

	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6		
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!		
	Being Me in My World	Relationships	•	Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me		
SMSC	clearly mapped an	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's <b>spiritual, moral, social and cultural (SMSC) development</b> , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise <b>and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</b>								
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				EYFS								
EYFS (Following Interests)	In EYFS we follow Birth to Five Matters and the Progression of Skills to track children's progress in PSHE.											
Taught knowledge through play	<ul> <li>Know they have a right to learn and play, safely</li> </ul>	<ul> <li>Know what a family is</li> <li>Know that different people in a family</li> </ul>	-	Know what the word 'healthy' means - Know some things that they need to do	Know what being - unique means	Know what a - challenge is	Know the names and functions of some parts of the body					
(key objectives in bold)	and happily	have different responsibilities (jobs)		to keep healthy	Know the names of - some emotions	Know that it is important to keep	(see vocabulary list)					
	<ul> <li>Know that some people are different from</li> </ul>	<ul> <li>Know some of the characteristics of healthy and safe friendships</li> </ul>	-	Know the names for some parts of their body	such as happy, sad, frightened, angry -	trying - Know what a goal is	Know that we grow from baby to adult					
	themselves	- Know that friends sometimes fall out	-	Know when and how to wash their - hands	Know why having friends is -	- Know how to set	Know who to talk to if they are feeling					
	<ul> <li>Know that hands can be used</li> </ul>	- Know some ways to mend a friendship		properly	important	goals and work towards them	worried					
	kindly and unkindly	<ul> <li>Know that unkind words can never be taken back and they can hurt</li> </ul>	-	Know how to say no to strangers	Know some qualities of a -	- Know which words	Know that sharing how they feel can					
	- Know special	- Know how to use Jigsaw's Calm Me to	-	Know that they need to exercise to keep healthy	positive friendship	are kind	help solve a worry					
	things about themselves	help when feeling angry	_	- Know how to help themselves go to	Know that they - don't have to be	Know some jobs that - they might like to do	Know that remembering happy					



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		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)					
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!		
(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm				
Reading)										
	Being Me in My	Relationships		Healthy Me		Celebrating	Dreams and Goals	Changing Me		
	World					Differences				
SMSC	Every Jigsaw lesso	n from Early Years to	o upper primary of	fers opportunities fo	or children's <b>spirit</b> u	al, moral, social and	cultural (SMSC) deve	opment, and this is		
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	the five skills asso	ciated with the emo	otional literacy (sel	f-awareness, social	skills, empathy, n	notivation and mana	ging feelings).			
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Social &	-	Know how	Know some reasons why others get angry	sleep and that sleep is good for them	'the same as' to be a friend	when they are older	times can help us move on
emotional		happiness and	- Can identify what jobs they do in their	<ul> <li>Know what to do if they get lost</li> </ul>			
skills		sadness can be	family and those carried out by		- Know what being -	Know that they must -	Recognise that
		expressed	parents/carers and siblings		proud means and	work hard now in	changing class can
				<ul> <li>Can explain what they need to do to</li> </ul>	that people can be	order to be able to	elicit happy and/or
	1 · · ·	Know that being	<ul> <li>Can suggest ways to make a friend or</li> </ul>	stay healthy	proud of different	achieve the job they	sad emotions
		kind is good	help someone who is lonely		things	want when they are	
				<ul> <li>Recognise how exercise makes them</li> </ul>		older -	Can say how they
		Identify feelings	<ul> <li>Can use different ways to mend a</li> </ul>	feel	<ul> <li>Know that people</li> </ul>		feel about changing
		associated with	friendship		can be good at	Know when they	class/ growing up
		belonging		<ul> <li>Can give examples of healthy food</li> </ul>	different things	have achieved a goal	
			- Can recognise what being angry feels			-	Can identify how
	1.1	Skills to play co-	like	<ul> <li>Can explain what to do if a stranger</li> </ul>	- Know that families -	Understand that	they have changed
		operatively with		approaches them	can be different	challenges can be	from a baby
		others	- Can use Calm Me when angry or upset			difficult	
				<ul> <li>Can explain how they might feel if they</li> </ul>	<ul> <li>Know that people</li> </ul>	-	Can say what might
		Be able to		don't get enough sleep	have different	Resilience	change for them they
		consider others'			homes and why		get older
		feelings		<ul> <li>Recognise how different foods can make</li> </ul>	they are important -	Recognise some of	
				them feel	to them	the feelings linked to -	Can identify positive
	-	Identify feelings				perseverance	memories from the
		of happiness and			<ul> <li>Know different</li> </ul>		past year in



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- Be responsible in the setting		ways of making - friends - Know different	Recognise how kind words can encourage people	school/home
		ways to stand up for myself	<ul> <li>Talk about a time that they kept on trying and achieved a goal</li> </ul>	
		<ul> <li>Recognise emotions when they or someone</li> </ul>	goal Be ambitious	
		else is upset, frightened or angry - Identify and use	<ul> <li>Feel proud</li> <li>Celebrate success</li> </ul>	
		skills to make a friend		
		<ul> <li>Identify some ways they can be different and the same as others</li> </ul>		
		- Identify and use		



