

	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)	ordoni bangi	Wonderland		Year Festival	Farm	ennate enanger	
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 off	ers opportunities fo	or children's spirit u	ial, moral, social and	cultural (SMSC) devel	lopment, and this is
	clearly mapped an	d balanced across e	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	otional literacy (sel	f-awareness, social	skills, empathy, m	notivation and mana	ging feelings).	
British	Jigsaw PSHE suppo	orts 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
Values	has been mapped	lesson by lesson aga	inst the British Val	ues agenda.	-	-		

	EYFS
EYFS (Following Interests)	In EYFS we follow Development Matters to track children's progress across the year. We use the following: Personal, Social, Emotional Development - Self Regulation, Managing Self & Building Relationships
	Communication & Language - Listening, Attention and Understanding & Speaking

	Year 1											
Taught knowledge (key objectives	 Understand their own rights and responsibilities 	 Know that everyone's family is different 	- Know the difference between being healthy and unhealthy	- Know what bullying means	 Know how to set simple goals 	 Know the names of male and female private 						
in bold)	with their classroom	- Know that families are founded on belonging, love and care	- Know some ways to keep healthy	- Know who to tell if they or	- Know how to achieve a goal	body parts						
Social & emotional skills	- Understand that their choices	 Know that physical contact can be used as a greeting 	- Know how to make healthy lifestyle choices	someone else is being bullied or is feeling	- Know how to	 Know that there are correct names for private body 						
	have consequences	- Know how to make a friend	 Know that all household products, including medicines, can be harmful if not used properly 	unhappy - Know that	identify obstacles which make achieving their	parts and nicknames, and when to use them						



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Theme	It's all Magic	Crash! Bang!	Winter	Breaking News! Chinese New Year Festival		Down on the	Climate Change!	When I grow up!
(Guided Reading)	(Fairytale focus)		Wonderland		Year Festival	Farm		
	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me
SMSC	clearly mapped an	d balanced across e	ach year group. Lik	ewise, Jigsaw is desi	gned to provide st		l cultural (SMSC) deve ies in every lesson to p ging feelings).	-
British Values	u	orts the British Valu lesson by lesson aga		•	al Liberty, Mutual	Respect and Tolerand	ce of those of different	t faiths and beliefs. It

- Understand that	- Know who to ask for help in the		people	goals difficult and	
their views are	school community	- Know that medicines can help them if	are	work out how to	- Know which parts
important		they feel poorly	unique	overcome them	of the body are
	- Know that there are lots of different		and that it		private and that
- Understand the	types of families	 Know how to keep safe when 	is OK to	- Know when a goal	they belong to
rights and		crossing the road	be	has been achieved	that person and
responsibilities of	- Know the characteristics of healthy		different	has been achieved	that nobody has
a member of a	and safe friends	- Know how to keep themselves clean			the right to hurt
class		and healthy	- Know skills to	 Know how to work 	these
- Understand that	- Know about the different people in	,	make friendships	well with a partner	
they are safe in	the school community and how they	- Know that germs cause disease/illness			- Know who to ask
their class	help	с ,	- Know that	- Know that tackling	for help if they are
	- Can express how it feels to be part of	 Know about people who can keep 	people have	a challenge can	worried or
- Identifying	a family and to care for family	them safe	differences and	stretch their	frightened
helpful	members	them sale	similarities	learning	
behaviours to			- Identify what is	0	- Know that animals
make the class a	- Can say what being a good friend	Keen themselves sofe	bullying and	 Recognise things 	including humans
safe place	means	- Keep themselves safe	what isn't	that they do well	have a life cycle
Sale place	incans		whatisht		have a me cycle
- Understand that	- Can identify forms of physical contact	- Recognise how being healthy helps	- Understand how	- Explain how they	- Know that changes
they have	they prefer	them to feel happy	being bullied	learn best	happen when we
choices	they prefer		•		1 C C C C C C C C C C C C C C C C C C C
choices		 Recognise ways to look after 	might feel		grow up
		themselves if they feel poorly			



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6				
Theme (Guided	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!				
Reading)	(Fail ytale locus)		Wondenand		Teal restival	Failli						
	Being Me in My World	Relationships		Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me				
SMSC	clearly mapped and	d balanced across ea	ach year group. Like	ewise, Jigsaw is desi	igned to provide st	ructured opportuniti	cultural (SMSC) devel es in every lesson to p ging feelings).	-				
British Values		the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings). 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 has been mapped lesson by lesson against the British Values agenda.										

