

Autumn 1

Year Group	EYFS	1	2	3	4	5	6	
Strand	Responsible							
Jigsaw link	Covered Autumn 1	Covered Autumn 1	Covered Autumn 1	Covered Autumn 1	Covered Autumn 1	Covered Autumn 1	Covered Autumn 1	
Scarf lesson	Being me in my world Rights and respect	Being me in my world Rights and respect	Being me in my world Rights and respect	Being me in my world Rights and respect	Being me in my world Rights and respect	Being me in my world Rights and respect	Being me in my world Rights and respect	
Key Knowledge each week.	Week 1	I understand how it feels to belong and that we are similar and different.	I know how to use my jigsaw journal.	I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal	I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals. I know how to use my jigsaw journal.	I know my attitudes and actions make a difference to the class team. I know how to use my Jigsaw journal.	I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal.	I can identify my goals for this year, understand my fears and worries about the future and how to express these. I know how to use my jigsaw journal.
	Week 2	I can start to recognise and manage my feelings.	I understand the rights and responsibilities as a member of my class.	I understand the rights and responsibilities for being a member of my class and school.	I can face new challenges positively, make responsible choices and ask for help when I need it.	I understand who is in my school community, the roles they play and how I fit in.	I understand my rights and responsibilities as a British citizen.	I know that there are universal rights for all children but for many children these rights are not met
	Week 3	I can work together and consider other people's feelings	I understand the rights and responsibilities as a member of my class. (Continued)	I can listen to other people and contribute my own ideas about rewards and consequences.	I understand why rules are needed and how they relate to the rights and responsibilities.	I understand how democracy works through school council.	I understand my rights and responsibilities as a British citizen and as a member of my school.	I understand that my actions affect other people locally and globally.
	Week 4	I understand why it is good to be kind and use gentle hands.	I know my views are valued and can contribute to the Learning Charter.	I can listen to other people and contribute my own ideas about rewards and consequences. (Continued)	I understand that my actions affect myself and others and I care about other people's feelings.	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.	I can make choices about my own behaviour because I understand how rewards and consequences feel.	I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
	Week 5	I am starting to understand children's rights and this means we should all be allowed to learn and play.	I can recognise the choices I make and understand the consequences.	I understand how following the Learning Charter will help me and others learn.	I can make responsible choices and take action.	I understand how groups come together to make decisions.	I understand how an individual's behaviour can impact on a group.	I understand how an individual's behaviour can impact on a group.
	Week 6	I am learning what being responsible means.	I understand my rights and responsibilities within our learning Charter.	I can recognise the choices I make and understand the consequences.	I understand my actions affect others and try to see things from their points of view	I understand how democracy and having a voice benefits the school community.	I understand how democracy and having a voice benefits the school community and how to participate in this.	I understand how democracy and having a voice benefits the school community.
	Week 7	Being helpful at home and caring for our environment Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment.	Around and about the school. Identify what they like about the school environment. Recognise who cares for and looks after the school environment.	How can we look after our classroom environment? Identify what they like about the school environment. Identify any problems with the school environment (e.g. things needing repair. Make suggestions for improving the school environment.	Harolds environmental project Define what is meant by the environment. Evaluate and explain different methods of looking after the school environment. Devise methods of	Who helps us stay safe and healthy? Explain how different people in the school and local community help them stay healthy and safe. Define what is meant by 'being responsible'. Describe the various responsibilities of those who	Rights, responsibilities and Duties Define the differences between responsibilities, rights and duties. Discuss what can make them difficult to follow. Identify the impact on individuals and the wider	Action Stations Explain what we mean by the terms voluntary, community and pressure (action) group. Describe the aim, mission statement, activity and beneficiaries of a chosen

				Recognise that they all have a responsibility for helping to look after the school environment	promoting their priority method.	help them stay healthy and safe. Suggest ways they can help the people who keep them healthy and safe.	community if responsibilities are not carried out.	voluntary, community or action group.
Resources	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.
Key Vocabulary	Myself Feelings Being gentle Rights Responsibilities	Special Safe Community Consequences Rewards Responsibilities	Hope Fear Fair Valuing Contributions Choices Responsibilities	Goals self-worth Positivity Challenges Perspectives Responsibilities	Democracy Motivation Class Citizen Voice Peer pressure Responsibilities	Aspirations National citizenship Conflict Vote Participation Responsibilities Rights Duties	Global citizenship Children's Universal Rights Group dynamics Role modelling Anti-social behaviour Responsibilities Community group Voluntary group Action group	

