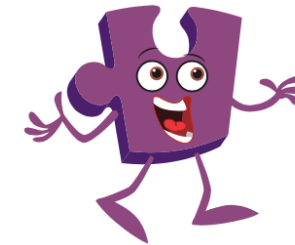




Christopher Pickering PSHE Long Term Plan 2024-2025

PSHE & Jigsaw Long Term Plan



The Intention of the PSHE Curriculum

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education, and since the subject will hold statutory status as of September 2020, here at Christopher Pickering we hold this subject in high regard and have tailored our approach to meet the needs of our children. We have implemented and adapted 'Jigsaw' to help deliver our curriculum which we believe builds upon the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.



EYFS Objectives

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
	Physical Development	<ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Reception	Communication and Language	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases.
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes
	Understanding the World	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.

Christopher Pickering Primary School PSHE and Jigsaw Long Term Plan 2024-2025



EYFS	Communication and Language Personal, Social and Emotional Development	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.
		Speaking	<ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
	Physical Development Communication and Language	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	<ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Personal, Social and Emotional Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
Physical Development	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. 	



Key Stage 1

At Christopher Pickering Primary we use Jigsaw, the mindful approach to PSHE. It is an integrated scheme of learning, for Personal, Social, Health Education, with emphasis on emotional literacy, mental health, SMSC and spiritual development. Jigsaw is a unique, spiral, progressive and effective PSHE scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Across the primary setting, the programme splits into two main areas ‘Relationship Education’ and ‘Physical Health and Wellbeing’ and through a variety of topics all of the objectives set out in the Statutory Relationships and Health Education guidance are taught. This document shows exactly how and when Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

Relationship Education		Physical Health and Wellbeing	
Families and the people who care for me	<p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	Mental wellbeing	<p>(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</p>



<p>Caring Friendships</p>	<p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p>Internet safety and harms</p>	<p>(H11) that for most people the internet is an integral part of life and has many benefits</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H17) where and how to report concerns and get support with issues online</p>
<p>Respectful relationships</p>	<p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18) what a stereotype is and how stereotypes can be unfair, negative or destructive</p> <p>(R19) the importance of permission- seeking and giving in relationships with friends, peers and adults</p>	<p>Physical health and fitness</p>	<p>(H18) the characteristics and mental and physical benefits of an active lifestyle</p> <p>(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>(H20) the risks associated with an inactive lifestyle (including obesity)</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health</p>
<p>Online relationships</p>	<p>(R20) that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21) that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>	<p>Healthy eating</p>	<p>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>(H23) the principles of planning and preparing a range of healthy meals</p> <p>(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>



<p>Being safe</p>	<p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources</p>	<p>Drugs, alcohol and tobacco</p>	<p>(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking)</p>
		<p>Health and prevention</p>	<p>(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing</p>
		<p>Basic first aid</p>	
		<p>Changing adolescent body</p>	<p>(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>



Key Stage 2

At Christopher Pickering Primary we use Jigsaw, the mindful approach to PSHE. It is an integrated scheme of learning, for Personal, Social, Health Education, with emphasis on emotional literacy, mental health, SMSC and spiritual development. Jigsaw is a unique, spiral, progressive and effective PSHE scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

The Jigsaw Programme offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning in this vital curriculum area. This also supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Across the primary setting, the programme splits into two main areas ‘Relationship Education’ and ‘Physical Health and Wellbeing’ and through a variety of topics all of the objectives set out in the Statutory Relationships and Health Education guidance are taught. This document shows exactly how and when Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

