

## Jigsaw PSHE KS2 Curriculum Overview

Due to copyright, we are unable to upload detailed knowledge organisers for Jigsaw to our public-facing website, but these are available on request – please contact the school if you would like to see them.



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships
<b>Ages 7-8</b>	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use

## Uplands coverage of puberty (Health Education) and reproduction (Sex Education) in “Changing Me” unit of PSHE

This unit is taught in the second half of Summer term in all year groups. Health and Puberty education is statutory and there is no right to withdraw children from lessons on puberty. Parents do have the right to withdraw their children from lessons that teach how human conception occurs in Year 5 and Year 6. We will contact parents and carers in advance of these lessons occurring to provide an opportunity to view the materials used and make an informed decision about your child's participation.

Year Group	Year 3	Year 4	Year 5	Year 6
<b>Health/Puberty coverage</b>	<ul style="list-style-type: none"> <li>• Naming body parts including private parts.</li> <li>• The NSPCC underwear rule.</li> <li>• That growing up involves physical and emotional changes; girls only menstruation (mentioning that menstruation is part of your body changing as it gets ready to have babies, if you want to, when you are grown up)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to body changes in puberty for boys and girls.</li> <li>• Girls body changes, menstruation.</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.</li> </ul>	<ul style="list-style-type: none"> <li>• Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams.</li> </ul>
<b>Sex Education coverage</b>	<ul style="list-style-type: none"> <li>• That for a baby to grow, part comes from a woman (the mother) and part from a man (the father). (We do not teach where these come from or how they get to each other in Year 3.)</li> <li>• That it is usually the female that has the baby and that in mammals including humans, the baby grows inside the mother.</li> </ul>	<ul style="list-style-type: none"> <li>• For a baby to be made, the “ingredients” needed are a sperm from the father, an egg from the mother, a mother’s womb to grow in.</li> <li>• That the sperm and egg can meet when a grown-up man and woman share an especially close and loving embrace that is an intimate, loving and very private part of a grown-up relationship. (We do not teach how conception occurs in detail in Year 4.)</li> </ul>	<ul style="list-style-type: none"> <li>• How conception occurs. We use the “Living and Growing” series to contextualise this within a committed, loving adult relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• How conception occurs and how babies are born. We use the “Living and Growing” series to contextualise this within a committed, loving adult relationship.</li> </ul>