 Understanding that they are special Identify what it's like to feel proud 	 Can say no when they receive a touch they don't like Can show skills of friendship Can praise themselves and others 	 Recognise when they feel frightened and know how to ask for help Feel good about themselves when they make healthy choices 	 Recognise ways in which they are the same as their friends and ways they are different 	 Recognise their own feelings when faced with a challenge/obstacl e 	 Know that people grow up at different rates and that is normal Know that learning
of an achievement - Recognise feelings associated with positive and negative consequences -	 Can recognise some of their personal qualities Can say why they appreciate a special relationship 	- Realise that they are special	 Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them 	 Recognise how they feel when they overcome a challenge/obstacl e Celebrate an achievement with a friend Can store feelings of success so that they can be used in the future 	 brings about change Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class Can identify some things that have changed and some



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Theme (Guided Reading)	It's all Magic (Fairytale focus)	Crash! Bang!	Winter Wonderland	0 0 0		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				
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				unique and special		things that have stayed the same since being a baby (including the body)
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	- Can express why they enjoy learning Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping



	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			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				
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					Year 2						
Taught knowledge (key objectives in bold)	 Understand the rights and responsibilities of class member 	-	Know that there are lots of forms of physical contact within a family	-	Know what their body needs to stay healthy Know what relaxed means	-	Know the difference between a one- off incident and	-	Know how to choose a realistic goal and think about how to	-	Know the physical differences between male and female bodies
(חוסמ חו	of class member	5 -	Know how to stay stop if someone is hurting them	-	Know what relaxed means		bullying		achieve it		Temale bodies
Social & emotional skills	 Know about rewards and consequences and that these 	-	Know there are good secrets and worry secrets and why it is important to share worry secrets	-	Know why healthy snacks are good for their bodies Know which foods given their bodies	-	Know that sometimes people get	-	Know that it is important to	-	Know that private body parts are special and that no one has the right
	stem from choices	-	Know what trust is		energy		bullied because of difference	_	persevere Know how to		to hurt these
	- Know that it is important to listen to other	-	Know that everyone's family is different	-	Know that it is important to use medicines safely Know what makes them feel	-	Know that friends can be different and		recognise what working together well looks like	-	for help if they are worried or frightened
	people	-	Know that families function well when there is trust, respect, care, love and		relaxed/stressed		still be friends	-	Know what good	-	Know there are
	 Understand that their own views are valuable 	_	co-operation Know some reasons why friends have	-	Know how medicines work in their bodies	-	Know there are stereotypes about boys and		group-working looks like		different types of touch and that some are
			conflicts				girls				acceptable and



	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	o upper primary of	fers opportunities for	or children's spirit	ual, moral, social an	d cultural (SMSC) deve	lopment, and this is
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- Know that		- Know how to make some healthy		- Know how to	some are
positive choices	 Know that friendships have ups and 	snacks	 Know where to 	share success with	unacceptable
impact positively	downs and sometimes change with		get help if being	other people	
on self-learning	time	- Feel positive about caring for their	bullied		- Know the correct
and the learning		bodies and keeping it healthy		- Recognise how	names for private
of others	- Know how to use the Mending		- Know that it is	working with	body parts
	Friendships or Solve it together	- Have a healthy relationship with	OK not to	others can be	
- Identifying hopes	problem-solving methods	food	conform to	helpful	- Know that life
and fears for the			gender		cycles exist in
year ahead	- Can identify the different roles and	- Desire to make healthy lifestyle	stereotypes	- Be able to work	nature
	responsibilities in their family	choices	Keen the second	effectively with a	
- Know how to	Concerns and the sector that for stilling		- Know it is good	partner	- Know that aging is
make their class	 Can recognise the value that families 	- Identify when a feeling is weak and	to be yourself		a natural process
a safe and fair	can bring	when a feeling is strong	- Know the	De alda da alcana	including old age
place	- Can recognise and talk about the		- know the	- Be able to choose	- Know that some
	types of physical contact that is	- Express how it feels to share healthy	between right	a partner with	changes are out of
 Show good 	acceptable or unacceptable	food with their friends	and wrong and	whom they work	an individual's
listening skills	acceptable of unacceptable		the role that	well	control
	- Can identify the negative feelings		choice has to		control
- Be able to work	associated with keeping a worry		play in this	- Be able to work as	- Know how their
co-operatively	secret		pidy in this	part of a group	bodies have
	Secret				
					changed from



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(Guided	(Fairytale focus)	Crush: Dung:	Wonderland	Dicaking News:	Year Festival	Farm	chinate change:	
Reading)								
	Being Me in My World	Relationships	1	Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me
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 Recognise own feelings and know when and where to get help 	 Can identify who they trust in their own relationships Can use positive problem-solving techniques (Mending Friendships or 	-	- Explain how being bullied can make someone feel	 Be able to describe their own achievements and the feelings linked to this 	when they were a baby and that they will continue to change as they age
 Recognise the feeling of being worried 	 Solve it together) to resolve a friendship conflict Can identify the feelings associated with trust 	-	 Know how to stand up for themselves when they need to 	 Recognise their own strengths as a learner 	 Can say who they would go to for help if worried or scared
	 Can give and receive compliments Can say who they would go to for help if they were worried or scared 		- Understand that everyone's differences make them special and unique	 Recognise how it feels to be part of a group that succeeds and store this feeling 	 Can say what types of touch they find comfortable/unco mfortable
		-	- Understand that boys and girls can be similar in lots of ways and that is OK		 Be able to confidently ask someone to stop if they are being hurt or frightened



