

PSHE

PSHE education is a planned, developmental programme through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, both now and in the future. As part of a whole-school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHE equips pupils to live healthy, safe, productive and responsible lives. It supports them in making effective transitions, positive learning and career choices, and in achieving economic wellbeing. A key aspect is enabling pupils to reflect on and clarify their own values and attitudes, while exploring the complex and sometimes conflicting influences they encounter.

PSHE contributes significantly to personal development by building confidence, resilience and self-esteem. It helps pupils to manage risk, make informed decisions and understand the factors that influence them. It also supports pupils to recognise and develop their identities, appreciate diversity, manage emotions and communicate effectively, enabling them to form positive relationships and prepare for future employment and life.

A strong PSHE programme can reduce barriers to learning, enhancing pupils' capacity to achieve. It makes an important contribution to spiritual, moral, social and cultural (SMSC) development, behaviour, safety and the promotion of wellbeing. High-quality PSHE education also plays a vital role in safeguarding pupils, as recognised by Ofsted.

In line with the Department for Education's updated RSHE guidance, which is statutory from September 2026, all PSHE lessons and resources have been revised to ensure full compliance.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World	<p>Understands that people are similar and different</p> <p>Is beginning to recognise and talk about different feelings</p> <p>Understands that the classroom is a place where we learn and play together</p> <p>Knows that working together helps make school a good place to be</p> <p>Understands why kindness matters and how it affects others</p> <p>Knows what using gentle hands looks like</p> <p>Knows that everyone has the right to learn and play</p> <p>Understands what being responsible means</p> <p>Knows how we look after the classroom and resources</p> <p>Can describe how they help everyone feel safe and able to learn</p>	<p>Knows how to use their Jigsaw Journal</p> <p>Understands the rights and responsibilities as a member of the class</p> <p>Understands the rights and responsibilities for being a member of the class</p> <p>Knows their views are valued and can contribute to the Learning Charter</p> <p>Can recognise the choices they make and understands the consequences</p> <p>Understands their rights and responsibilities within the Learning Charter</p>	<p>Can identify some hopes and fears for the year</p> <p>Knows how to use their Jigsaw Journal</p> <p>Understands the rights and responsibilities for being a member of the class and the importance of making contributions</p> <p>Can listen to other people and contribute their own ideas about rewards and consequences</p> <p>Understands how following the Learning Charter will help themselves and others learn</p> <p>Can recognise the choices they make and understands the consequences</p>	<p>Recognises their own worth and can identify positive things about themselves and their achievements</p> <p>Can set personal goals</p> <p>Knows how to use their Jigsaw Journal</p> <p>Can face new challenges positively, make responsible choices and ask for help when needed</p> <p>Understands why rules are needed and how they relate to rights and responsibilities</p> <p>Understands that their actions affect themselves and others and shows care for other people's feelings</p> <p>Can make responsible choices and take action</p> <p>Understands that their actions affect others and tries to see things from their points of view</p>	<p>Knows their attitudes and actions make a difference to the class team</p> <p>Knows how to use their Jigsaw Journal</p> <p>Understands who is in the school community, the roles they play, how they fit in and how they can contribute</p> <p>Understands how democracy works through the School Council</p> <p>Understands that their actions affect themselves and others, shows care for other people's feelings and tries to empathise with them</p> <p>Understands how groups come together to make decisions</p> <p>Understands how democracy and having a voice benefits the school community</p>	<p>Can face new challenges positively and knows how to set personal goals</p> <p>Knows how to use their Jigsaw Journal</p> <p>Understands their rights and responsibilities as a citizen of their country</p> <p>Understands their rights and responsibilities as a citizen of their country and as a member of the school</p> <p>Can make choices about their own behaviour because they understand how rewards and consequences feel</p> <p>Understands how an individual's behaviour can impact on a group</p> <p>Understands how democracy and having a voice benefits the school community and knows how to participate in this</p>	<p>Can identify their goals for the year, understands their fears and worries about the future and knows how to express them</p> <p>Knows how to use their Jigsaw Journal</p> <p>Knows that there are universal rights for all children, but understands that for many children these rights are not met</p> <p>Understands that their actions affect other people locally and globally</p> <p>Can make choices about their own behaviour because they understand how rewards and consequences feel and how these relate to rights and responsibilities</p> <p>Understands how an individual's behaviour can impact on a group</p> <p>Understands how democracy and having a voice benefits the school community</p>
Celebrating Difference	<p>Knows what being unique means</p> <p>Can name and recognise some emotions</p> <p>Understands why having friends is important</p> <p>Can name qualities of a positive friendship</p> <p>Knows what being proud means, and that people can be proud of different things</p> <p>Understands that people can be good at different things</p> <p>Knows that all families are different</p> <p>Knows that everyone has different homes</p>	<p>Can identify similarities between people in the class</p> <p>Can identify differences between people in the class</p> <p>Can explain what bullying is</p> <p>Knows some people they could talk to if they were feeling unhappy or being bullied</p> <p>Knows how to make new friends</p> <p>Can describe ways they are different from their friends</p>	<p>Is starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p> <p>Understands that bullying is sometimes about difference</p> <p>Can recognise what is right and wrong and knows how to look after themselves</p> <p>Understands that it is OK to be different from other people and to be friends with them</p> <p>Can describe some ways they are different from their friends</p>	<p>Understands that everybody's family is different and important to them</p> <p>Understands that differences and conflicts sometimes happen among family members</p> <p>Knows what it means to be a witness to bullying</p> <p>Knows that witnesses can make a situation better or worse by what they do</p> <p>Recognises that some words are used in hurtful ways</p> <p>Can describe a time when their words affected someone's feelings and what the consequences were</p>	<p>Understands that, sometimes, assumptions are made based on what people look like</p> <p>Understands what influences them to make assumptions based on how people look</p> <p>Knows that sometimes bullying is hard to spot and knows what to do if they think it is happening but are not sure</p> <p>Can explain why witnesses sometimes join in with bullying and sometimes do not tell</p> <p>Can identify what is special about them and values the ways in which they are unique</p> <p>Can describe a time when their first impression of someone changed when they got to know them</p>	<p>Understands that cultural differences sometimes cause conflict</p> <p>Understands what racism is</p> <p>Understands how rumour-spreading and name-calling can be bullying behaviours</p> <p>Can explain the difference between direct and indirect types of bullying</p> <p>Can compare their life with people in the developing world</p> <p>Can understand a different culture from their own</p>	<p>Understands there are different perceptions about what "normal" means</p> <p>Understands how being different could affect someone's life</p> <p>Can explain some of the ways in which one person or a group can have power over another</p> <p>Knows some of the reasons why people use bullying behaviours</p> <p>Can give examples of people with disabilities who lead amazing lives</p> <p>Can explain ways in which difference can be a source of conflict and a cause for celebration</p>