	Relationship Education	Physical Health and Wellbeing
Families and the people who care for me	<p>(R1) that families are important for children growing up because they can give love, security and stability</p> <p>(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives</p> <p>(R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care</p> <p>(R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</p> <p>(R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>(R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>	<p style="text-align: center;">Mental wellbeing</p> <p>(H1) that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings</p> <p>(H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service- based activity on mental wellbeing and happiness</p> <p>(H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>(H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>(H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>(H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>(H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Caring Friendships</p>	<p>(R7) how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>(R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</p> <p>(R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Internet safety and harms</p>	<p>(H11) that for most people the internet is an integral part of life and has many benefits</p> <p>(H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>(H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</p> <p>(H14) why social media, some computer games and online gaming, for example, are age-restricted</p> <p>(H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</p> <p>(H17) where and how to report concerns and get support with issues online</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Respectful relationships</p>	<p>(R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>(R13) practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>(R14) the conventions of courtesy and manners</p> <p>(R15) the importance of self-respect and how this links to their own happiness</p> <p>(R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>(R17) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p> <p>(R18) what a stereotype is and how stereotypes can be unfair, negative or destructive</p> <p>(R19) the importance of permission- seeking and giving in relationships with friends, peers and adults</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical health and fitness</p>	<p>(H18) the characteristics and mental and physical benefits of an active lifestyle</p> <p>(H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</p> <p>(H20) the risks associated with an inactive lifestyle (including obesity)</p> <p>(H21) how and when to seek support including which adults to speak to in school if they are worried about their health</p>



<p>Online relationships</p>	<p>(R20) that people sometimes behave differently online, including by pretending to be someone they are not</p> <p>(R21) that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous</p> <p>(R22) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>(R23) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>(R24) how information and data is shared and used online</p>	<p>Healthy eating</p>	<p>(H22) what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>(H23) the principles of planning and preparing a range of healthy meals</p> <p>(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>
<p>Being safe</p>	<p>(R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>(R29) how to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>(R32) where to get advice e.g. family, school and/or other sources</p>	<p>Drugs, alcohol and tobacco</p>	<p>(H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking)</p>



		Health and prevention	<p>(H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</p> <p>(H27) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>(H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>(H29) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p> <p>(H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated and the importance of handwashing</p> <p>(H31) the facts and science relating to allergies, immunisation and vaccination</p>
		Basic first aid	<p>(H32) how to make a clear and efficient call to emergency services if necessary</p> <p>(H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>
		Changing adolescent body	<p>(H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>(H35) about menstrual wellbeing including key facts about the menstrual cycle</p>

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Year Group	Being me in World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me!
F1 and F2 (Age 3-5)	Self-identity Understanding feelings. Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles. Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out. Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Year 1 (Age 5-6)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person. Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby. Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Year 2 (Age 6-7)	Hopes and fears for the year. Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Year 3 (Age 7-8)	Setting personal goals Self-identity and worth Positivity in challenges	Families and their differences Family conflict and how to	Difficult challenges and achieving success.	Exercise Fitness challenges	Family roles and responsibilities Friendship and	How babies grow Understanding a baby's needs

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	Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles. Evaluating learning processes Managing feelings Simple budgeting	Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios. Respect for myself and others Healthy and safe choices	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	Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Year 4 (Age 8-9)	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios. Respect for myself and others Healthy and safe choices	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Year 5 (Age 9-10)	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	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others. Healthy and safe choices	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 SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition



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Year 6	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration. Empathy 	<ul style="list-style-type: none"> Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments 	<ul style="list-style-type: none"> Taking personal responsibility How substances affect the body Exploitation, including 'county lines and gang culture Emotional and mental health Managing stress 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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KS1	Autumn	Spring	Summer
Year 1	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the learning charter <p>Lesson 1 (Special and Safe) (H7)</p> <p>Lesson 2 (My Class) (R7), (R14)</p> <p>Lesson 3 (Rights and responsibilities) (R9), (R12), (R14), (R16)</p> <p>Lesson 4 (Rewards and Feeling Proud) (H2), (H3)</p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success <p>Lesson 1 (My Treasure Chest of Success) (H1)</p> <p>Lesson 2 (Steps to Goals)</p> <p>Lesson 3 (Achieving Together) (R12), (R16)</p> <p>Lesson 4 (Stretchy Learning)</p> <p>Lesson 5 (Overcoming Obstacles)</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - Belonging to a family - Making friends and being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self- acknowledgment - Being a good friend to myself - Celebrating special relationships <p>Lesson 1 (Families) (R1), (R2), (R3), (R4)</p> <p>Lesson 2 (Making Friends) (R7), (R8), (R9), (R10), (R11), (R12)</p> <p>Lesson 3 (Greetings) (R14), (R19), (R25), (R26), (R27), (R28)</p> <p>Lesson 4 (People Who Help Us)</p>