Autumn 2

Year Group		EYFS	1	2	3	4	5	6
Strand		Respect others (also covered in RE)						
Jigsaw link		Covered Autumn 2	Covered Autumn 2	Covered Autumn 2	Covered Autumn 2	Covered Autumn 2	Covered Autumn 2	Covered Autumn 2
Scarf lesson		Celebrating difference Valuing difference	Celebrating difference Valuing difference	Celebrating difference Valuing difference	Celebrating difference Valuing difference	Celebrating difference Valuing difference	Celebrating difference Valuing difference	Celebrating difference Valuing difference
Key Knowledge each week.	Week 1	I can identify something I am good at and understand that everyone is good at different things	I can identify similarities between people in my class.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).	I understand that everyone's family is different and important to them.	I understand that sometimes, we make assumptions based on what people look like.	I understand that cultural differences sometime cause conflict.	I understand there are different perceptions about what normal means.
	Week 2	I understand that being different makes us all special.	I can identify similarities between people in my class. (Continued)	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). (Continued)	I understand that difference and conflicts sometimes happen between family members	I understand what influences me to make assumptions based on how people look.	I understand what racism is.	I understand how having a disability could affect someone's life.
	Week 3	I know we are all different but the same in some ways.	I can tell you what bullying is.	I understand that bullying is sometimes about difference.	I know what it means to be a witness to bullying.	I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure	I understand how rumor spreading and name calling can be bullying behaviour.	I can explain some of the ways in which one person or a group can have power over another.
	Week 4	I can tell you why I think my home is special to me.	I know some people who I could talk to if I was feeling unhappy or being bullied.	I can recognise what is right and wrong and know how to look after myself.	I know that witnesses can make the situation better or worse by what they do.	I can tell you why witnesses sometimes join in with the bullying and sometimes don't tell.	I can explain the difference between direct and indirect types of bullying.	I know some of the reasons why people use bullying behaviours.
	Week 5	I can tell you how to be a kind friend.	I know how to make new friends.	I understand that it is OK to be different from other people and to be friends with them.	I recognise that some words are used in hurtful ways	I can identify what is special about me and value the ways in which I am unique.	I can compare my life with people in the developing world.	I can give examples of people with disabilities who lead amazing lives.
	Week 6	I know which words to use to stand up for myself when someone says or does something unkind	I can tell you some ways I am different from my friends.	I can tell you some ways I am different from my friends.	I can tell you about a time when my words affected someone's feelings and what the consequences were	I can tell you a time when my first impression of someone changed when I got to know them.	I can enjoy the experience of a culture other than my own.	I can explain ways in which difference can be a source of conflict and a cause for celebration.
	Week 7	<u>I'm special, you're special.</u> Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in	<u>Who are our special people?</u> Identify some of the people who are special to them. Recognise and name some of the qualities that make a person special to them.	<u>Solve the problem.</u> Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, and not being distracted). Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.	<u>Let's celebrate our differences.</u> Recognise the factors that make people similar to and different from each other. Recognise that repeated name calling is a form of bullying. Suggest strategies for dealing with name calling (including talking to a trusted adult).	<u>The people we shared the world with.</u> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals). Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.	<u>The land of the Red people.</u> Identify and describe the different groups that make up their school/wider community/other parts of the UK. Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	<u>Okay to be different.</u> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. Suggest strategies for dealing with bullying, as a bystander. Describe positive attributes of their peers.

		building friendships and cooperation.						
Resources	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.
Key Vocabulary	Different Special Talents Families Home Friends Standing up for myself	Similarities Differences Bullying Celebrating Special Relationship	Assumptions Stereotypes Gender Gender diversity	Diverse families Family conflict Child-centred Compliments Witness Solutions	Judgment Appearance Acceptance Influences Impressions	Cultural diversity Racism Rumours Material wealth Respecting culture Diverse society Mutual respect Faiths and beliefs	Perceptions of normality Disability Empathy Inclusion Exclusion	

Spring 1

Year Group		EYFS	1	2	3	4	5	6
Strand		Independent						
Jigsaw link		Covered Spring 1	Covered Spring 1	Covered Spring 1	Covered Spring 1	Covered Spring 1	Covered Spring 1	Covered Spring 1
Scarf lesson		Dreams and Goals Being my best	Dreams and Goals Being my best	Dreams and Goals Being my best	Dreams and Goals Being my best	Dreams and Goals Being my best	Dreams and Goals Being my best	Dreams and Goals Being my best
Key Knowledge each week.	Week 1	<u>Bouncing back when things go wrong</u> Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.	I can set simple goals.	I can choose a realistic goal and think about how to achieve it.	<u>Top talents</u> Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.	I can tell you about some of my hopes and dreams.	I understand that I will need money to help me achieve some of my dreams.	<u>This will be your life</u> Identify aspirational goals; Describe the actions needed to set and achieve these.
	Week 2	I can tell you about a time I didn't give up until I achieved my goal	<u>Harold learns to ride his bike</u> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.	<u>You can do it!</u> Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	I can identify a dream / ambition what is important to me.	I understand that sometimes hopes and dreams do not come true and that this can hurt.	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.
	Week 3	I can set a goal and work towards it.	I understand how to work well with a partner	I can recognise who it is easy for me to work with and who it is more difficult for me to work with.	I enjoy facing new learning challenges and working out the best way for me to achieve them.	I know that reflecting on positive and happy experiences can help me to counteract disappointment.	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do achieve it.	I can identify problems in the world that concern me and talk to other people about them.
	Week 4	I can use kind words to encourage people.	I can tackle a new challenge and understand how to stretch my learning.	I can work cooperatively in a group to create an end product.	I am motivated and enthusiastic about achieving our new challenge.	I know how to make a new plan and set new goals even if I have been disappointed.	I can describe the dreams and goals of young people in a culture different to mine.	I can work with other people to make the world a better place.

