



The Woodlands Primary PSHE Curriculum (PSED for Foundation Stage)

Our Vision

At Woodlands, we relentlessly strive to be 'Outstanding in All' in order to provide the best opportunities for the children in the community we serve.

We believe in a truly inclusive school where there are no barriers to participation and learning. We are ambitious in our drive to ensure all children achieve the highest outcomes. At Woodlands we believe in working collaboratively with our partners and stakeholders to enable all children to succeed.

Tag Line - Inform, Understand, Accept, Respect

Our Intent

*PSHE at Woodlands enables our **children to become healthy, independent and responsible members of society**. Our curriculum has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. It aims to help children understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.*

Our Principles

1. Every individual is important
2. Celebrate and embrace difference and diversity
3. Enable pupils to express their thoughts and feelings clearly
4. Give opinions and explain reasoning behind them
5. Understand all types of relationships
6. Understand how and why the body changes

consequence of adopting these principles, Woodlands pupils will:

1. Have a strong sense of self.
2. Be curious to ask and explore difference and diversity.
3. Express thoughts and feelings clearly.
4. Express opinions clearly and have the opportunity to explain their thinking.
5. Have a knowledge of a range of different relationships and show respect to all.
6. Have an understanding about puberty: body and emotional changes for both sexes. Also have an understanding about how humans reproduce and the physical and emotional changes linked to this.

- The Woodlands Primary School the PSHE Curriculum meets and exceeds the content of the National Curriculum.



Curriculum Rationale

Justification

Why we chose JIGSAW - *It has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw equips schools to deliver engaging and relevant PSHE within a whole-school approach with ever updating lesson plans. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.*

At Woodlands Primary we have introduced a whole school PSHE scheme called Jigsaw. Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world.

There are six Puzzles (half-term units of work) each with six Pieces (lessons). Every year group studies the same Puzzle at the same time (sequentially ordered from September to July), allowing for whole school themes and the end of Puzzle product, for example, a display or exhibition (like the Garden of Dreams and Goals) to be shared and celebrated by the whole school. Each year group is taught one lesson per week and all lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

The different puzzle pieces are:

Term 1 Being Me

Term 2 Celebrating Difference

Term 3 Dreams and Goals

Term 4 Healthy Me

Term 5 Relationships

Term 6 Changing Me (RSE included)



Each lesson has a PSHE learning intention and a social and emotional learning intention, these are reviewed by the children at the end of each lesson to build up the pieces over the term.

Assessments are planned in at the end of every lesson, reflecting back upon the learning intentions of the lesson. Also many units have Lesson 6 assessment opportunities too.

Children thrive in this subject because ...

- We inspire children to be curious, creative learners and to value themselves as individuals that contribute to the ever-changing world around them.

Knowledge Progression

N/C	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me	Who am I, what do I like, my family	See themselves as a valuable individual.	To recognise what they like and dislike, what is right and wrong, what is fair and unfair	To recognise what they like and dislike, what is fair and unfair, and what is right and wrong	To express their opinions, and explain their views, on issues that affect themselves and the community	To express their opinions, and explain their views, on issues that affect themselves and the community	To talk and write about their opinions, and explain their views, on issues that affect themselves and society	To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals
	Acknowledging Feelings	Begin to recognise their own feelings			To recognise their worth, identifying positive things about themselves and their achievements and setting personal goals	To recognise their worth, identifying positive things about themselves and their achievements and setting personal goals	To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals	
	Developing Class Rules		To share opinions on things that matter to them and explain their views	To share opinions on things that matter to them and explain their views				
	Support separating from main carer	Class Rule Rules and Routines						
	Build relationships		Recognise rules for, and ways of keeping safe, including basic road safety, and about people who can help them to stay safe					
	Model interactions							
	Turn Taking							
	Getting to know routines/ routine care events/hygiene for good health transitions	Begin to understand why it is good to be kind	To think about themselves, learn from their experiences and recognise what they are good at					
	Name play, getting to know each other	Supporting children to build relationships Begin to understand what it means to be responsible.	To recognise, name and deal with their feelings in a positive way	To recognise, name and deal with their feelings in a positive way To recognise how their behaviour affects other people				
	Developing Independence		To recognise how their behaviour affects other people		That there are different kinds of responsibilities, at home, at school and in the community	That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes	That there are different kinds of responsibilities, rights and duties at home, at school and in the	