	<p>Lesson 5 (Consequences) (H4)</p> <p>Lesson 6 (Owning our Learning Charter) (R12), (R16)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone <p>Lesson 1 (The same as...) (R5), (R12), (R16)</p> <p>Lesson 2 (Different from...) (R12), (R16), (H7), (H8)</p> <p>Lesson 3 (What is bullying?) (R17), (R29), (H7), (H8)</p> <p>Lesson 4 (What do I do about bullying?) (R17), (R29), (R31), (R32), (H9)</p> <p>Lesson 5 (Making new friends) (R2), (R8), (R9), (R10), (R11), (R13), (R19), (R25)</p> <p>Lesson 6 (Celebrating difference; celebrating me) (R12), (H2), (H3)</p>	<p>(R30), (H4)</p> <p>Lesson 6 (Celebrating My Success) (H3)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety and safety with household items - Road safety - Linking health and happiness <p>Lesson 1 (Being Healthy) (H1), (H2), (H5), (H6), (H18), (H19), (H28)</p> <p>Lesson 2 (Healthy Choices) (H1), (H3), (H5), (H6), (H18), (H19), (H22), (H23), (H28)</p> <p>Lesson 3 (Clean and Healthy) (H6), (H18), (H30)</p> <p>Lesson 4 (Medicine Safety) (H6), (H18)</p> <p>Lesson 5 (Road Safety) (H6), (H18), (H21)</p> <p>Lesson 6 (Happy, Healthy Me) (R15), (H5), (H6), (H18), (H24), (H30)</p>	<p>(R11), (R16), (R19), (R25), (R28), (R32), (H4)</p> <p>Lesson 5 (Being My Own Best Friend) (R9), (R10), (R11), (R15), (R30), (H3), (H6)</p> <p>Lesson 6 (Celebrating My Special Relationships) (R12), (R13), (R16), (H2), (H6)</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> - Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition <p>Lesson 1 (Life Cycles) (R1), (R6)</p> <p>Lesson 2 (Changing Me) (H4)</p> <p>Lesson 3 (My Changing Body)</p> <p>Lesson 4 (Boys' and Girls' Bodies) (R19), (R25), (R26), (R27), (R29), (H34)</p> <p>Lesson 5 (Learning and Growing) (R15)</p> <p>Lesson 6 (Coping with Changes) (R32), (H2), (H3)</p>
Year 2	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contribution - Choices - Recognising feelings <p>Lesson 1 (Hopes and Fears for the Year)</p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing to and sharing success <p>Lesson 1 (Goals to Success) (H2), (H3)</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships <p>Lesson 1 (Families) (R1), (R2), (R3), (R4), (R5), (R6)</p>