	Week 5	I understand the link between what I learn now and the jobs I might like to do when I am older.	I can identify obstacles which make it more difficult to achieve my new challenge and overcome them.	I can explain some of the ways I worked cooperatively in my group to create the end product.	I can recognise obstacles which might hinder my achievement and can take steps to overcome them.	I know how to work out the steps to take achieve a goal, and can do this successfully as part of a group.	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.	I can describe some ways in which I can work with other people to help make the world a better place.
	Week 6	I can say how I feel when I achieve a goal and know what it means to feel proud.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	I know how to share success with other people.	I can evaluate my own learning process and identify how it can be better next time.	<u>What make me ME!</u> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently	<u>Different skills</u> Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements	I know what some people in my class like or admire about me and can accept their praise.
Resources		Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.
Key Vocabulary		Challenges Perseverance Jobs Help	Success Achievement Learning styles Overcoming obstacles Learning process	Realistic Strengths cooperation Contributing	Ambitions Enthusiasm Managing feelings Budgeting	Disappointment Overcoming Resilience Positive attitude	Financial success Long-term Charity	Success criteria Recognition Evaluating

Spring 2

Year Group		EYFS	1	2	3	4	5	6
Strand		Active (also covered in PE)						
Jigsaw link		Covered Spring 2	Covered Spring 2	Covered Spring 2	Covered Spring 2	Covered Spring 2	Covered Spring 2	Covered Spring 2
Scarf lesson		Healthy Me Keeping safe	Healthy Me Keeping safe	Healthy Me Keeping safe	Healthy Me Keeping safe	Healthy Me Keeping safe	Healthy Me Keeping safe	Healthy Me Keeping safe
Key Knowledge each week.	Week 1	<u>What's safe to go onto my body</u> Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy	I know what I need to keep my body healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.	I can take responsibility for my health and make choices that benefit my health and well-being
	Week 2	I understand how moving and resting are good for my body	I know how to make healthy lifestyle choices	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed	I know that the amount of calories, fat and sugar I put into my body will affect my health	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart
	Week 3	I know which foods are healthy and not so healthy and can make healthy eating choices	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly	<u>Harold's picnic</u> Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use.	<u>Help or harm?</u> Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations	I understand that some people can be exploited and made to do things that are against the law

	Week 4	I know how to help myself go to sleep and understand why sleep is good for me	<u>What could Harold do?</u> Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use.	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy	I can identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol	I understand how the media, social media and celebrity culture promotes certain body types	I know why some people join gangs and the risks this involves
	Week 5	I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	I know how to keep safe when crossing the road, and about people who can help me to stay safe	I can make some healthy snacks and explain why they are good for my body	I can identify when something feels safe or unsafe	I can recognise when people are putting me under pressure and can explain ways to resist this when I want	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness
	Week 6	I know what a stranger is and how to stay safe if a stranger approaches me	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	I can decide which foods to eat to give my body energy	I understand how complex my body is and how important it is to take care of it	<u>How dare you!</u> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares	<u>Drugs: true or false?</u> Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely.	<u>Rat Park</u> Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.
Resources		Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.
Key Vocabulary		Exercise Healthy food Physical activity Sleep Clean	Healthy Unhealthy Balanced Exercise Sleep	Healthy choices Lifestyle Motivation	Oxygen Energy Calories/ Kilojoules Heartbeat Lungs Heart Fitness	Friendships Emotions Healthy Relationships Friendship groups Value	Choices Healthy behaviour Unhealthy behaviour Informed decision Pressure Media	Responsibility Choice I mmunisation Prevention

