understanding that a baby is formed through the joining of an ovum and sperm, which carry genetic information to develop age-appropriate scientific knowledge and understanding of human development. Pupils explore the emotions linked to change and learn strategies to manage these, including the	A build on key vocabulary used to name different parts of the body, already established from Y1. Science topic links with Animal including Humans regarding life cycles and reproductive system.

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		Circle of Change model to support emotional resilience and prepare them for future transitions.	
Year 5	Autumn 1	**Being Me in My World** **Rationale…** In this unit, pupils reflect on the year ahead, including goals and potential challenges to promote aspiration, motivation and preparedness for learning. They develop an understanding of their rights and responsibilities within the class, school and wider community to support responsible citizenship, respect and active participation. Pupils explore how their behaviour, choices and actions impact others, including rewards and consequences to build accountability and positive behaviour. Pupils are introduced to democracy and its role within the school, including how they can contribute to develop pupil voice, fairness and a sense of belonging. Through revisiting the Jigsaw Charter and setting up Jigsaw Journals, pupils establish shared expectations and reflect on their learning to ensure a safe, respectful and purposeful learning environment.	The children have already studied this unit and built on their knowledge of rights and responsibilities, choices and consequences.
	Autumn 2	**Celebrating Difference** **Rationale…** In this unit, pupils reflect on the year ahead, including goals and potential challenges to promote aspiration, motivation and preparedness for learning. They develop an understanding of their rights and responsibilities within the class, school and wider community to support responsible citizenship, respect and active participation. Pupils explore how their behaviour, choices and actions impact others, including rewards and consequences to build accountability and positive behaviour. Pupils are introduced to democracy and its role within the school, including how they can contribute to develop pupil voice, fairness and a sense of belonging. Through revisiting the Jigsaw Charter and setting up Jigsaw Journals, pupils establish shared expectations and reflect on their learning to ensure a safe, respectful and purposeful learning environment.	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 celebrated throughout previous years.
	Spring 1	**Dreams and Goals** **Rationale…** In this unit, pupils explore their dreams and goals and understand how financial considerations can influence future choices to promote aspiration, motivation and real-world awareness. They learn about different jobs and why some roles are paid differently to develop understanding of the world of work and informed career aspirations.	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.

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Year	Term	Rationale	Prior Knowledge/ Connections
		Pupils reflect on their own ambitions and consider future pathways to build independence, confidence and a sense of purpose. They also compare their goals and experiences with those of individuals from different cultures to promote empathy, respect and a broader global perspective.	
	Spring 2	**Healthy Me** **Rationale…** In this unit, pupils explore their dreams and goals and consider how financial resources can support them to develop aspiration and an understanding of economic wellbeing. They learn about different jobs, including those within their own community, and recognise that some roles are paid differently to build awareness of the world of work and future opportunities. Pupils reflect on their own interests and ambitions to support self-awareness and informed goal-setting. They also explore similarities and differences between themselves and others from different cultures to promote respect, inclusion and a broad understanding of diversity in aspirations and life experiences.	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.
	Summer 1	**Relationships** **Rationale…** In this unit, pupils develop an understanding of self-esteem and how it can be strengthened to support positive mental health and resilience, both online and offline. They explore the impact of comparison, particularly through social media to promote critical awareness and protect emotional wellbeing. Pupils investigate a range of online contexts, including gaming and social networking, and learn about age restrictions and appropriateness to support safe and responsible digital behaviour. They apply the SMARRT internet safety rules in different situations to build confidence in managing online risks. Pupils explore risk, pressure and influence in online environments, including recognising when something feels unsafe to develop their ability to make informed and safe choices. They learn about grooming and how individuals can misrepresent themselves online to strengthen safeguarding awareness. Pupils revisit rights, responsibilities and respectful behaviour in relation to technology use, including managing screen time to encourage balance and healthy habits. Overall, the unit supports pupils to become more discerning and responsible users of online content to enhance safety, wellbeing and digital literacy.	This unit builds on previous year groups summer topic of understanding different roles within relationships and how we can play them all.
	Summer 2	**Changing Me** **Rationale…** In this unit, pupils revisit self-esteem and body image, recognising that perceptions of themselves and others may not always be accurate to support positive self-worth and	A build on key vocabulary used to name different parts of the body, already established from Y1.