<p>(H2), (H3)</p> <p>Lesson 2 (Rights and Responsibilities) (R12), (R14), (R16), (R19), (R25), (R32)</p> <p>Lesson 3 (Rewards and Consequences) (R12), (R14), (R15), (R16)</p> <p>Lesson 4 (Rewards and Consequences) (R12), (R14), (R15), (R16)</p> <p>Lesson 5 (Our Learning Charter) (R12), (R13), (R14)</p> <p>Lesson 6 (Owning our Learning Charter) (R12), (R13), (R14)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating difference and remaining friends <p>Lesson 1 (Boys and Girls) (R18), (H2), (H3)</p> <p>Lesson 2 (Boys and Girls) (R18), (H17)</p> <p>Lesson 3 (Why does bullying happen?) (R17), (R21), (R22), (H8), (H13), (H15)</p> <p>Lesson 4 (Standing up for myself and others) (R11), (R13), (R16), (R20), (R30), (R31), (R32), (H4), (H9)</p> <p>Lesson 5 (Gender Diversity) (R9), (R12), (R13), (R14), (R16), (R19), (R25), (H2), (H3), (H7)</p> <p>Lesson 6 (Celebrating difference and still being friends) (R7), (R8), (R10), (R12), (R14), (R16), (R19), (R25), (H2), (H3)</p>	<p>Lesson 2 (My Learning Strengths) (R15), (R30)</p> <p>Lesson 3 (Learning with Others) (R12), (R13), (R14), (R16)</p> <p>Lesson 4 (A Group Challenge) (R13), (R14), (R16), (R19)</p> <p>Lesson 5 (Continuing Our Group) (R14), (R16), (R19), (H2), (H3)</p> <p>Lesson 6 (Celebrating Our Achievement) (R19), (H4)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food <p>Lesson 1 (Being Healthy) (H5), (H6), (H18), (H19), (H20)</p> <p>Lesson 2 (Being Relaxed) (H1), (H2), (H3), (H6), (H12), (H18), (H19), (H28)</p> <p>Lesson 3 (Medicine Safety) (H6), (H18), (H21), (H25)</p> <p>Lesson 4 (Healthy Eating) (H5), (H6), (H22), (H23), (H24)</p> <p>Lesson 5 (Healthy Eating) (H5), (H6), (H18), (H22), (H23), (H24)</p> <p>Lesson 6 (Happy, Healthy Me) (H5), (H6), (H18), (H20)</p>	<p>Lesson 2 (Keeping Safe – Exploring Physical Contact) (R16), (R19), (R25), (R27), (R28), (R29), (R30), (R32)</p> <p>Lesson 3 (Friends and Conflict) (R7), (R9), (R10), (R12), (R16), (H15)</p> <p>Lesson 4 (Secrets) (R6), (R16), (R19), (R20), (R22), (R26), (R31), (R32), (H2), (H3)</p> <p>Lesson 5 (Trust and Appreciation) (R11), (R12), (R13), (R16), (R31), (H2), (H3)</p> <p>Lesson 6 (Celebrating My Special Relationships) (R8), (H2), (H3)</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition <p>Lesson 1 (Life Cycles in Nature)</p> <p>Lesson 2 (Growing from Young to Old)</p> <p>Lesson 3 (The Changing Me) (H34)</p> <p>Lesson 4 (Boys' and Girls' Bodies) (R26), (R27), (R29), (H34)</p> <p>Lesson 5 (Assertiveness) (R15), (R19), (R25), (R26), (R29), (R30), (R31), (R32)</p> <p>Lesson 6 (Looking Ahead) (H2), (H3)</p>
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KS2	Autumn	Spring	Summer
Year 3	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Setting personal goals - Self-identity and worth - Positivity in challenges - Rules, rights and responsibilities - Rewards and consequences - Responsible choices - Seeing things from others' perspectives <p>Lesson 1 (Getting to Know Each Other) (R7), (R8), (R9)</p> <p>Lesson 2 (Our Nightmare School) (R12), (R32), (H2), (H3)</p> <p>Lesson 3 (Our Dream School) (R13), (R16), (H2), (H3)</p> <p>Lesson 4 (Rewards and Consequences) (R21)</p> <p>Lesson 5 (Our Learning Charter) (R14), (R19)</p> <p>Lesson 6 (Owning our Learning Charter) (R14), (R19), (R25)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - 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 <p>Lesson 1 (Families) (R1), (R2), (R3), (R4)</p> <p>Lesson 2 (Family Conflict) (R5), (R6), (H4), (H9)</p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Difficult challenges and achieving success - Dreams and ambitions - New challenges - Motivation and enthusiasm - Recognising and trying to overcome obstacles - Evaluating learning processes - Managing feelings - Self budgeting <p>Lesson 1 (Dreams and Goals) (R12)</p> <p>Lesson 2 (My Dreams and Ambitions) (H4)</p> <p>Lesson 3 (A New Challenge)</p> <p>Lesson 4 (Our New Challenge)</p> <p>Lesson 5 (Our New Challenge - Overcoming Obstacles) (R14), (R15), (H2), (H3)</p> <p>Lesson 6 (Celebrating My Learning) (R13), (H2), (H3)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Exercise - Fitness challenges - Food labelling and healthy swaps - Attitudes towards drugs - Keeping safe and why it's important (online and offline scenarios) - Respect for myself and others - Healthy and safe choices <p>Lesson 1 (Being Fit and Healthy) (H5), (H6), (H18), (H19), (H20), (H22), (H23), (H24)</p> <p>Lesson 2 (Being Fit and Healthy)</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - 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 <p>Lesson 1 (Family Roles and Responsibilities) (R1), (R2), (R3), (R4), (R18)</p> <p>Lesson 2 (Friendships) (R7), (R8), (R9), (R10), (R12), (R19), (H2), (H3)</p> <p>Lesson 3 (Keeping Myself Safe Online) (R11), (R17), (R20), (R21), (R22), (R23), (R24), (R25), (R26), (R32), (H9), (H11), (H12), (H13), (H14), (H15), (H16), (H17)</p> <p>Lesson 4 (Being A Global Citizen)</p> <p>Lesson 5 (Being A Global Citizen)</p> <p>Lesson 6 (Celebrating My Web of Relationships) (R13), (R16)</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> - How babies grow - Understanding a baby's needs - Outside body changes - Inside body changes - Family stereotypes - Challenging my ideas - Preparing for transition <p>Lesson 1 (How Babies Grow) (H2), (H3)</p> <p>Lesson 2 (Babies)</p>