Summer 1

Year Group		EYFS	1	2	3	4	5	6
Strand		Healthy Relationships						
Jigsaw link		Covered Summer 1	Covered Summer 1	Covered Summer 1	Covered Summer 1	Covered Summer 1	Covered Summer 1	Covered Summer 1
Scarf lesson		Relationships Me and my relationships	Relationships Me and my relationships	Relationships Me and my relationships	Relationships Me and my relationships	Relationships Me and my relationships	Relationships Me and my relationships	Relationships Me and my relationships
Key Knowledge each week.	Week 1	<u>Me and my special people</u> Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried.	I can identify the members of my family and understand that there are lots of different types of families	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females	I can recognise situations which can cause jealousy in relationships	<u>Being assertive</u> Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills.	I know that it is important to take care of my mental health
	Week 2	I know how to make friends to stop myself from feeling lonely	<u>Good friends</u> Identify simple qualities of friendship; Suggest simple strategies for making up.	I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not	<u>Friends are special</u> Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	I can identify someone I love and can express why they are special to me	I understand that belonging to an online community can have positive and negative consequences	I know how to take care of my mental health
	Week 3	I can think of ways to solve problems and stay friends	I know appropriate ways of physical contact to greet my friends and know which ways I prefer	<u>Being a good friend</u> Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other.	I know and can use some strategies for keeping myself safe online	<u>Different feelings</u> Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.	I understand there are rights and responsibilities in an online community or social network	I understand that there are different stages of grief and that there are different types of loss that cause people to grieve
	Week 4	I am starting to understand the impact of unkind words	I know who can help me in my school community	I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	I can explain how some of the actions and work of people around the world help and influence my life	I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends	I know there are rights and responsibilities when playing a game online	<u>Behave yourself</u> Recognise and empathise with patterns of behaviour in peer-group dynamics;

								Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
	Week 5	I can use Calm Me time to manage my feelings	I can recognise my qualities as person and a friend	I recognise and appreciate people who can help me in my family, my school and my community	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.	I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older	I can recognise when I am spending too much time using devices (screen time)	I can judge whether something online is safe and helpful for me
	Week 6	I know how to be a good friend	I can tell you why I appreciate someone who is special to me	I can express my appreciation for the people in my special relationships	I know how to express my appreciation to my friends and family	I know how to show love and appreciation to the people and animals who are special to me	I can explain how to stay safe when using technology to communicate with my friends	I can use technology positively and safely to communicate with my friends and family
Resources		Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.
Key Vocabulary		Family life Friendship Falling out	Family Belong Different Same	Family Different Similarities Special Relationship Important Cooperate	Men Women Male Female Unisex Role Job Responsibilities Differences Similarities Respect Stereotype	Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression	Personal information Safe Online Choices Vulnerable Risk Grooming Rights Responsibilities	Power Control Authority Bullying Script Assertive Strategies

Summer 2

Year Group		EYFS	1	2	3	4	5	6
Strand		Understand themselves						
Jigsaw link		Covered Summer 2	Covered Summer 2	Covered Summer 2	Covered Summer 2	Covered Summer 2	Covered Summer 2	Covered Summer 2
Scarf lesson		Changing Me Growing and Changing	Changing Me Growing and Changing	Changing Me Growing and Changing	Changing Me Growing and Changing	Changing Me Growing and Changing	Changing Me Growing and Changing	Changing Me Growing and Changing
Key Knowledge each week.	Week 1	<u>Me and my body - girls and boys</u> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.	I am starting to understand the life cycles of animals and humans	I can recognise cycles of life in nature I	<u>My changing body</u> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I am aware of my own self-image and how my body image fits into that	I am aware of my own self-image and how my body image fits into that
	Week 2	I can tell you some things I can do and foods I can eat to be healthy	I can tell you some things about me that have changed and some things about me that have stayed the same	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally
	Week 3	I understand that we all grow from babies to adults	<u>Keeping privates private</u> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process	<u>Preparing for changes at puberty (formerly Period positive/preparing for periods)</u> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods.	<u>Growing up and changing bodies</u> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.	<u>Making babies</u> Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.

	Week 4	I can express how I feel about moving to Year 1	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I know how the circle of change works and can apply it to changes I want to make in my life	I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby	I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend
	Week 5	I can talk about my worries and/or the things I am looking forward to about being in Year 1	I understand that every time I learn something new I change a little bit	<u>Some secrets should never be kept</u> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am aware of the importance of a positive self-esteem and what I can do to develop it
	Week 6	I can share my memories of the best bits of this year in Reception	I can tell you about changes that have happened in my life	I can identify what I am looking forward to when I move to my next class	I can identify what I am looking forward to when I move to my next class	I can identify what I am looking forward to when I move to a new class	I can identify what I am looking forward to when I move to my next class.	I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class
	Week 7							
Resources		Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.	Scarf Online Log in portal Jigsaw online log in portal / curriculum folder.
Key Vocabulary		Bodies Respecting my body Fun Fears Growth	Changes Life cycle Baby Adulthood	Change Grow Life cycle Control Baby Adult Fully grown	Change Puberty Control	Personal Unique Characteristics Parents	Self Self-image Body image Self-esteem Perception Characteristics Aspects Affirmation	Self-image Self-esteem Real self Celebrity