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		skills to stand up for themselves	
	-	Identify feelings associated with being proud	
	-	Identify things they are good at	
	-	Be able to vocalise success for themselves and about others successes	
	-	<ul> <li>Recognise similarities and differences between their family and other families</li> </ul>	



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Key Vocab	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns	Family, Jobs, Relationsh Argue, Fall-out, Words, Upset, Calm me, Breath	Feelings, Angry,	Healthy, Exercise, Head Toes, Sleep, Wash, Cle		Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories
RSE	PSED – ELG: SELF- REGULATION Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even	PSED – ELG SELF-REGULATION Show an understanding and those of others, and their behaviour accordin Give focused attention t says, responding approp engaged in activity, and follow instructions invol actions. PSED – ELG: BUILDING F Form positive attachme friendships with peers.	d begin to regulate ngly. to what the teacher priately even when show an ability to ving several ideas or RELATIONSHIPS	PSED – ELG: SELF-REGULATION Give focused attention says, responding appro engaged in activity, an follow instructions invo actions. PSED ELG: MANAGING SELF Manage their own bas needs, including dressi and understanding the food choices.	to what the teacher opriately even when d show an ability to olving several ideas or ic hygiene and persona ing, going to the toilet	begin to regulate their behaviour accordingly. Give focused attention to what the teacher Isays, responding appropriately even	PSED ELG – SELF-REGULATION Set and work towards simple goals, being able to wait for what they want and control their immediate impulses wher appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow	responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.



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when engaged in			instructions involving	instructions involving	
activity, and show an			several ideas or actions.	several ideas or actions.	
ability to follow					
instructions involving			PSED – ELG: BUILDING	PSED	
several ideas or			RELATIONSHIPS	ELG: MANAGING SELF	
actions.			Show sensitivity to their	Be confident to try new	
			own and to others'	activities and show	
ELG: MANAGING SELF			needs.	independence, resilience	
Explain the reasons					
for rules, know right				face of challenge.	
from wrong and try to				_	
behave accordingly.				PSED – ELG: BUILDING	
				RELATIONSHIPS	
PSED – ELG:				Work and play co-	
BUILDING				operatively and take turns	
RELATIONSHIPS				with others.	
Work and play co-					
operatively and take					
turns with others.					
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others' needs.					
aaiisa EEffk FEFNot	activity, and show an ability to follow instructions involving everal ideas or actions. ELG: MANAGING SELF Explain the reasons or rules, know right rom wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS Nork and play co- operatively and take urns with others. Show sensitivity to heir own and to	activity, and show an ability to follow instructions involving everal ideas or actions. ELG: MANAGING SELF Explain the reasons or rules, know right rom wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS Nork and play co- operatively and take urns with others.	activity, and show an ability to follow instructions involving everal ideas or actions. ELG: MANAGING SELF Explain the reasons or rules, know right rom wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS Nork and play co- operatively and take urns with others.	activity, and show an ability to follow nstructions involving everal ideas or actions. ELG: MANAGING SELF explain the reasons or rules, know right rom wrong and try to behave accordingly. PSED – ELG: BUILDING RELATIONSHIPS Work and play co- opperatively and take urns with others. Show sensitivity to heir own and to	higher to follow higher to fo



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			Year 1		
Taught knowledge (key objectives	<ul> <li>Understand their own rights and responsibilities</li> </ul>	<ul> <li>Know that everyone's family is different</li> </ul>	- Know the difference between being healthy and unhealthy	- Know what - Know how to bullying means simple goals	o set - Know the names of male and female private
in bold) Social & emotional	with their classroom	<ul> <li>Know that families are founded on belonging, love and care</li> <li>Know that physical contact can be</li> </ul>	<ul> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> </ul>	- Know who to tell if they or someone else is being bullied or	
skills	their choices have consequences	<ul> <li>Know how to make a friend</li> </ul>	<ul> <li>Know that all household products, including medicines, can be harmful if not used properly</li> </ul>	is feeling - Know how to unhappy identify obsta which make - Know that achieving the	for private body acles parts and nicknames, and
	<ul> <li>Understand that their views are important</li> </ul>	<ul> <li>Know who to ask for help in the school community</li> <li>Know that there are lots of different</li> </ul>	<ul> <li>Know that medicines can help them if they feel poorly</li> </ul>	peoplegoals difficultarework out howuniqueovercome theand that itovercome the	t and v to - Know which parts
	<ul> <li>Understand the rights and responsibilities of a member of a</li> </ul>	<ul><li>types of families</li><li>Know the characteristics of healthy and safe friends</li></ul>	<ul> <li>Know how to keep safe when crossing the road</li> <li>Know how to keep themselves clean</li> </ul>	is OK to be - Know when a different has been ach	that narcon and
	class		and healthy		these