<p>Dreams and Goals</p>	<p>Knows what a challenge is Understands that it is important to keep trying Knows what a goal is Knows how to set goals and work towards them Can recognise words that are kind to do when they are older Knows that working hard helps them to achieve the job they want when they are older Knows when they have achieved a goal</p>	<p>Can set simple goals Can set a goal and work out how to achieve it Understands how to work well with a partner Can tackle a new challenge and understands this might stretch their learning Can identify obstacles which make it more difficult to achieve a new challenge and can work out how to overcome them Can describe how they felt when they succeeded in a new challenge and how they celebrated it</p>	<p>Can choose a realistic goal and think about how to achieve it Knows what they need to keep their body healthy Can recognise who they work well with and who they find it more difficult to work with Can work well in a group to create an end-product Can show or explain what “relaxed” means and knows some things that make them feel relaxed and some that make them feel stressed Knows how to share success with other people</p>	<p>Can describe a person who has faced difficult challenges and achieved success Can identify a dream or ambition that is important to them Enjoys facing new challenges and is developing ways to achieve them Is motivated and enthusiastic about achieving a new challenge Can recognise obstacles which might hinder their achievements and can take steps to overcome them Can evaluate their own learning process and identify how it can be improved next time</p>	<p>Can describe some of their hopes and dreams Understands that sometimes hopes and dreams do not come true, recognises that this can hurt, and understands how resilience and support from others can help Knows how to cope with disappointment and find ways to move forward Knows how to make a new plan and set new goals, even after disappointment Knows how to work out the steps needed to achieve a goal and can do this successfully as part of a group Can identify the contributions made by themselves and others to a group’s achievement</p>	<p>Understands that they will need money to help them achieve some of their dreams Recognises that there are different ways that people’s spending decisions can affect others and the environment, and understands that things have different values Can explore a range of different jobs and think critically about the information they see about them online Can describe the dreams and goals of young people in a culture different to their own Understands that communicating with someone in a different culture enables mutual learning Can identify a range of ways that people can support each other Can encourage peers to support young people locally and globally to meet their aspirations, and can suggest ways to do this (e.g. through sponsorship)</p>	<p>Knows their learning strengths and can set challenging but realistic goals for themselves (e.g. one in-school goal and one out-of-school goal) Can work out the learning steps needed to reach a goal and understands how to motivate themselves to work on these Can identify problems in the world that concern them and talk to other people about them Can work with others to help make the world a better place Can describe some ways in which they can work with others to help make the world a better place Knows what some people in the class like or admire about them and can accept their praise</p>
<p>Healthy Me</p>	<p>Can name some parts of the body and understands that being active helps keep them healthy Understands that moving their body and resting are both important for their health Can talk about things they need to do to stay healthy Knows what “healthy” means and is beginning to make healthy food choices Knows how to help themselves go to sleep and understands why sleep is important Can wash their hands and understands why this is important, especially before eating and after using the toilet Knows who their safe adults are and how to stay safe if they are not close by</p>	<p>Understands the difference between being healthy and unhealthy and knows some ways to keep themselves healthy Knows how to make healthy lifestyle choices Knows how to keep themselves clean and healthy, and understands how germs cause disease and illness Knows that all household products, including medicines, can be harmful if not used properly Understands how medicines can help if they feel unwell and knows how to use them safely Knows how to keep safe when crossing the road, and knows about people who can help them stay safe Can explain why their body is amazing and can identify some ways to keep it safe and healthy</p>	<p>Can sort foods into the correct food groups and knows which foods their body needs to keep them healthy Can make some healthy snacks and can explain why they are good for their body and give them energy Can recognise hazards in the home, including fire risks and hot items, and knows how to reduce risks and keep themselves safe Can recognise risks and knows how to keep safe around roads, railways and water, and can explain why safety rules help protect them Understands how medicines work in the body and how important it is to use them safely Can explain how to keep their body healthy and safe at home and when they are out</p>	<p>Understands how exercise affects their body and knows why the heart and lungs are important organs Knows that the amount of calories, fat and sugar they consume can affect their health Can describe their knowledge and attitude towards drugs Can identify things, people and places they need to keep safe from Knows some