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	<p>Lesson 3 (Witness and Feelings) (R11), (R17), (R31), (H8), (H9)</p> <p>Lesson 4 (Witness and Solutions) (R11), (R17), (R31), (R32), (H8), (H9)</p> <p>Lesson 5 (Words that Harm) (R9), (R10), (R12), (R13), (R14), (R16), (R17), (R18), (R20), (R21), (R23), (R25), (R30), (H7), (H8), (H13), (H15)</p> <p>Lesson 6 (Celebrating Difference: Compliments) (R7), (R12), (R15), (R16), (H2), (H3)</p>	<p>(H5), (H6), (H18), (H19), (H20), (H22), (H23), (H24), (H28)</p> <p>Lesson 3 (What Do I Know About Drugs?) (H17), (H21), (H25)</p> <p>Lesson 4 (Being Safe) (R22), (R23), (R24), (R25), (R26), (R28), (R29), (R30), (R31), (R32), (H2), (H3), (H9), (H11), (H17), (H21)</p> <p>Lesson 5 (Safe or Unsafe) (R20), (R21), (R22), (R23), (R24), (R25), (R26), (R28), (R29), (R30), (R31), (R32), (H9), (H11), (H21)</p> <p>Lesson 6 (My Amazing Body) (R15), (H1), (H6), (H18), (H19), (H21)</p>	<p>(H2), (H3)</p> <p>Lesson 3 (Outside Body Changes) (H2), (H3), (H34)</p> <p>Lesson 4 (Inside Body Changes) (R27), (H2), (H3), (H34)</p> <p>Lesson 5 (Family Stereotypes) (R1), (R2), (R3), (R4), (R18), (H2), (H3)</p> <p>Lesson 6 (Looking Ahead) (H2), (H3)</p>
Year 4	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - 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 <p>Lesson 1 (Becoming A Class Team) (R7), (R8), (R9), (H2), (H3)</p> <p>Lesson 2 (Being A School Citizen) (R11), (R12), (R14)</p> <p>Lesson 3 (Rights, Responsibilities and Democracy) (R12), (R16)</p> <p>Lesson 4 (Rewards and Consequences) (R14), (R19)</p> <p>Lesson 5 (Our Learning Charter) (R13), (R25)</p> <p>Lesson 6 (Owning our Learning Charter)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - Challenging assumptions 	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Hopes and dreams - Overcoming disappointment - Creating new, realistic dreams - Achieving goals - Working in a group - Celebrating contributions - Resilience - Positive attitudes <p>Lesson 1 (Hopes and Dreams)</p> <p>Lesson 2 (Broken Dreams)</p> <p>Lesson 3 (Overcoming Disappointment) (R12)</p> <p>Lesson 4 (Creating New Dreams)</p> <p>Lesson 5 (Achieving Goals) (R14)</p> <p>Lesson 6 (We Did It!) (R16), (H2), (H3)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Healthier friendships - Group dynamics 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - Jealousy - Love and loss - Memories of loved one - Getting on and falling out - Girlfriends and boyfriends - Showing appreciation to people and animals <p>Lesson 1 (Jealousy) (R6)</p> <p>Lesson 2 (Love and Loss) (R6), (H2), (H3), (H7), (H9)</p> <p>Lesson 3 (Memories) (H4), (H10)</p> <p>Lesson 4 (Getting On and Falling Out) (R7), (R8), (R9), (R10), (R11), (R12), (R13), (R14), (R16), (R19), (R25), (R32), (H7)</p> <p>Lesson 5 (Girlfriends and Boyfriends) (R8), (R9), (R12), (R13), (R14), (R16)</p> <p>Lesson 6 (Celebrating My Relationships with People and Animals) (R2), (R4), (R9), (R12), (R16), (R19), (R25)</p> <p><u>Changing Me</u></p>