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- Understand that they are safe in	<ul> <li>Know about the different people in the school community and how they</li> </ul>	-	Know that germs cause disease/illness	-	Know skills to make friendships	-	Know how to work well with a partner	-	Know who to ask
- Identifying helpful	help - Can express how it feels to be part of a family and to care for family members	-	Know about people who can keep them safe	-	Know that people have differences and	-	Know that tackling a challenge can		for help if they are worried or frightened
behaviours to make the class a safe place	<ul> <li>Can say what being a good friend means</li> </ul>	-	Keep themselves safe Recognise how being healthy helps	-	similarities Identify what is bullying and what isn't	-	stretch their learning Recognise things that they do well	-	Know that animals including humans have a life cycle
<ul> <li>Understand that they have choices</li> </ul>	<ul> <li>Can identify forms of physical contact they prefer</li> <li>Can say no when they receive a</li> </ul>	-	them to feel happy Recognise ways to look after themselves if they feel poorly	-	Understand how being bullied might feel	-	Explain how they learn best	-	Know that changes happen when we grow up
<ul> <li>Understanding that they are special</li> </ul>	<ul><li>touch they don't like</li><li>Can show skills of friendship</li></ul>	-	Recognise when they feel frightened and know how to ask for help	-	Recognise ways in which they	-	Recognise their own feelings when faced with a	-	Know that people grow up at different rates and that is normal
- Identify what it's like to feel proud	- Can praise themselves and others	-	Feel good about themselves when they make healthy choices Realise that they are special		are the same as their friends and ways they are different		challenge/obstacl e		



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of an achievement - Recognise feelings associated with	<ul> <li>Can recognise some of their personal qualities</li> <li>Can say why they appreciate a special relationship</li> </ul>	-	<ul> <li>Know ways to help a person who is being bullied</li> </ul>	<ul> <li>Recognise how they feel when they overcome a challenge/obstacl e</li> </ul>	<ul> <li>Know that learning brings about change</li> <li>Understand and</li> </ul>
-			<ul> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<ul> <li>Celebrate an achievement with a friend</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>	<ul> <li>accept that change is a natural part of getting older</li> <li>Can suggest ways to manage change, e.g. moving to a new class</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> </ul>



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						<ul> <li>Can express why they enjoy learning</li> </ul>
Key Vocab	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping- stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping



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			Year 2		
Taught knowledge (key objectives	<ul> <li>Understand the rights and responsibilities</li> </ul>	- Know that there are lots of forms of physical contact within a family	- Know what their body needs to stay healthy	- Know the - Know how to difference choose a realistic between a one- goal and think	- Know the physical differences between male and
in bold) Social &	of class members	<ul> <li>Know how to stay stop if someone is hurting them</li> </ul>	- Know what relaxed means	off incident and about how to bullying achieve it	female bodies
emotional skills	<ul> <li>Know about rewards and consequences and that these</li> </ul>	<ul> <li>Know there are good secrets and worry secrets and why it is important to share worry secrets</li> </ul>	- Know which foods given their bodies	- Know that sometimes people get - Know that it is important to persevere	<ul> <li>Know that private body parts are special and that no one has the right</li> </ul>
	stem from choices	- Know what trust is	<ul> <li>energy</li> <li>Know that it is important to use</li> </ul>	bullied because of difference - Know how to	- Know who to ask
	<ul> <li>Know that it is important to listen to other</li> </ul>	<ul> <li>Know that everyone's family is different</li> </ul>	<ul><li>medicines safely</li><li>Know what makes them feel</li></ul>	<ul> <li>Know that friends can be different and</li> <li>recognise what working together well looks like</li> </ul>	for help if they are worried or frightened
	people	- Know that families function well when there is trust, respect, care, love and		still be friends - Know what good	- Know there are
	<ul> <li>Understand that their own views are valuable</li> </ul>	co-operation	<ul> <li>Know how medicines work in their bodies</li> </ul>	- Know there are group-working stereotypes looks like	different types of touch and that some are



	Term 1	Term 2a	Term 2b	Term 3a	Term 3b	Term 4	Term 5	Term 6					
		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)								
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!					
(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm							
Reading)													
	Being Me in My	Relationships		Healthy Me			Dreams and Goals	Changing Me					
	World					Differences							
SMSC	Every Jigsaw lesso	n from Early Years to	o upper primary of	fers opportunities fo	or children's <b>spirit</b> u	ual, moral, social and	cultural (SMSC) deve	lopment, and this is					
	clearly mapped an	d balanced across e	ach year group. Lik	ewise, Jigsaw is desi	gned to provide st	ructured opportuniti	es in every lesson to p	ractise and enhance					
	the five skills asso	ciated with the emo	otional literacy (sel	f-awareness, social	skills, empathy, n	notivation and mana	ging feelings).						
British	Jigsaw PSHE suppo	orts the British Value	es of Democracy, R	ule of Law, Individu	al Liberty, Mutual	Respect and Tolerand	e of those of different	faiths and beliefs. It					
Values	has been mapped	lesson by lesson aga	inst the British Val	ues agenda.	has been mapped lesson by lesson against the British Values agenda.								