						conflict with each other	community, and that these can sometimes conflict with each other	
Celebrating Difference	Independently explore from a secure base (key person)		That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying	That there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying	To realise the consequences of aggressive behaviours, such as bullying and racism	To realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities	To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help	To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.
	Develop friendships							
	Explore new situations							
	Experiences							
	Begin to identify how they are feeling	Identify something I am good at and understand everyone's good at different things	To identify and respect the differences and similarities between people	To identify and respect the differences and similarities between people	To reflect on spiritual, moral, social and cultural issues	To reflect on spiritual, moral, social and cultural issues	To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences	To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences
	Begin to become more independent during routine care events				To resolve differences by looking at alternatives, making decisions and explaining choices	To resolve differences by looking at alternatives, making decisions and explaining choices	To resolve differences by looking at alternatives, making decisions and explaining choices and facilitate this with increasing independence	To resolve differences by looking at alternatives, making decisions and explaining choices and facilitate this with increasing independence
	Sense of self - What does Christmas look like in my family, develop confidence to talk in key group	How to be a kind friend			To appreciate the range of national, regional, religious and ethnic identities in the UK	To appreciate the range of national, regional, religious and ethnic identities in the UK	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom	
		Understand that being different makes us all special Why I think my home is special to me			To think about the lives of people living in other places and times, and people with different values and customs	That their actions affect themselves and others, to care about other people's feelings	That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view	That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view
		Know which words to use to stand up for myself when someone says or			To realise the nature and consequences of racism, teasing,	To realise the nature and consequences of racism, teasing, bullying and		

		<p>does something unkind</p> <p>Know we are all different but the same in some ways</p>			<p>bullying and aggressive behaviours, and how to respond to them and ask for help</p> <p>That differences and similarities between people arise from a number of factors</p> <p>To recognise and challenge stereotypes where individuals, families and groups can get help and support.</p>	<p>aggressive behaviours, and how to respond to them and ask for help</p> <p>That differences and similarities between people arise from a number of factors</p> <p>To recognise and challenge stereotypes.</p>	<p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>To recognise and challenge stereotypes</p> <p>To think about the lives of people living in other places and times, and people with different values and customs</p>	<p>That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</p> <p>To recognise and challenge stereotypes</p>
Dreams and Goals	<p>Respond to increasing independence & develop sense of responsibility</p> <p>Increase the range of resources and challenge</p> <p>Talk about how they and others are feeling</p> <p>Increasingly follow rules</p> <p>Play actively with one or more children</p>	<p>Understand that if I persevere I can tackle challenges</p> <p>Tell you about a time I didn't give up until I achieved my goal</p> <p>Set a goal and work towards it</p> <p>Use kind words to encourage people</p> <p>Understand the link between what I learn now and the job I might like to do when I'm older</p>	How to set simple goals	How to set a simple goal	<p>How to set a simple goal and explain them</p> <p>To realise that money comes from different sources and can be used for different purposes</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals and communities</p>	<p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>To look after their money and realise that future wants and needs may be met through saving</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the</p>	<p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>That resources can be allocated in different ways and that these economic choices affect individuals, communities and sustainability of the</p>	<p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p>

<p>Teach ways of solving conflicts</p> <p>Explore importance of eating healthily and brushing their teeth.</p>	<p>Say how I feel when I achieve a goal and know what it means to feel proud</p>		<p>To think about themselves, learn from their experiences and recognise what they are good at</p>	<p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p>	<p>sustainability of the environment</p>	<p>environment</p> <p>About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future</p>	
<p>Healthy Me</p>	<p>Further resource and enrich their play based on their interests</p> <p>Involve children in making decisions about resources/room layout</p> <p>Teach calming strategies, mindfulness</p> <p>Be increasingly independent in meeting their own care needs</p> <p>Healthy choices</p> <p>Explore keeping active</p>	<p>Understand that I need to exercise to keep my body healthy</p> <p>Understand how moving and resting are good for my body</p> <p>Know which foods are healthy and not so healthy and can make healthy eating choices</p> <p>Know how to help myself go to sleep and understand why sleep is good for me</p>	<p>To recognise choices they can make, and the difference between right and wrong</p> <p>How to make simple choices that improve their health and well-being</p> <p>Name parts of the body</p> <p>Recognise that all household products, including medicines, can be harmful if not used properly</p>	<p>To recognise choices they can make, and the difference between right and wrong</p> <p>Make choices that improve their health and well-being</p> <p>To maintain personal hygiene</p>	<p>To explore how the media present information</p>	<p>To explore how the media present information.</p>	<p>To explore how the media present information</p> <p>Which commonly available substances and drugs are legal and illegal and what the effects and risks are.</p>

		Wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet						
Relationships	<p>Shows empathy and concern for people who are special to them</p> <p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</p> <p>Develop an understanding and interest in differences of gender, ethnicity and ability</p> <p>Show a sense of autonomy through their ideas and preferences</p>	<p>Identify some of the jobs I do in my family and how I feel like I belong</p> <p>Know how to make friends to stop myself from feeling lonely</p> <p>Think of ways to solve problems and stay friends</p> <p>Know how to be a good friend</p> <p>Start to understand the impact of unkind words</p> <p>Use Calm Me time to manage my feelings</p>	<p>That family and friends should care for each other</p> <p>That they belong to various groups and communities, such as family and school</p>	<p>That family and friends should care for each other</p> <p>That they belong to various groups and communities, such as family and school</p>	<p>That pressure to behave in an unacceptable or risky way can come from a variety of sources</p> <p>To be aware of different types of relationships, including marriage and those between friends and families</p>	<p>That pressure to behave in an unacceptable or risky way can come from a variety of sources</p> <p>To be aware of different types of relationships, including marriage and those between friends and families</p> <p>To recognise the role of voluntary, community and pressure groups</p> <p>To know where individuals, families and groups can get help and support</p>	<p>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>To be aware of different types of relationships, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>To know where individuals, families and groups can get help and support</p>	<p>That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other</p>
Changing Me	Give children appropriate tasks		To realise that people and other living things have needs, and that	To realise that people and other living things have needs, and that	To recognise the different risks in different situations			

<p>Become more outgoing to unfamiliar people</p> <p>More confident in new social situations</p> <p>Find solutions to conflicts independently</p> <p>Experiment with their own and other people's views of who they are through their play</p> <p>learn that actions have consequences</p>	<p>Name parts of the body</p> <p>Understand that we all grow from babies to adults</p> <p>Tell you some things I can do and foods I can eat to be healthy</p> <p>Express how I feel about moving to Year 1</p> <p>Talk about my worries and/or the things I am looking forward to about being in Year 1</p> <p>Share my memories of the best bits of this year in Reception</p>	<p>they have responsibilities to meet them</p> <p>Name parts of the body</p>	<p>they have responsibilities to meet them</p> <p>To maintain personal hygiene</p> <p>Understand the process of growing from young to old and how people's needs change</p>	<p>and then decide how to behave responsibly</p>	<p>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p>	<p>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p>	<p>To recognise as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way</p>
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Throughout
the year

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently.	<p>To take part in discussions with one other person and the whole class</p> <p>To contribute to the life of the class and the school</p> <p>To listen to other people and work and play cooperatively</p> <p>To agree and follow rules for their group and classroom, and to understand how rules help them</p> <p>What improves and harms their local, natural and built environments and</p>	<p>To take part in discussions with one other person and the whole class</p> <p>To contribute to the life of the class and the school</p> <p>To take part in a simple debate about topical issue</p> <p>To agree and follow rules for their group and classroom, and to understand how rules help them</p> <p>To listen to other people and work and play cooperatively</p> <p>To consider social and moral dilemmas that they come across in everyday life</p>	<p>To take part in discussions with one other person and the whole class</p> <p>To contribute to the life of the class and the school</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help</p> <p>To recognise the different risks in different situations and to decide how to behave responsibly, including sensible road use, and judging what kind of physical</p>	<p>To take part in discussions with one other person and the whole class</p> <p>To research, discuss and debate topical issues, problems and events</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help;</p> <p>To recognise the different risks in different situations and then decide how to behave responsibly;</p>	<p>To contribute to the life of the class and the school</p> <p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help</p>	<p>Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>School rules about health and safety, basic emergency aid procedures and where to get help</p>
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	<p>how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>	<p>about some of the ways people look after them</p>			<p>contact is acceptable or unacceptable.</p>		
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Foundation Stage – Forest skills linked to PSHE skills