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	<ul style="list-style-type: none"> - Judging by appearance - Accepting self and others - Understanding influences - Understanding bullying - Problem solving - Identifying how special and unique everyone is - First impressions <p>Lesson 1 (Judging by Appearances) (R13)</p> <p>Lesson 2 (Understanding Influences) (R11), (R12), (R13), (R20), (R21), (R22), (R25), (H7)</p> <p>Lesson 3 (Understanding Bullying) (R11), (R16), (R22), (R31), (R32), (H8), (H9), (H13)</p> <p>Lesson 4 (Problem Solving) (R30)</p> <p>Lesson 5 (Special Me) (R15), (R16), (H4)</p> <p>Lesson 6 (Celebrating Difference: How We Look) (R15), (R16), (H2), (H3)</p>	<ul style="list-style-type: none"> - Smoking - Alcohol assertiveness - Peer pressure - Celebrating inner strength <p>Lesson 1 (My Friends and Me) (R7), (R8), (R11), (R13), (H2), (H3)</p> <p>Lesson 2 (Group Dynamics) (R8), (R10), (R11), (R13), (R19), (R20), (R21), (R22), (R25)</p> <p>Lesson 3 (Smoking) (R30), (R31), (R32), (H21), (H25), (H26)</p> <p>Lesson 4 (Alcohol) (R30), (R31), (R32), (H21), (H24), (H25), (H26)</p> <p>Lesson 5 (Healthy Friendships) (R8), (R9), (R10), (R11), (R12), (R13), (R16), (R20), (R25), (R29), (R32), (H1), (H4)</p> <p>Lesson 6 (Celebrating My Inner Strength and Assertiveness) (R11), (R12), (R14), (R15), (R16), (R19), (R22), (R25)</p>	<ul style="list-style-type: none"> - Being unique - Having a baby - Girls and puberty - Confidence in change - Accepting change - Preparing for transition - Environmental change <p>Lesson 1 (Unique Me) (R1), (R2), (R3), (R4), (R27)</p> <p>Lesson 2 (Having A Baby) (R1), (R2), (R3), (R4), (R26), (H34)</p> <p>Lesson 3 (Girls and Puberty) (R26), (H34), (H35)</p> <p>Lesson 4 (Circles of Change) (H4)</p> <p>Lesson 5 (Accepting Change) (H2), (H3)</p> <p>Lesson 6 (Looking Ahead)</p>
Year 5	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating <p>Lesson 1 (My Year Ahead) (R16), (H2), (H3)</p> <p>Lesson 2 (Being A Citizen of My Country) (R12), (R14), (R15)</p> <p>Lesson 3 (Year 5 Responsibilities) (R12), (R13), (R14)</p> <p>Lesson 4 (Rewards and Consequences) (R14), (H7)</p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Future dreams - The importance of money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation <p>Lesson 1 (When I Grow Up – My Dream Lifestyle) (H2), (H3)</p> <p>Lesson 2 (Investigate Jobs and Careers)</p> <p>Lesson 3 (My Dream Job – Why I Want It and The Steps to Get There) (R15)</p> <p>Lesson 4 (Dreams and Goals of Young People in Other Cultures)</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - 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 - SMARRT internet safety rules <p>Lesson 1 (Recognising Me) (R13), (R15), (H2), (H3), (H4), (H7)</p> <p>Lesson 2 (Safety with Online Communities) (R11), (R12), (R13), (R14), (R16), (R17), (R20), (R21), (R22), (R23), (R24), (R25), (R26), (R29), (R31), (R32), (H8), (H9), (H10), (H11), (H12), (H13), (H14), (H15), (H16), (H17)</p> <p>Lesson 3 (Being in an Online Community)</p>