-	Know that positive choices impact positively	<ul> <li>Know some reasons why friends have conflicts</li> </ul>	<ul> <li>Know how to make some healthy snacks</li> </ul>	about boys and girls	<ul> <li>Know how to share success with other people</li> </ul>	acceptable and some are unacceptable
	on self-learning and the learning of others	<ul> <li>Know that friendships have ups and downs and sometimes change with time</li> </ul>	<ul> <li>Feel positive about caring for their bodies and keeping it healthy</li> </ul>	<ul> <li>Know where to get help if being bullied</li> </ul>	<ul> <li>Recognise how working with</li> </ul>	<ul> <li>Know the correct names for private body parts</li> </ul>
-	Identifying hopes and fears for the year ahead	<ul> <li>Know how to use the Mending</li> <li>Friendships or Solve it together</li> <li>problem-solving methods</li> </ul>	<ul> <li>Have a healthy relationship with food</li> <li>Desire to make healthy lifestyle</li> </ul>	- Know that it is OK not to conform to	others can be helpful	<ul> <li>Know that life cycles exist in</li> </ul>
-	Know how to make their class	- Can identify the different roles and responsibilities in their family	<ul><li>choices</li><li>Identify when a feeling is weak and</li></ul>	gender stereotypes	- Be able to work effectively with a partner	- Know that aging is
	a safe and fair place	<ul> <li>Can recognise the value that families can bring</li> </ul>	<ul> <li>Express how it feels to share healthy</li> </ul>	<ul> <li>Know it is good to be yourself</li> <li>Know the</li> </ul>	- Be able to choose a partner with	a natural process including old age
-	Show good listening skills	<ul> <li>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> </ul>	food with their friends	difference between right and wrong and	whom they work well	changes are out of an individual's control
-	Be able to work co-operatively			the role that		



	Term 1	Term 2a	Term 2b	Term 3a	Term 3b	Term 4	Term 5	Term 6
		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)			
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!
(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm		
Reading)								
	Being Me in My	Relationships		Healthy Me			Dreams and Goals	Changing Me
	World					Differences		
SMSC	Every Jigsaw lessor	n from Early Years to	o upper primary off	ers opportunities fo	or children's <b>spiritu</b>	ial, moral, social and	cultural (SMSC) devel	opment, and this is
	clearly mapped and	d balanced across ea	ach year group. Like	ewise, Jigsaw is desi	gned to provide st	ructured opportuniti	es in every lesson to p	ractise <b>and enhance</b>
	the five skills asso	ciated with the emo	otional literacy (sel	f-awareness, social	skills, empathy, m	notivation and mana	ging feelings).	
British	Jigsaw PSHE suppo	rts the British Value	es of Democracy, R	ule of Law, Individu	al Liberty, Mutual I	Respect and Tolerand	e of those of different	faiths and beliefs. It
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<ul> <li>Recognise own feelings and know when and where to get help</li> <li>Recognise the feeling of being</li> </ul>	<ul><li>own relationships</li><li>Can use positive problem-solving</li></ul>	choice has to play in this - Explain how being bullied can make someone feel	<ul> <li>Be able to work as part of a group</li> <li>Be able to describe their own achievements and the feelings linked to this</li> </ul>	<ul> <li>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>
worried	<ul> <li>techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>Can identify the feelings associated with trust</li> </ul>	- Know how to stand up for themselves when they need to	<ul> <li>Recognise their own strengths as a learner</li> </ul>	<ul> <li>Can say who they would go to for help if worried or scared</li> </ul>
	<ul> <li>Can give and receive compliments</li> <li>Can say who they would go to for help if they were worried or scared</li> </ul>	- Understand that everyone's differences make them special and unique	<ul> <li>Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	- Can say what types of touch they find comfortable/unco mfortable



	Term 1	Term 2a	Term 2b	Term 3a	Term 3b	Term 4	Term 5	Term 6	
		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)				
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!	
(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm			
Reading)									
	Being Me in My World	Relationships	1	Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me	
SMSC	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's <b>spiritual, moral, social and cultural (SMSC) development</b> , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise <b>and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</b>								
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Values	has been mapped	lesson by lesson aga	inst the British Val	ues agenda.					

	<ul> <li>Understand that boys and girls can be similar in lots of ways and</li> </ul>	- Be able to confidently ask someone to stop if they are being hurt
	<ul> <li>that is OK</li> <li>Understand that boys and girls can be different in lots of ways and that is OK</li> </ul>	<ul> <li>or frightened</li> <li>Can appreciate that changes will happen and that some can be controlled and others not</li> </ul>
	<ul> <li>Can choose to be kind to someone who is being bullied</li> <li>Recognise that they shouldn't judge people</li> </ul>	<ul> <li>Be able to express how they feel about changes</li> <li>Show appreciation for people who are older</li> </ul>



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6	
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!	
	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me	
SMSC	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's <b>spiritual, moral, social and cultural (SMSC) development</b> , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise <b>and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</b>								
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		because they are different -	<ul> <li>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> </ul>
			<ul> <li>Can say what greater responsibilities and freedoms they may have in the future</li> </ul>
			<ul> <li>Can say what they are looking forward to in the next year</li> </ul>