	Autumn 1 Marvelous Me!	Autumn 2 Lets Celebrate	Spring 1 Terrific Tales	Spring 2 Come Outside	Summer 1 Transforming	Summer 2 Adventures
Forest Skills	Forest skills is a specialised learning approach to outdoor learning that offers regular opportunities to enhance pupils holistic development. Weekly sessions will aim to boost pupils self-confidence and self-esteem and let them experience hands-on learning in their natural woodland environment. It is important to give children the opportunity to explore the wonder of nature through a child-centred approach, that is adapted to meet the needs of the class and the needs of the individual pupils. Forest skills will create resilient, confident, independent and creative learners.					
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	<u>Being Me</u> Seeing themselves as a valuable member of Forest Friday Learning the forest rules and routines Listening out for the signal to come back to the teacher Developing gross motor skills learning how to put on their wellies, coats and waterproof trousers Begin to understand what it means to be responsible Asking questions about their natural environment to find out more Learning our forest rhymes and songs Treasure hunts to help explore the forest Making nature crowns	<u>Celebrating Differences</u> Remembering and retelling rules of the forest Developing gross motor skills learning how to put on their wellies, coats and waterproof trousers Asking questions about the world around us to find out more Observing seasonal changes Remembrance day poppy leaf art Leaf colour matching Exploring new things we are good at Sharing stories that link to relevant celebrations in the forest Making music in the forest Games in the forest Leaf firework art Share Stickman story Retell stickman/ act out on stage Making a stickman or woman with a stick from the forest	<u>Dreams and Goals</u> Remembering and retelling rules of the forest Developing gross motor skills learning how to put on their wellies, coats and waterproof trousers Asking questions about the world around us to find out more Observing seasonal changes Setting goals and working towards them Den building Team building activities Team games Listening games Treasure hunts Talking about animals that hibernate Create homes for hibernating animals through Winter Making fairy houses /gardens Making 'magic potions'	<u>Healthy Me</u> Remembering and retelling rules of the forest Developing gross motor skills learning how to put on their wellies, coats and waterproof trousers Asking questions about the world around us to find out more Observing seasonal changes Identifying spring bulbs Learning about how to look after the birds Read the Little Home Bird book Making nests Bird spotting Making bird feeders Making nesting boxes Feather painting	<u>Relationships</u> Minibeast hunt Build bug hotel	<u>Changing me</u>

Recommended Teaching Sequence/Map: Summary



Link to all Jigsaw learning objectives <https://jigsaw3-11.com/materials-for-england/>

	Term 1	Term 2																																										
Year 1	<p>Being Me</p> <table border="1"> <thead> <tr> <th>Piece</th><th>PSHE learning intention</th><th>Social and emotional development learning intention</th></tr> </thead> <tbody> <tr> <td>1. Special and Safe</td><td>I know how to use my Jigsaw Journal</td><td>I feel special and safe in my class</td></tr> <tr> <td>2. My Class</td><td>I understand the rights and responsibilities as a member of my class</td><td>I know that I belong to my class</td></tr> <tr> <td>3. Rights and Responsibilities</td><td>I understand the rights and responsibilities for being a member of my class</td><td>I know how to make my class a safe place for everybody to learn</td></tr> <tr> <td>4. Rewards and Feeling Proud</td><td>I know my views are valued and can contribute to the Learning Charter</td><td>I recognise how it feels to be proud of an achievement</td></tr> <tr> <td>5. Consequences</td><td>I can recognise the choices I make and understand the consequences</td><td>I recognise the range of feelings when I face certain consequences</td></tr> <tr> <td>6. Owning our Learning Charter</td><td>I understand my rights and responsibilities within our Learning Charter</td><td>I understand my choices in following the Learning Charter</td></tr> </tbody> </table>	Piece	PSHE learning intention	Social and emotional development learning intention	1. Special and Safe	I know how to use my Jigsaw Journal	I feel special and safe in my class	2. My Class	I understand the rights and responsibilities as a member of my class	I know that I belong to my class	3. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class	I know how to make my class a safe place for everybody to learn	4. Rewards and Feeling Proud	I know my views are valued and can contribute to the Learning Charter	I recognise how it feels to be proud of an achievement	5. Consequences	I can recognise the choices I make and understand the consequences	I recognise the range of feelings when I face certain consequences	6. Owning our Learning Charter	I understand my rights and responsibilities within our Learning Charter	I understand my choices in following the Learning Charter	<p>Celebrating Difference</p> <table border="1"> <thead> <tr> <th>Pieces</th><th>PSHE learning intention</th><th>Social and emotional development learning intention</th></tr> </thead> <tbody> <tr> <td>1. The same as...</td><td>I can identify similarities between people in my class</td><td>I can tell you some ways in which I am the same as my friends</td></tr> <tr> <td>2. Different from...</td><td>I can identify differences between people in my class</td><td>I can tell you some ways I am different from my friends</td></tr> <tr> <td>3. What is 'bullying'?</td><td>I can tell you what bullying is</td><td>I understand how being bullied might feel</td></tr> <tr> <td>4. What do I do about bullying?</td><td>I know some people who I could talk to if I was feeling unhappy or being bullied</td><td>I can be kind to children who are bullied</td></tr> <tr> <td>5. Making new friends</td><td>I know how to make new friends</td><td>I know how it feels to make a new friend</td></tr> <tr> <td>6. Celebrating difference; celebrating me Assessment Opportunity ★</td><td>I can tell you some ways I am different from my friends</td><td>I understand these differences make us all special and unique</td></tr> </tbody> </table>	Pieces	PSHE learning intention	Social and emotional development learning intention	1. The same as...	I can identify similarities between people in my class	I can tell you some ways in which I am the same as my friends	2. Different from...	I can identify differences between people in my class	I can tell you some ways I am different from my friends	3. What is 'bullying'?	I can tell you what bullying is	I understand how being bullied might feel	4. What do I do about bullying?	I know some people who I could talk to if I was feeling unhappy or being bullied	I can be kind to children who are bullied	5. Making new friends	I know how to make new friends	I know how it feels to make a new friend	6. Celebrating difference; celebrating me Assessment Opportunity ★	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique
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Piece	PSHE learning intention	Social and emotional development learning intention
1. Hopes and Fears for the Year	I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal	I recognise when I feel worried and know who to ask for help
2. Rights and Responsibilities	I understand the rights and responsibilities for being a member of my class and school	I recognise when I feel worried and know who to ask for help
3. Rewards and Consequences	I understand the rights and responsibilities for being a member of my class	I can help to make my class a safe and fair place
4. Rewards and Consequences	I can listen to other people and contribute my own ideas about rewards and consequences	I can help make my class a safe and fair place
5. Our Learning Charter	I understand how following the Learning Charter will help me and others learn	I can work cooperatively
6. Owning our Learning Charter	I can recognise the choices I make and understand the consequences	I am choosing to follow the Learning Charter