<p>Lesson 5 (Our Learning Charter) (R14)</p> <p>Lesson 6 (Owning our Learning Charter) (R12), (R13), (R14)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - 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 <p>Lesson 1 (Different Cultures) (R12), (R16), (R18)</p> <p>Lesson 2 (Racism) (R12), (R31), (H4)</p> <p>Lesson 3 (Rumours and Name-calling) (R6), (R9), (R10), (R29), (R30), (R32), (H2), (H3), (H7), (H9)</p> <p>Lesson 4 (Types of Bullying) (R9), (R10), (R17), (R32), (H7), (H8), (H9)</p> <p>Lesson 5 (Does Money Matter?) (H9)</p> <p>Lesson 6 (Celebrating Difference Across the World) (R13), (R15)</p>	<p>(R16)</p> <p>Lesson 5 (How Can We Support Each Other?) (R12)</p> <p>Lesson 6 (Rallying Support) (R12)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour <p>Lesson 1 (Smoking) (H21), (H24), (H25)</p> <p>Lesson 2 (Alcohol) (H21), (H24), (H25)</p> <p>Lesson 3 (Emergency Aid) (R31), (R32), (H9), (H21), (H32), (H33)</p> <p>Lesson 4 (Body Image) (R12), (R15), (R16), (R18), (R25), (R27), (H10), (H21)</p> <p>Lesson 5 (My Relationship with Food) (R15), (H4), (H10), (H21)</p> <p>Lesson 6 (Healthy Me) (H1), (H2), (H3), (H4), (H5), (H6), (H10), (H18), (H19), (H20), (H21)</p>	<p>(R12), (R13), (R14), (R16), (R19), (R20), (R21), (R22), (R23), (R24), (R25), (R26), (R29), (H8), (H9), (H10), (H11), (H12), (H13), (H14), (H15), (H16), (H17)</p> <p>Lesson 4 (Online Gaming) (R12), (R13), (R14), (R19), (R20), (R21), (R22), (R23), (R24), (H11), (H12), (H13), (H14), (H15), (H16), (H17)</p> <p>Lesson 5 (My Relationship with Technology: Screen Time) (R12), (R13), (R14), (R20), (R21), (R22), (R23), (R24), (H5), (H11), (H12), (H13), (H14), (H15), (H16), (H17), (H28)</p> <p>Lesson 6 (Relationships and Technology) (R11), (R12), (R13), (R14), (R20), (R21), (R22), (R23), (R24), (H1) (H11), (H12), (H13), (H14), (H15), (H16), (H17)</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> - Self and body image - Influence of online and media on body image - Puberty for girls - Puberty for boys - Conception (including IVF) - Growing responsibilities - Coping with change - Preparing for transition <p>Lesson 1 (Self and Body Image) (R15), (R25), (R26), (R27), (H5), (H6), (H10), (H18)</p> <p>Lesson 2 (Puberty for Girls) (H34)</p> <p>Lesson 3 (Puberty for Boys) (H2), (H3), (H34)</p> <p>Lesson 4 (Conception) (H34)</p> <p>Lesson 5 (Looking Ahead) (H4), (H34)</p> <p>Lesson 6 (Looking Ahead) (H1), (H4)</p>
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<p>Year 6</p>	<p><u>Being Me In My World</u></p> <ul style="list-style-type: none"> - Identifying goals for the year - Global citizenship - Children’s universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy and having a voice - Anti-social behaviour - Role-modelling <p>Lesson 1 (My Year Ahead)</p> <p>Lesson 2 (Being A Global Citizen) (R12), (H2), (H3)</p> <p>Lesson 3 (Being A Global Citizen) (R12), (H2), (H3)</p> <p>Lesson 4 (The Learning Charter) (R12), (R13), (R14), (R25), (H4)</p> <p>Lesson 5 (Our Learning Charter) (R7), (R12), (R13), (R16)</p> <p>Lesson 6 (Owning our Learning Charter) (R12), (R13), (R16)</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusions/exclusion - Differences as conflict and differences as celebration - Empathy <p>Lesson 1 (Am I Normal?) (R15), (H4), (H7), (H10)</p> <p>Lesson 2 (Understanding Difference) (R3), (R12), (R18), (R19), (H7), (H10)</p> <p>Lesson 3 (Power