strategies for keeping themselves safe, who to go to for help and how to call emergency services Can identify when something feels safe or unsafe Understands how complex the body is and how important it is to take care of it</p>	<p>Recognises how different friendship groups are formed, how they fit into them and the friends they value most Understands how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and knows how to reduce risks and ask for help Knows some facts about the effects of smoking and vaping on health, and understands why some people might start Understands the facts about alcohol and its effects on health, particularly the liver, and understands some of the reasons people drink alcohol Can recognise when they are being put under pressure and can explain ways to resist this when they choose Knows themselves well enough to have a clear sense of what they believe is right and wrong</p>	<p>Knows there are health risks with smoking and vaping and can describe some of the ways that tobacco and nicotine are harmful to the body Knows some of the risks of misusing alcohol, including anti-social behaviour, and understands how it affects the liver and heart Knows and can put into practice basic emergency aid procedures (including the recovery position) and knows how to get help in emergency situations Understands how the media, social media and celebrity culture promote certain body types Can describe different attitudes people have to food and how these can be affected by external influences Knows what makes a healthy lifestyle, including healthy eating, and understands the choices needed to be healthy and happy</p>	<p>Can take responsibility for their health and make choices that benefit their health and well-being Knows about different types of drugs, their uses and their effects on the body, particularly the liver and heart Understands that some people can be exploited and made to do things that are against the law Knows why some people join gangs and understands the risks this involves Understands what it means to be emotionally well and can explore people’s attitudes towards mental health and illness Can recognise stress and the triggers that cause it and understands how stress can lead to drug and alcohol misuse</p>
<p>Relationships</p>	<p>Understands what a family is Knows that different people in a family have different responsibilities (jobs) Understands some of the characteristics of healthy and safe friendships Understands that friends sometimes fall out Knows some ways to mend a friendship Understands that unkind words can cause lasting hurt Knows how to use Jigsaw’s Calm Me to help when feeling angry Understands some reasons why others get angry</p>	<p>Can identify members of their family and understands that there are lots of different types of families Can identify what being a good friend means to them Knows appropriate ways of physical contact to greet friends and knows which ways they prefer Knows who can help them in the school community Can recognise their qualities as a person and as a friend Can explain why they appreciate someone who is special to them</p>	<p>Can identify members of their family, understands their relationship with each of them and knows why it is important to share and cooperate Understands that there are different forms of physical contact within a family and that some are acceptable and some are not Can identify some of the things that cause conflict with friends Understands that sometimes it is good to keep a secret and sometimes it is not Recognises and appreciates people who can help them in their family, school and community Can express appreciation for the people in their special relationships</p>	<p>Can identify the roles and responsibilities of each family member and can reflect on expectations for males and females Can identify and put into practice some of the skills of friendship (e.g. taking turns, being a good listener) Knows and can use some strategies for keeping themselves safe online Understands how people around the world can help and influence their life and that media does not always show complete information Understands how their needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes</p>	<p>Can recognise situations which can cause jealousy in relationships Can identify someone they love and can express why they are special to them Can describe someone they know that they no longer see Can recognise how friendships change, knows how to make new friends and how to manage when friendships fall out Understands what having a boyfriend or girlfriend might mean and that it is a special relationship for when they are older Knows how to show love and appreciation to the people and animals who are special to them</p>	<p>Understands who they are as a person in terms of their characteristics and personal qualities Understands that belonging to an online community can have positive and negative consequences Understands that there are rights and responsibilities in an online community or social network Knows there are rights and responsibilities when playing an online game Can recognise when they are spending too much time using devices (screen time) Can explain how to stay safe when using technology to communicate with friends</p>	<p>Knows that it is important to take care of their mental health Knows how to take care of their mental health Understands that there are different stages of grief and that different types of loss can cause people to grieve Can recognise when people are trying to gain power or control Can judge whether something online is safe and helpful to them Can use technology positively and safely to communicate with friends and family</p>