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!
	Being Me in My World	Relationships	1	Healthy Me	1	Celebrating Differences	Dreams and Goals	Changing Me
SMSC	clearly mapped and the five skills assoc	l balanced across ea iated with the emo	ach year group. Like tional literacy (sel	ewise, Jigsaw is desi f-awareness, social	gned to provide st skills, empathy, m	ructured opportuniti notivation and mana		ractise and enhance
British Values	Jigsaw PSHE suppor has been mapped lo				al Liberty, Mutual I	Respect and Toleranc	e of those of different	faiths and beliefs. It
Key Vocab	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem- Solving	Similarities, Special, Ir operate, Physical cont Hugs, Acceptable, Not Point of view, Positive Secret, Surprise, Good secret, Telling, Adult, Frightened, Trust, Tru Reliability, Complimen	act, Communication, acceptable, Conflict, problem solving, d secret, Worry Trust, Happy, Sad, stworthy, Honesty,	Healthy choices, Lifes Relax, Relaxation, Ten Medicines, Body, Bala Proportion, Energy, Fo	use, Calm, Dangerous, anced diet, Portion,	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6	
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!	
	Being Me in My World	Relationships	Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me		
SMSC	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's <b>spiritual, moral, social and cultural (SMSC) development</b> , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise <b>and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</b>								
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Re	elationships Education (RS	E) – By the end of primary	, pupils should	d know:	
Caring friendships	Families and the people who care for me	Caring friendships	Families and the	Respectful	Families and the
(R7) how important	(R1) that families are important for	(R7) how important friendships are in	people who care	relationships	people who care for
friendships are in	children growing up because they can	making us feel happy and secure, and	for me	(R12) the importance	me
making us feel	give love, security and stability	how people choose and make friends	(R1) that families	of respecting others,	(R1) that families are
happy and secure,	(R2) the characteristics of healthy family	(R8) the characteristics of friendships,	are important for	even when they are	important for children
and how people	life, commitment to each other, including	including mutual respect, truthfulness,	children growing up	very different from	growing up because
choose and make	in times of difficulty, protection and care	trustworthiness, loyalty, kindness,	because they can	them (for example,	they can give love,
friends	for children and other family members,	generosity, trust, sharing interests and	give love, security	physically, in	security and stability
(R8) the	the importance of spending time	experiences and support with problems	and stability	character, personality	(R2) the characteristics
characteristics of	together and sharing each other's lives	and difficulties	(R2) the	or backgrounds), or	of healthy family life,
friendships,	(R3) that others' families, either in school	(R9) that healthy friendships are positive	characteristics of	make different	commitment to each
including mutual	or in the wider world, sometimes look	and welcoming towards others, and do	healthy family life,	choices or have	other, including in
respect,	different from their family, but that they	not make others feel lonely or excluded	commitment to	different preferences	times of difficulty,
truthfulness,	should respect those differences and	(R10) that most friendships have ups and	each other,	or beliefs	protection and care
trustworthiness,	know that other children's families are	downs, and that these can often be	including in times of	(R13) practical steps	for children and other
loyalty, kindness,	also characterised by love and care	worked through so that the friendship is	difficulty, protection	they can take in a	family members, the
generosity, trust,	(R4) that stable, caring relationships,	repaired or even strengthened, and that	and care for	range of different	importance of
sharing interests and	which may be of different types, are at	resorting to violence is never right	children and other	contexts to improve	spending time
experiences and	the heart of happy families, and are	(R11) how to recognise who to trust and	family members,	or support respectful	together and sharing
support with	important for children's security as they	who not to trust, how to judge when a	the importance of	relationships	each other's lives
problems and	grow up	friendship is making them feel unhappy	spending time	(R14) the conventions	(R3) that others'



	Term 1	Term 2a	Term 2b	Term 3a	Term 3b	Term 4	Term 5	Term 6	
		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)				
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!	
(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm			
Reading)									
	Being Me in My	Relationships		Healthy Me		Celebrating	Dreams and Goals	Changing Me	
	World					Differences			
SMSC	Every Jigsaw lessor	n from Early Years to	upper primary off	ers opportunities fo	or children's <b>spiritu</b>	al, moral, social and	cultural (SMSC) devel	opment, and this is	
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difficulties	(R5) that marriage represents a formal	or uncomfortable, managing conflict,	together and	of courtesy and	families, either in
(R9) that healthy	and legally recognised commitment of	how to manage these situations and how	sharing each other's	manners	school or in the wider
friendships are	two people to each other which is	to seek help or advice from others, if	lives	(R15) the importance	world, sometimes look
positive and	intended to be lifelong	needed.	(R3) that others'	of self-respect and	different from their
welcoming towards	(R6) how to recognise if family		families, either in	how this links to their	family, but that they
others, and do not	relationships are making them feel	Respectful relationships	school or in the	own happiness	should respect those
make others feel	unhappy or unsafe, and how to seek help	(R12) the importance of respecting	wider world,	(R16) that in school	differences and know
lonely or excluded	or advice from others if needed.	others, even when they are very different	sometimes look	and in wider society	that other children's
(R11) how to		from them (for example, physically, in	different from their	they can expect to be	families are also
recognise who to	Caring friendships	character, personality or backgrounds),	family, but that they	treated with respect	characterised by love
trust and who not to	(R7) how important friendships are in	or make different choices or have	should respect	by others, and that in	and care
trust, how to judge	making us feel happy and secure, and	different preferences or beliefs	those differences	turn they should	(R4) that stable, caring
when a friendship is	how people choose and make friends	(R13) practical steps they can take in a	and know that other	show due respect to	relationships, which
making them feel	(R8) the characteristics of friendships,	range of different contexts to improve or	children's families	others, including	may be of different
unhappy or	including mutual respect, truthfulness,	support respectful relationships	are also	those in positions of	types, are at the heart
uncomfortable,	trustworthiness, loyalty, kindness,	(R14) the conventions of courtesy and	characterised by	authority (R17) about	of happy families, and
managing conflict,	generosity, trust, sharing interests and	manners	love and care	different types of	are important for
how to manage	experiences and support with problems	(R15) the importance of self-respect and	(R4) that stable,	bullying (including	children's security as
these situations and	and difficulties	how this links to their own happiness	caring relationships,	cyberbullying), the	they grow up
how to seek help or	(R9) that healthy friendships are positive	(R16) that in school and in wider society	which may be of	impact of bullying,	(R6) how to recognise
advice from others,	and welcoming towards others, and do	they can expect to be treated with	different types, are	responsibilities of	if family relationships
if needed.	not make others feel lonely or excluded	respect by others, and that in turn they	at the heart of	bystanders (primarily	are making them feel
	(R10) that most friendships have ups and	should show due respect to others,	happy families, and	reporting bullying to	unhappy or unsafe,