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this
2. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK
3. Why does bullying happen?	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied
4. Standing up for myself and others	I can recognise what is right and wrong and know how to look after myself	I know when and how to stand up for myself and others I know how to get help if I am being bullied
5. Gender Diversity	I understand that it is OK to be different from other people and to be friends with them	I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend
6. Celebrating difference and still being friends	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique

Year 3

Being Me

Piece	PSHE learning intention	Social and emotional development learning intention
1. Getting to Know Each Other	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals I know how to use my Jigsaw Journal	I value myself and know how to make someone else feel welcome and valued
2. Our Nightmare School	I can face new challenges positively, make responsible choices and ask for help when I need it	I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions
3. Our Dream School	I understand why rules are needed and how they relate to rights and responsibilities	I know how to make others feel valued
4. Rewards and Consequences	I understand that my actions affect myself and others and I care about other people's feelings	I understand that my behaviour brings rewards/consequences
5. Our Learning Charter	I can make responsible choices and take action	I can work cooperatively in a group
6. Owning our Learning Charter	I understand my actions affect others and try to see things from their points of view	I am choosing to follow the Learning Charter

Celebrating Difference

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are similar and feel good about this
2. Boys and girls	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)	I understand some ways in which boys and girls are different and accept that this is OK
3. Why does bullying happen?	I understand that bullying is sometimes about difference	I can tell you how someone who is bullied feels I can be kind to children who are bullied
4. Standing up for myself and others	I can recognise what is right and wrong and know how to look after myself	I know when and how to stand up for myself and others I know how to get help if I am being bullied
5. Gender Diversity	I understand that it is OK to be different from other people and to be friends with them	I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend
6. Celebrating difference and still being friends	I can tell you some ways I am different from my friends	I understand these differences make us all special and unique

Being Me

Piece	PSHE learning intention	Social and emotional development learning intention
1. Becoming a Class 'Team'	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued
2. Being a School Citizen	I understand who is in my school community, the roles they play and how I fit in	I can take on a role in a group and contribute to the overall outcome
3. Rights, Responsibilities and Democracy	I understand how democracy works through the School Council	I can recognise my contribution to making a Learning Charter for the whole school
4. Rewards and Consequences	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how rewards and consequences motivate people's behaviour
5. Our Learning Charter	I understand how groups come together to make decisions	I can take on a role in a group and contribute to the overall outcome
6. Owning Our Learning Charter	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and can help others to follow it

Celebrating Difference

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Judging by Appearances	I understand that, sometimes, we make assumptions based on what people look like	I try to accept people for who they are
2. Understanding influences	I understand what influences me to make assumptions based on how people look	I can question why I think what I do about other people
3. Understanding Bullying	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I know how it might feel to be a witness to and a target of bullying
4. Problem-solving	I can tell you why witnesses sometimes join in with bullying and sometimes don't tell	I can problem-solve a bullying situation with others
5. Special Me Puzzle outcome: Frames	I can identify what is special about me and value the ways in which I am unique	I like and respect the unique features of my physical appearance
6. Celebrating Difference: how we look	I can tell you a time when my first impression of someone changed when I got to know them	I can explain why it is good to accept people for who they are