Struggles) (R11), (R21), (R25), (R31), (H8), (H13), (H17)</p>	<p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> - Personal learning goals (in and out of school) - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments <p>Lesson 1 (Personal Learning Goals) (R15)</p> <p>Lesson 2 (Steps to Success)</p> <p>Lesson 3 (My Dream for the World) (H2), (H3)</p> <p>Lesson 4 (Helping to Make a Difference) (R12), (R13), (H7)</p> <p>Lesson 5 (Helping to Make a Difference) (R16), (H4)</p> <p>Lesson 6 (Recognising Our Achievements) (R16)</p> <p><u>Healthy Me</u></p> <ul style="list-style-type: none"> - Taking personal responsibility - How substances affect the body - Exploitation, including ‘county lines’ and gang culture - Emotional and mental health - Managing stress <p>Lesson 1 (Taking Responsibility for my Health and Well-being) (R15), (R27), (R31), (R32), (H1), (H5), (H6), (H7), (H9), (H10), (H17), (H18), (H19), (H21), (H24), (H31)</p> <p>Lesson 2 (Drugs) (R31), (R32), (H2), (H3), (H8), (H9), (H10), (H17), (H21), (H24), (H25)</p> <p>Lesson 3 (Exploitation) (R7), (R11), (R25), (R31), (R32), (H8), (H9), (H10), (H17), (H21)</p>	<p><u>Relationships</u></p> <ul style="list-style-type: none"> - 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 <p>Lesson 1 (What is Mental Health?) (R27), (R32), (H1), (H4), (H5), (H6), (H7), (H9), (H10), (H17), (H18), (H21)</p> <p>Lesson 2 (My Mental Health) (R15), (R27), (R32), (H1), (H4), (H5), (H6), (H7), (H9), (H10), (H17), (H18), (H21)</p> <p>Lesson 3 (Love and Loss) (R32), (H2), (H3), (H4), (H7), (H9), (H10), (H17)</p> <p>Lesson 4 (Power and Control) (R8), (R9), (R10), (R13), (R17), (R19), (R25), (R26), (R28), (R30), (R31), (R32), (H8), (H9), (H17)</p> <p>Lesson 5 (Being Online: Real or Fake? Safe or Unsafe?) (R11), (R13), (R20), (R21), (R22), (R23), (R24), (R25), (R26), (R28), (R29), (R32), (H11), (H12), (H13), (H14), (H15), (H16), (H17)</p> <p>Lesson 6 (Using Technology) Responsibly (R13), (R21), (R22), (R23), (R24), (R25), (R26), (R28), (R32), (H11), (H12), (H13), (H14), (H15), (H16), (H17)</p> <p><u>Changing Me</u></p> <ul style="list-style-type: none"> - Self-image - Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends and girlfriends - Sexting - Transition
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<p>Lesson 4 (Why Bully?) (R11), (R17), (R30), (R31), (H8), (H13), (H17)</p> <p>Lesson 5 (Celebrating Difference) (R12), (R13)</p> <p>Lesson 6 (Celebrating Difference) (R13), (R16), (H2), (H3)</p>	<p>Lesson 4 (Gangs) (R7), (R11), (R25), (R31), (R32), (H8), (H9), (H10), (H17), (H21)</p> <p>Lesson 5 (Emotional and Mental Health) (R30), (R31), (R32), (H1), (H4), (H5), (H6), (H7), (H9), (H10), (H12), (H17), (H18), (H19), (H21), (H28)</p> <p>Lesson 6 (Managing Stress and Pressure) (R15), (R19), (R27), (R30), (R31), (R32), (H1), (H4), (H5), (H6), (H7), (H9), (H10), (H12), (H17), (H18), (H19), (H20), (H21), (H28)</p>	<p>Lesson 1 (My Self Image) (R15), (R27), (H1), (H4), (H6), (H7), (H9), (H10)</p> <p>Lesson 2 (Puberty) (R30), (R32), (H9), (H34), (H35)</p> <p>Lesson 3 (Babies: Conception to Birth) (R1), (R4), (R32), (H9), (H35)</p> <p>Lesson 4 (Boyfriends and Girlfriends) (R4), (R7), (R8), (R9), (R13), (R19), (H9)</p> <p>Lesson 5 (Real Self and Ideal Self) (R13), (R15), (R16), (R19), (R27), (H1), (H4), (H6), (H9), (H10)</p> <p>Lesson 6 (The Year Ahead) (H2), (H3), (H4), (H6), (H9), (H10)</p>
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