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(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm			
Reading)									
	Being Me in My	Relationships		Healthy Me	thy Me Cele		Dreams and Goals	Changing Me	
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		-			
Respectful	downs, and that these can often be	including those in positions of authority	are important for	an adult) and how to	and how to seek help
relationships	worked through so that the friendship is	(R19) the importance of permission	children's security	get help	or advice from others
(R12) the	repaired or even strengthened, and that	seeking and giving in relationships with	as they grow up	(R19) the importance	if needed.
importance of	resorting to violence is never right	friends, peers and adults.	(R5) that marriage	of permission seeking	
respecting others,	(R11) how to recognise who to trust and		represents a formal	and giving in	Caring friendships
even when they are	who not to trust, how to judge when a	Online relationships	and legally	relationships with	(R7) how important
very different from	friendship is making them feel unhappy	(R20) that people sometimes behave	recognised	friends, peers and	friendships are in
them (for example,	or uncomfortable, managing conflict,	differently online, including by	commitment of two	adults.	making us feel happy
physically, in	how to manage these situations and how	pretending to be someone they are not	people to each		and secure, and how
character,	to seek help or advice from others, if	(R21) that the same principles apply to	other which is	Being safe	people choose and
personality or	needed.	online relationships as to face-to-face	intended to be	(R30) how to ask for	make friends
backgrounds), or		relationships, including the importance of	lifelong	advice or help for	(R8) the characteristics
make different	Respectful relationships	respect for others online including when	(R6) how to	themselves or others,	of friendships,
choices or have	(R12) the importance of respecting	we are anonymous	recognise if family	and to keep trying	including mutual
different	others, even when they are very different	(R22) the rules and principles for keeping	relationships are	until they are heard.	respect, truthfulness,
preferences or	from them (for example, physically, in	safe online, how to recognise risks,	making them feel		trustworthiness,
beliefs	character, personality or backgrounds),	harmful content and contact, and how to	unhappy or unsafe,		loyalty, kindness,
(R13) practical steps	or make different choices or have	report them	and how to seek		generosity, trust,
they can take in a	different preferences or beliefs	(R23) how to critically consider their	help or advice from		sharing interests and
range of different	(R13) practical steps they can take in a	online friendships and sources of	others if needed.		experiences and
contexts to improve	range of different contexts to improve or	information including awareness of the			support with problems
or support respectful	support respectful relationships	risks associated with people they have	Caring friendships		and difficulties
relationships	(R14) the conventions of courtesy and	never met	(R7) how important		(R9) that healthy



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		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)				
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(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm			
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-	Being Me in My	Relationships		Healthy Me	Healthy Me		Dreams and Goals	Changing Me	
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	the five skills asso	ciated with the emo	otional literacy (sel	f-awareness, social	skills, empathy, m	notivation and mana	ging feelings).		
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Values	has been mapped lesson by lesson against the British Values agenda.								

(R14) the	manners	(R24) how information and data is shared	friendships are in	friendships are
conventions of	(R15) the importance of self-respect and	and used online.	making us feel	positive and
courtesy and	how this links to their own happiness		happy and secure,	welcoming towards
manners	(R16) that in school and in wider society	Being safe	and how people	others, and do not
(R15) the	they can expect to be treated with	(R25) what sorts of boundaries are	choose and make	make others feel
importance of self-	respect by others, and that in turn they	appropriate in friendships with peers and	friends	lonely or excluded.
respect and how this	should show due respect to others,	others (including in a digital context)	(R8) the	
links to their own	including those in positions of authority	(R26) about the concept of privacy and	characteristics of	Respectful
happiness	(R17) about different types of bullying	the implications of it for both children	friendships,	relationships
(R16) that in school	(including cyberbullying), the impact of	and adults; including that it is not always	including mutual	(R13) practical steps
and in wider society	bullying, responsibilities of bystanders	right to keep secrets if they relate to	respect,	they can take in a
they can expect to	(primarily reporting bullying to an adult)	being safe	truthfulness,	range of different
be treated with	and how to get help	(R27) that each person's body belongs to	trustworthiness,	contexts to improve or
respect by others,	(R18) what a stereotype is, and how	them, and the differences between	loyalty, kindness,	support respectful
and that in turn they	stereotypes can be unfair, negative or	appropriate and inappropriate or unsafe	generosity, trust,	relationships
should show due	destructive	physical, and other, contact	sharing interests	(R15) the importance
respect to others,	(R19) the importance of permission-	(R28) how to respond safely and	and experiences	of self-respect and
including those in	seeking and giving in relationships with	appropriately to adults they may	and support with	how this links to their
positions of	friends, peers and adults.	encounter (in all contexts, including	problems and	own happiness
authority		online) whom they do not know	difficulties	(R16) that in school
(R19) the	Online relationships	(R29) how to recognise and report	(R9) that healthy	and in wider society
importance of	(R20) that people sometimes behave	feelings of being unsafe or feeling bad	friendships are	they can expect to be
permission seeking	differently online, including by	about any adult	positive and	treated with respect