Year 5

Being Me

Piece	PSHE learning intention	Social and emotional development learning intention
1. My Year Ahead	I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal	I know what I value most about my school and can identify my hopes for this school year
2. Being a Citizen of My Country	I understand my rights and responsibilities as a citizen of my country	I can empathise with people in this country whose lives are different to my own
3. Year 5 Responsibilities	I understand my rights and responsibilities as a citizen of my country and as a member of my school	I can empathise with people in this country whose lives are different to my own
4. Rewards and Consequences	I can make choices about my own behaviour because I understand how rewards and consequences feel	I understand that my actions affect me and others
5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning our Learning Charter ★	I understand how democracy and having a voice benefits the school community and know how to participate in this	I understand why our school community benefits from a Learning Charter and can help others to follow it

Celebrating Difference

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Different cultures	I understand that cultural differences sometimes cause conflict	I am aware of my own culture
2. Racism	I understand what racism is	I am aware of my attitude towards people from different races
3. Rumours and Name-calling	I understand how rumour-spreading and name-calling can be bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
4. Types of Bullying	I can explain the difference between direct and indirect types of bullying	I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied
5. Does Money Matter? Puzzle outcome: Culture displays	I can compare my life with people in the developing world	I can appreciate the value of happiness regardless of material wealth
6. Celebrating Difference across the world	I can understand a different culture from my own	I respect my own and other people's cultures



Year 6


Being Me

Piece	PSHE learning intention	Social and emotional development learning intention
1. My Year Ahead	I can identify my goals for this year, understand my fears and worries about the future and know how to express them I know how to use my Jigsaw Journal	I feel welcome and valued and know how to make others feel the same
2. Being a Global Citizen 1	I know that there are universal rights for all children but for many children these rights are not met	I understand my own wants and needs and can compare these with children in different communities
3. Being a Global Citizen 2	I understand that my actions affect other people locally and globally	I understand my own wants and needs and can compare these with children in different communities
4. The Learning Charter	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5. Our Learning Charter	I understand how an individual's behaviour can impact on a group	I can contribute to the group and understand how we can function best as a whole
6. Owning our Learning Charter ★	I understand how democracy and having a voice benefits the school community	I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

Celebrating Difference

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Am I Normal?	I understand there are different perceptions about what normal means	I can empathise with people who are different
2. Understanding Difference	I understand how being different could affect someone's life	I am aware of my attitude towards people who are different
3. Power Struggles	I can explain some of the ways in which one person or a group can have power over another	I know how it can feel to be excluded or treated badly by being different in some way
4. Why Bully	I know some of the reasons why people use bullying behaviours	I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one
5. Celebrating Difference Puzzle Outcome: Admiration Accolades	I can give examples of people with disabilities who lead amazing lives	I appreciate people for who they are
6. Celebrating Difference	I can explain ways in which difference can be a source of conflict and a cause for celebration	I can show empathy with people in either situation





Term 3		Term 4																																												
Year 1	<div>Dreams and Goals</div> <table> <tr> <th>Pieces</th> <th>PSHE learning intention</th> <th>Social and emotional development learning intention</th> </tr> <tr> <td>1. My Treasure Chest of Success</td> <td>I can set simple goals</td> <td>I can tell you about a thing I do well</td> </tr> <tr> <td>2. Steps to Goals</td> <td>I can set a goal and work out how to achieve it</td> <td>I can tell you how I learn best</td> </tr> <tr> <td>3. Achieving Together Puzzle outcome: Dream wellies</td> <td>I understand how to work well with a partner</td> <td>I can celebrate achievement with my partner</td> </tr> <tr> <td>4. Stretchy Learning Puzzle outcome: Stretchy flowers</td> <td>I can tackle a new challenge and understand this might stretch my learning</td> <td>I can identify how I feel when I am faced with a new challenge</td> </tr> <tr> <td>5. 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Pieces	PSHE learning intention	Social and emotional development learning intention
1. Goals to Success	I can choose a realistic goal and think about how to achieve it	I can tell you things I have achieved and say how that makes me feel
2. My Learning Strengths	I carry on trying (persevering) even when I find things difficult	I can tell you some of my strengths as a learner
3. Learning with Others	I can recognise who I work well with and who it is more difficult for me to work with	I can tell you how working with other people helps me learn
4. A Group Challenge Puzzle Outcome: Dream Birds	I can work well in a group	I can work with others in a group to solve problems
5. Continuing Our Group Challenge	I can tell you some ways I worked well with my group	I can tell you how I felt about working in my group
6. Celebrating Our Achievement Assessment Opportunity ★	I know how to share success with other people	I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest

Year 3

Dreams and Goals

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Dreams and Goals	I can tell you about a person who has faced difficult challenges and achieved success	I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)
2. My Dreams and Ambitions	I can identify a dream/ambition that is important to me	I can imagine how I will feel when I achieve my dream/ambition
3. A New Challenge Puzzle Outcome: Garden design/decoration	I enjoy facing new learning challenges and working out the best ways for me to achieve them	I can break down a goal into a number of steps and know how others could help me to achieve it
4. Our New Challenge Puzzle Outcome: Garden design/decoration	I am motivated and enthusiastic about achieving our new challenge	I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge
5. Our New Challenge - Overcoming Obstacles Puzzle Outcome: Garden design/decoration	I can recognise obstacles which might hinder my achievement and can take steps to overcome them	I can manage the feelings of frustration that may arise when obstacles occur
6. Celebrating My Learning Assessment Opportunity ★	I can evaluate my own learning process and identify how it can be better next time	I am confident in sharing my success with others and can store my feelings in my internal treasure chest

Healthy Me

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge
2. Being Fit and Healthy	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice
3. What Do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs
4. Being Safe Puzzle outcome: Keeping safe	identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I can express how being anxious or scared feels
5. Safe or Unsafe	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe
6. My Amazing Body Assessment Opportunity ★	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me



Year 4

Dreams and Goals

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Hopes and Dreams	I can tell you about some of my hopes and dreams	I know how it feels to have hopes and dreams
2. Broken Dreams	I understand that sometimes hopes and dreams do not come true and that this can hurt	I know how disappointment feels and can identify when I have felt that way
3. Overcoming Disappointment	I know that reflecting on positive and happy experiences can help me to counteract disappointment	I know how to cope with disappointment and how to help others cope with theirs
4. Creating New Dreams	I know how to make a new plan and set new goals even if I have been disappointed	I know what it means to be resilient and to have a positive attitude
5. Achieving Goals Puzzle Outcome: Potato People	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	I can enjoy being part of a group challenge
6. We Did It! Assessment Opportunity ★	I can identify the contributions made by myself and others to the group's achievement	I know how to share in the success of a group and how to store this success experience in my internal treasure chest

Healthy Me

Pieces	PSHE learning intention	Social and emotional development learning intention
1. My Friends and Me	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I can identify the feelings I have about my friends and my different friendship groups
2. Group Dynamics	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
3. Smoking	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
4. Alcohol	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others
5. Healthy Friendships Puzzle Outcome: Healthy Friendships	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can identify feelings of anxiety and fear associated with peer pressure
6. Celebrating My Inner Strength and Assertiveness	I know myself well enough to have a clear picture of what I believe is right and wrong	I can tap into my inner strength and know how to be assertive

Year 5

Dreams and Goals

Healthy Me



Pieces	PSHE learning intention	Social and emotional development learning intention
1. When I Grow Up (My Dream Lifestyle)	I understand that I will need money to help me achieve some of my dreams	I can identify what I would like my life to be like when I am grown up
2. Investigate Jobs and Careers	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs	I appreciate the contributions made by people in different jobs
3. My Dream Job, Why I want it and the steps to get there	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it	I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future
4. Dreams and Goals of Young People in Other Cultures	I can describe the dreams and goals of young people in a culture different to mine	I can reflect on how these relate to my own
5. How Can We Support Each Other? Puzzle Outcome: Charity fundraising	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other	I appreciate the similarities and differences in aspirations between myself and young people in a different culture
6. Rallying Support Assessment Opportunity ★	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	I understand why I am motivated to make a positive contribution to supporting others

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Smoking	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can make an informed decision about whether or not I choose to smoke and know how to resist pressure
2. Alcohol	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
3. Emergency Aid	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I know how to keep myself calm in emergencies
4. Body Image	I understand how the media, social media and celebrity culture promotes certain body types	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am
5. My Relationship with Food Puzzle Outcome : Healthy Body Image	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I respect and value my body
6. Healthy Me Assessment Opportunity ★	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	I am motivated to keep myself healthy and happy

Year 6


Dreams and Goals

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Personal Learning Goals	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal)	I understand why it is important to stretch the boundaries of my current learning
2. Steps to Success	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these	I can set success criteria so that I will know whether I have reached my goal
3. My Dream For the World Puzzle outcome: Flags/ bunting	I can identify problems in the world that concern me and talk to other people about them	I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations
4. Helping to Make a Difference Puzzle outcome: Fundraising event	I can work with other people to help make the world a better place	I can empathise with people who are suffering or who are living in difficult situations
5. Helping to Make a Difference	I can describe some ways in which I can work with other people to help make the world a better place	I can identify why I am motivated to do this
6. Recognising Our Achievements Assessment Opportunity ★	I know what some people in my class like or admire about me and can accept their praise	I can give praise and compliments to other people when I recognise their contributions and achievements