				Knows how to express appreciation to friends and family		Understands they have rights regarding their personal data	
Changing Me	<p>Knows the names and functions of some parts of the body and understands that people grow from baby to adult</p> <p>Knows who to talk to if they are feeling worried</p> <p>Understands that sharing how they feel can help to solve a problem or worry</p> <p>Understands that remembering happy times can help them move on</p>	<p>Is starting to understand the life cycles of animals and humans</p> <p>Can describe some things about themselves that have changed and some things that have stayed the same</p> <p>Can describe how their body has changed since they were a baby</p> <p>Understands that every time they learn something new, they change a little bit</p> <p>Can describe changes that have happened in their life</p>	<p>Can recognise cycles of life in nature</p> <p>Can describe the natural process of growing from young to old and understands that this is not within their control</p> <p>Can recognise how their body has changed since they were a baby and where they are on the continuum from young to old</p> <p>Can appreciate that some parts of their body are private</p> <p>Understands there are different types of touch and can describe which they like and do not like</p> <p>Can identify what they are looking forward to when they move to their next class</p>	<p>Understands that in animals and humans many changes occur from birth to adulthood, and that in mammals it is the female who gives birth</p> <p>Can identify how boys' and girls' bodies change internally during the growing-up process</p> <p>Understands that as boys' and girls' bodies change during puberty, there is an increased need to maintain cleanliness and health</p> <p>Knows some simple ways of keeping clean that help maintain health and protect against infection</p> <p>Can begin to recognise stereotypical ideas about parenting and family roles</p> <p>Can identify what they are looking forward to when they move to their next class</p>	<p>Understands that many factors make up a person's identity and that this is what makes them unique</p> <p>Can describe how menstruation (having periods) is a natural part of a girl's body development</p> <p>Knows there are many types of family and that family members often form part of their inner circle</p> <p>Knows there are trusted people they can turn to for help and support as they grow up and go through puberty</p> <p>Knows how the circle of change works and can apply it to changes they want to make in their life</p> <p>Can identify changes that have been, and may continue to be, outside of their control and has learned to accept them</p> <p>Can identify what they are looking forward to when they move to a new class</p>	<p>Is aware of their own self-image and how body image fits into this</p> <p>Can explain how a girl's body changes during puberty and understands the importance of looking after physical and emotional wellbeing</p> <p>Can describe how boys' and girls' bodies change during puberty</p> <p>Can identify what they are looking forward to about becoming a teenager and understands that this brings growing responsibilities</p> <p>Can identify what they are looking forward to when they move to their next class</p>	<p>Is aware of their own self-image and how body image fits into this</p> <p>Can explain how girls' and boys' bodies change during puberty and understands the importance of looking after their physical and emotional wellbeing</p> <p>Knows themselves well enough to maintain positive relationships with others while keeping their own identity</p> <p>Is aware of the importance of positive self-esteem and understands what they can do to develop it</p> <p>Can identify what they are looking forward to when they move to their next class</p>