	Term 1	Term 2a	Term 2b	Term 3a	Term 3b	Term 4	Term 5	Term 6	
		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)				
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!	
(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm			
Reading)									
	Being Me in My	Relationships		Healthy Me		Celebrating	Dreams and Goals	Changing Me	
	World					Differences			
SMSC	Every Jigsaw lesso	n from Early Years to	o upper primary of	fers opportunities fo	or children's <b>spirit</b> u	ial, moral, social and	cultural (SMSC) deve	lopment, and this is	
	clearly mapped an	d balanced across e	ach year group. Lik	ewise, Jigsaw is desi	gned to provide st	ructured opportunit	ies in every lesson to p	ractise and enhance	
	the five skills asso	ciated with the emo	otional literacy (se	f-awareness, social	skills, empathy, n	notivation and mana	ging feelings).		
British	Jigsaw PSHE suppo	orts the British Value	es of Democracy, R	ule of Law, Individua	al Liberty, Mutual	Respect and Toleran	ce of those of different	faiths and beliefs. It	
Values	has been mapped	has been mapped lesson by lesson against the British Values agenda.							

and giving in	pretending to be someone they are not	(R30) how to ask for advice or help for	welcoming towards	by others, and that in
relationships with	(R21) that the same principles apply to	themselves or others, and to keep trying	others, and do not	turn they should show
friends, peers and	online relationships as to face-to-face	until they are heard	make others feel	due respect to others,
adults.	relationships, including the importance of	(R31) how to report concerns or abuse,	lonely or excluded	including those in
	respect for others online including when	and the vocabulary and confidence	(R10) that most	positions of authority
Online relationships	we are anonymous	needed to do so	friendships have	(R18) what a
(R21) that the same	(R22) the rules and principles for keeping	- (R32) where to get advice e.g. family,	ups and downs, and	stereotype is, and how
principles apply to	safe online, how to recognise risks,	school and/or other sources.	that these can often	stereotypes can be
online relationships	harmful content and contact, and how to		be worked through	unfair, negative or
as to face-to-face	report them		so that the	destructive
relationships,	(R23) how to critically consider their		friendship is	(R19) the importance
including the	online friendships and sources of		repaired or even	of permission seeking
importance of	information including awareness of the		strengthened, and	and giving in
respect for others	risks associated with people they have		that resorting to	relationships with
online, including	never met		violence is never	friends, peers and
when we are	(R24) how information and data is shared		right	adults.
anonymous	and used online.		(R11) how to	
Being safe			recognise who to	Being safe
(R25) what sorts of	Being safe		trust and who not	(R25) what sorts of
boundaries are	(R25) what sorts of boundaries are		to trust, how to	boundaries are
appropriate in	appropriate in friendships with peers and		judge when a	appropriate in
friendships with	others (including in a digital context)		friendship is making	friendships with peers
peers and others	(R26) about the concept of privacy and		them feel unhappy	and others (including



	Term 1	Term 2a	Term 2b	Term 3a	Term 3b	Term 4	Term 5	Term 6	
		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)				
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!	
(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm			
Reading)									
	Being Me in My	Relationships		Healthy Me		Celebrating	Dreams and Goals	Changing Me	
	World					Differences			
SMSC	Every Jigsaw lessor	from Early Years to	upper primary off	ers opportunities fo	or children's <b>spiritu</b>	al, moral, social and	cultural (SMSC) devel	opment, and this is	
	clearly mapped and	d balanced across ea	ach year group. Like	ewise, Jigsaw is desi	gned to provide st	ructured opportuniti	es in every lesson to p	ractise and enhance	
	the five skills asso	ciated with the emo	tional literacy (sel	f-awareness, social	skills, empathy, m	notivation and mana	ging feelings).		
British	Jigsaw PSHE suppo	rts the <b>British Value</b>	s of Democracy, R	ule of Law, Individua	al Liberty, Mutual I	Respect and Tolerand	e of those of different	faiths and beliefs. It	
Values	has been mapped	has been mapped lesson by lesson against the British Values agenda.							