Healthy Me

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Taking responsibility for my health and well-being	I can take responsibility for my health and make choices that benefit my health and well-being	I am motivated to care for my physical and emotional health
2. Drugs	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart	I am motivated to find ways to be happy and cope with life's situations without using drugs
3. Exploitation	I understand that some people can be exploited and made to do things that are against the law	I can suggest ways that someone who is being exploited can help themselves
4. Gangs	I know why some people join gangs and the risks this involves	I can suggest strategies someone could use to avoid being pressurised
5. Emotional and Mental Health	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/wellness	I know how to help myself feel emotionally healthy and can recognise when I need help with this
6. Managing Stress and Pressure Puzzle Outcome: Healthy Body, Healthy Mind	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse.	I can use different strategies to manage stress and pressure





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1.Families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I accept that everyone's family is different and understand that most people value their family
2. Keeping Safe - exploring physical contact	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	I know which types of physical contact I like and don't like and can talk about this
3. Friends and Conflict	I can identify some of the things that cause conflict with my friends	I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends
4. Secrets	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this
5. Trust and Appreciation	I recognise and appreciate people who can help me in my family, my school and my community	I understand how it feels to trust someone
6. Celebrating My Special Relationships Puzzle Outcome: Relationship Flag/Bunting	I can express my appreciation for the people in my special relationships	I am comfortable accepting appreciation from others

Year 3

Relationships

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Family Roles and Responsibilities	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can describe how taking some responsibility in my family makes me feel
2. Friendship	I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener	I know how to negotiate in conflict situations to try to find a win-win solution
3. Keeping Myself Safe Online	I know and can use some strategies for keeping myself safe online	I know who to ask for help if I am worried or concerned about anything online
4. Being a Global Citizen 1	I can explain how some of the actions and work of people around the world help and influence my life	I can show an awareness of how this could affect my choices
5. Being a Global Citizen 2	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I can empathise with children whose lives are different to mine and appreciate what I may learn from them
6. Celebrating My Web of Relationships Puzzle Outcome: Appreciation Streamers	I know how to express my appreciation to my friends and family	I enjoy being part of a family and friendship groups

Changing Me

Pieces	PSHE learning intention	Social and emotional development learning intention
1.How Babies Grow	I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3.Outside Body Changes	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Family Stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
6.Looking Ahead Assessment Opportunity	Identify what I am looking forward to when I move to my next class	start to think about changes I will make next year and know how to go about this

Relationships

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Jealousy	I can recognise situations which can cause jealousy in relationships	I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens
2. Love and Loss	I can identify someone I love and can express why they are special to me	I know how most people feel when they lose someone or something they love
3. Memories Puzzle outcome: Memory Box	I can tell you about someone I know that I no longer see	I understand that we can remember people even if we no longer see them
4. Getting on and Falling Out	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know how to stand up for myself and how to negotiate and compromise
5. Girlfriends and Boyfriends	I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older	I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend
6. Celebrating My Relationships with People and Animals	I know how to show love and appreciation to the people and animals who are special to me	I can love and be loved

Changing Me

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Unique Me	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
2. Having a Baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
3. Girls and Puberty	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty
4. Circles of Change Puzzle Outcome: Circles of Change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
5. Accepting Change	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
6. Looking Ahead Assessment Opportunity ★	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about this

Year 5

Relationships

Pieces	PSHE learning intention	Social and emotional development learning intention
1. Recognising Me	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	I know how to keep building my own self-esteem
2. Safety with Online Communities	I understand that belonging to an online community can have positive and negative consequences	I can recognise when an online community feels unsafe or uncomfortable
3. Being in an Online Community	I understand there are rights and responsibilities in an online community or social network	I can recognise when an online community is helpful or unhelpful to me
4. Online Gaming	I know there are rights and responsibilities when playing a game online	I can recognise when an online game is becoming unhelpful or unsafe
5. My Relationship with Technology: screen time	I can recognise when I am spending too much time using devices (screen time)	I can identify things I can do to reduce screen time, so my health isn't affected
6. Relationships and Technology	I can explain how to stay safe when using technology to communicate with my friends	I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

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5. Real self and ideal self	I am aware of the importance of a positive self-esteem and what I can do to develop it	I can express how I feel about my self-image and know how to challenge negative 'body-talk'																																										
6. The Year Ahead	I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class.	I know how to prepare myself emotionally for the changes next year.																																										