	Term 1	Term 2a (3WEEKS)	Term 2b (4WEEKS)	Term 3a (4WEEKS)	Term 3b (2WEEKS)	Term 4	Term 5	Term 6			
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Reading)											
	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 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).									
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Values	has been mapped	lesson by lesson aga	inst the British Val	ues agenda.							

	 Understand that boys and girls can be different in lots of ways and that is OK 	 Can appreciate that changes will happen and that some can be controlled and others not
	 Can choose to be kind to someone who is being bullied Recognise that they shouldn't judge people 	 Be able to express how they feel about changes Show appreciation for people who are older
	because they are different -	 Can recognise the independence and responsibilities they have now compared to being a baby or toddler



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						 Can say what greater responsibilities and freedoms they may have in the future Can say what they are looking forward to in the next year
Key Vocab	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem- Solving	Similarities, Special, Important, Co- operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness,	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,



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		(3WEEKS)	(4WEEKS)	(4WEEKS)	(2WEEKS)			
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		Kindness, Unique,	Texture, Cuddle, Hug,
		Value	Squeeze, Like, Dislike,
			Acceptable,
			Unacceptable,
			Comfortable,
			Uncomfortable, Looking
			forward, Nervous,
			Нарру



	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!			
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R	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
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(Guided	(Fairytale focus)		Wonderland		Year Festival	Farm		
Reading)								
	Being Me in My	Relationships		Healthy Me		Celebrating	Dreams and Goals	Changing Me
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SMSC	Every Jigsaw lesso	n from Early Years t	o upper primary of	fers opportunities fo	or children's spirit i	ual, moral, social and	cultural (SMSC) deve	lopment, and this is
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British	Jigsaw PSHE suppo	orts the British Valu	es of Democracy, R	ule of Law, Individu	al Liberty, Mutual	Respect and Toleran	ce of those of different	faiths and beliefs. It
Values	has been mapped	lesson by lesson ag	ainst the British Val	lues agenda.				

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,



	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 off	ers opportunities for	or children's spirit 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	igned 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.				

		-			
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



	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 off	ers opportunities fo	or children's spiritu	ial, moral, social and	cultural (SMSC) devel	opment, and this is
	clearly mapped an	d balanced across ea	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, m	notivation and mana	ging feelings).	
British	Jigsaw PSHE suppo	rts the British Value	es 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	lesson by lesson aga	inst the British Val	ues 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 spirit 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	n from Early Years to	upper primary off	ers opportunities fo	or children's spiritu	ial, moral, social and	cultural (SMSC) devel	opment, and this is
	clearly mapped and	d balanced across ea	ich 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 British Value	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	esson by lesson aga	inst the British Valu	ues 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	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	upper primary off	ers opportunities fo	or children's spiritu	al, moral, social and	cultural (SMSC) devel	opment, and this is
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	the five skills asso	ciated with the emo	tional literacy (sel	f-awareness, social	skills, empathy, m	otivation and manag	ging feelings).	
British	Jigsaw PSHE suppo	rts the British Value	s of Democracy, R	ule of Law, Individua	al Liberty, Mutual F	Respect and Toleranc	e of those of different	faiths and beliefs. It
Values	has been mapped	lesson by lesson aga	inst the British Val	ues 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!	
	Being Me in My World	Relationships	1	Healthy Me		Celebrating Differences	Dreams and Goals	Changing Me	
SMSC	clearly mapped and	l balanced across ea	ich year group. Like	ewise, Jigsaw is desi	gned to provide st	ructured opportuniti	cultural (SMSC) devel es in every lesson to p ging feelings).	-	
British Values	the five skills associated with the emotional literacy (self-awareness, social skills, empathy, motivation and managing feelings).Jigsaw PSHE supports the British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs. Ithas 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



	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	I	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 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	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 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	elationships		Healthy Me		Dreams and Goals	Changing Me
SMSC	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	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 has been mapped lesson by lesson against the British Values agenda.							

	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	I	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 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	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 has been mapped lesson by lesson against the British Values agenda.							

	forte on diale to a southly	
	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 Reading)	(Fairytale focus)		Wonderland		Year Festival	Farm			
	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 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		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 has been mapped lesson by lesson against the British Values agenda.							

	school and/or other	
	sources.	