(including in a digital	the implications of it for both children	or uncomfortable,	in a digital context)
context)	and adults; including that it is not always	managing conflict,	(R26) about the
(R32) where to get	right to keep secrets if they relate to	how to manage	concept of privacy and
advice e.g. family,	being safe	these situations and	the implications of it
school and/or other	(R27) that each person's body belongs to	how to seek help or	for both children and
sources.	them, and the differences between	advice from others,	adults; including that
-	appropriate and inappropriate or unsafe	if needed.	it is not always right to
	physical, and other, contact		keep secrets if they
	(R28) how to respond safely and	Respectful	relate to being safe
	appropriately to adults they may	relationships	(R27) that each
	encounter (in all contexts, including	(R12) the	person's body belongs
	online) whom they do not know	importance of	to them, and the
	(R29) how to recognise and report	respecting others,	differences between
	feelings of being unsafe or feeling bad	even when they are	appropriate and
	about any adult	very different from	inappropriate or
	(R30) how to ask for advice or help for	them (for example,	unsafe physical, and
	themselves or others, and to keep trying	physically, in	other, contact
	until they are heard	character,	(R29) how to
	(R31) how to report concerns or abuse,	personality or	recognise and report
	and the vocabulary and confidence	backgrounds), or	feelings of being
	needed to do so	make different	unsafe or feeling bad
	- (R32) where to get advice e.g. family,	choices or have	about any adult
	school and/or other sources.	different	(R30) how to ask for



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6		
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!		
	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me		
SMSC	clearly mapped an	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's <b>spiritual, moral, social and cultural (SMSC) development</b> , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise <b>and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</b>								
British Values		Jigsaw PSHE supports the <b>British Values</b> of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.								

	preferences or	advice or help for
	beliefs	themselves or others,
	(R13) practical steps	and to keep trying
	they can take in a	until they are heard
	range of different	(R31) how to report
	contexts to improve	concerns or abuse,
	or support	and the vocabulary
	respectful	and confidence
	relationships	needed to do so
	(R14) the	(R32) where to get
	conventions of	advice e.g. family,
	courtesy and	school and/or other
	manners	sources.
	(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	



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6		
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!		
incounity	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me		
SMSC	clearly mapped and	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).								
British Values	<u> </u>	Jigsaw PSHE supports the <b>British Values</b> of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.								

	authority	
	(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	
	(R18) what a	
	stereotype is, and	
	how stereotypes	
	can be unfair,	
	negative or	
	destructive	
	(R19) the	
	importance of	
	permission seeking	
	and giving in	
	relationships with	
	friends, peers and	
	menus, peers anu	



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6		
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!		
	Being Me in My World	Relationships	1	Healthy Me	1	Celebrating Differences	Dreams and Goals	Changing Me		
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British Values		Jigsaw PSHE supports the <b>British Values</b> of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.								

	adults.	
	Online	
	relationships	
	(R20) that people	
	sometimes behave	
	differently online,	
	including by	
	pretending to be	
	someone they are	
	not	
	(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	
	(R22) the rules and	



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!
	Being Me in My World	Relationships		Healthy Me	1	Celebrating Differences	Dreams and Goals	Changing Me
SMSC	Every Jigsaw lesson from Early Years to upper primary offers opportunities for children's <b>spiritual, moral, social and cultural (SMSC) development</b> , and this is clearly mapped and balanced across each year group. Likewise, Jigsaw is designed to provide structured opportunities in every lesson to practise <b>and enhance the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).</b>							
British Values	Jigsaw PSHE supports the <b>British Values</b> of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It has been mapped lesson by lesson against the British Values agenda.							

		1
	principles for	
	keeping safe online,	
	how to recognise	
	risks, harmful	
	content and	
	contact, and how to	
	report them	
	(R23) how to	
	critically consider	
	their online	
	friendships and	
	sources of	
	information	
	including awareness	
	of the risks	
	associated with	
	people they have	
	never met.	
	Being safe	
	(R25) what sorts of	
	boundaries are	
	appropriate in	



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6
Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!
	Being Me in My World	Relationships		Healthy Me	1	Celebrating Differences	Dreams and Goals	Changing Me
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friendships with
peers and others
(including in a
digital context)
(R29) how to
recognise and
report feelings of
being unsafe or
feeling bad about
any adult
(R30) how to ask for
advice or help for
themselves or
others, and to keep
trying until they are
heard
(R31) how to report
concerns or abuse,
and the vocabulary
and confidence
needed to do so
(R32) where to get
advice e.g. family,



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6		
Theme	It's all Magic	Crash! Bang!	Winter	Breaking News!	Chinese New	Down on the	Climate Change!	When I grow up!		
(Guided	(Fairytale focus)		Wonderland	0 0	Year Festival	Farm	0.1			
Reading)										
	Being Me in My	Relationships	1	Healthy Me	Celebrating	Celebrating	Dreams and Goals	Changing Me		
	World					Differences				
SMSC	Every Jigsaw lessor	y Jigsaw lesson from Early Years to upper primary offers opportunities for children's spiritual, moral, social and cultural (SMSC) development, and this is								
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	the five skills asso	the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).								
British	Jigsaw PSHE suppo	Jigsaw PSHE supports the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. It								
Values	has been mapped l	has been mapped lesson by lesson against the British Values agenda.								

	school and/or other	
	sources.	