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		critical thinking. They explore the influence of social media and comparison to promote resilience and protect mental wellbeing. Pupils build on their understanding of puberty, including physical and emotional changes, and are introduced to sexual intercourse in an age-appropriate way to develop informed and confident understanding of human development. Opportunities to ask questions are provided to reduce misconceptions and anxiety. Pupils learn about pregnancy, including foetal development and IVF, and understand that having a baby is a personal choice to promote respect and informed attitudes towards relationships. They also explore romantic relationships and the transition to adolescence, challenging stereotypes to support self-awareness, confidence and positive identity development.	Science topic links with Animal including Humans regarding life cycles and reproductive system.
Year 6	**Autumn 1**	**Being Me in My World** **Rationale…** In this unit, pupils reflect on the year ahead, including setting goals and considering potential challenges or worries to promote aspiration, emotional preparedness and resilience. Pupils learn about the United Nations Convention on the Rights of the Child and recognise that these rights are not always upheld globally to develop awareness of equality, fairness and global responsibility. They explore how their choices and actions can have local and wider impacts to encourage responsible and informed citizenship. Pupils consider their own behaviour, including the links between choices, rewards and consequences, and the impact these have on others to build accountability and positive behaviour. They also learn about democracy within the school and how they can contribute to strengthen pupil voice, inclusion and a sense of belonging. Through establishing the Jigsaw Charter and setting up Jigsaw Journals, pupils create shared expectations and reflect on their learning to support a safe, respectful and purposeful learning environment.	The children have already studied this unit and built on their knowledge of rights and responsibilities, choices and consequences.
	Autumn 2	**Celebrating Difference** **Rationale…** In this unit, pupils explore similarities and differences between people and recognise that being different can present challenges for some to promote inclusion, respect and understanding of diversity. Pupils learn about bullying, including how power can be used negatively within groups, and develop strategies to respond to these situations to support safeguarding, resilience and positive behaviour. They consider wider issues related to bullying to build empathy and responsible decision-making. Pupils also learn about disability, including examples of individuals with disabilities who have achieved success to challenge stereotypes, raise aspirations and promote equality.	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 celebrated throughout previous years.

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	Spring	**Anxiety** **Rationale…** In this unit, pupils focus on recognising and managing anxiety, particularly in preparation for SATs to support emotional wellbeing and readiness for assessment. They explore how anxiety can present in different ways to develop self-awareness and the ability to identify their own needs. Pupils engage in a range of mental wellbeing activities and develop a toolkit of coping strategies to build resilience, confidence and independence in managing stress.	Children have been exposed to mental wellbeing and health awareness through CMHW and collective worship.
	Summer 1	**Relationships** **Rationale…** In this unit, pupils explore mental health and how to maintain their own wellbeing to support resilience, self-awareness and positive mental health. They learn about the grief cycle and different causes of loss to develop understanding, empathy and appropriate ways to cope with change. Pupils consider how others may exert control or influence over them to strengthen safeguarding awareness and promote personal safety. They also explore online safety, including how to judge whether content and communication are safe and appropriate to support responsible and secure use of technology. Pupils learn how to communicate positively with friends and family to build healthy relationships and effective communication skills.	This unit builds on previous year groups summer topic of understanding different roles within relationships and how we can play them all.
	Summer 2	**Changing Me** **Rationale…** In this unit, pupils learn about puberty in boys and girls and the physical and emotional changes involved to support understanding, reduce anxiety and promote positive attitudes towards development. They reflect on their feelings about these changes to build self-awareness and emotional literacy. Pupils learn about childbirth and the stages of development from conception to develop age-appropriate knowledge of human development. They explore physical attraction and its influence on relationships to support understanding of emotions and relationship dynamics. Pupils learn about the importance of mutual respect in relationships and the need to avoid pressure or coercion to promote safeguarding, consent awareness and healthy relationship choices. They also explore self-esteem and strategies to develop it to build confidence, resilience and positive wellbeing.	A build on key vocabulary used to name different parts of the body, already established from Y1. Science topic links with Animal including Humans regarding life cycles and reproductive system.