

**PSHE Programme Overview KS1 – KS4**

**OUR AIMS**

**Intent**

At The Gillford Centre and School 180, we teach Personal, Social, Health and Economic Education (PSHE) as a whole-school approach that underpins children’s development as individuals and enhances their capacity to learn. Our 5Ps – *positivity, politeness, punctuality, prepared, and productive* – foster our core values and prepare pupils for school, work, and life. These values are embedded in everything we do every day.

Through our PSHE programme from KS1 to KS4, pupils are supported to understand, practise, and embed the 5Ps both within school and in their personal lives, helping them to become resilient, respectful, and responsible members of society.

**Our curriculum aims to:**

Equip pupils with the knowledge, skills, and attributes to lead safe, healthy, and fulfilling lives.

Develop emotional literacy, resilience, and a strong moral framework.

Prepare pupils for the opportunities, responsibilities, and experiences of later life.

Support them to understand and embed our core values as a school - *positivity, politeness, punctuality, prepared, and productive*

**We track progress through:**

SEMH Toolkit (measuring social, emotional, and mental health development)

BOXALL Profiling (supporting targeted intervention)

Behaviour points monitored via SIMS

JIGSAW unit assessment

**Implementation**

**Core Programme**

We use the Jigsaw Programme from KS1 to KS4, providing a comprehensive, spiral curriculum that ensures consistency and progression in learning. The Jigsaw approach also directly supports, Personal Development and Behaviour and Attitude (Ofsted Framework), School safeguarding and equality duties, British Values agenda, SMSC (Spiritual, Moral, Social, Cultural) development

**Enrichment Programmes**

Pol-Ed: Delivered in assemblies, form time, PSHE lessons, or standalone sessions. Developed by West Yorkshire Police to promote safety and positive citizenship. Originally funded through the Proceeds of Crime fund. Covers topics such as online safety, anti-social behaviour, and crime prevention.

Careers Curriculum: KS3 and KS4 standalone careers curriculum. Yearly careers open days with employer talks and industry representatives. Partnerships with local businesses offering apprenticeships as well as close working links with Carlisle College for post-16 progression.

Charity and Voluntary Opportunities’: We run a yearly calendar of planned events to raise awareness of different charities and causes, supported by a variety of themed days across the school year. These days foster collaboration and a sense of belonging within our school community; connect classroom learning to real-world issues; develop crucial life skills such as empathy, organisation, and teamwork. Throughout the year, pupils actively volunteer their time within different areas of our local community. This includes supporting our local care home as well as assisting with school-based charity initiatives. These opportunities not only enrich our PSHE curriculum but also help pupils to understand the value of giving back, building communication and leadership skills and strengthen their understanding of citizenship and British Values

**Impact**

By the end of their time with us, pupils will:

Demonstrate respect, empathy, and resilience in their relationships.

Make informed, safe choices regarding health, lifestyle, and online behaviour.

Understand a range of career pathways and next steps in education or training.

Show improved self-awareness and emotional regulation as tracked by SEMH and BOXALL data.

Engage positively with the community and wider society, upholding British Values.

**Monitoring and Assessment**

Ongoing formative assessment during lessons following the JIGSAW assessment framework.

Termly review of SEMH toolkit data.

Termly BOXALL profile updates to track personal development.

Behaviour points analysis via SIMS to identify patterns and provide targeted interventions.

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| **Primary - Being Me in My World Puzzle – Autumn 1** | |
| **DfE Statutory Relationships & Health Education outcomes** | **By the end of primary, pupils should know:**  **Caring friendships**  (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  **Respectful relationships**  (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  (R14) the conventions of courtesy and manners  (R15) the importance of self-respect and how this links to their own happiness  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.  **Online relationships**  (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  Being safe  (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  (R32) where to get advice e.g. family, school and/or other sources. |
|  | **By end of primary, pupils should know:**  **Mental well-being**  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. |

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| **Puzzle overview**  **Being Me in My World** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| In this Puzzle (unit), the children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety. | In this Puzzle (unit), the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, set up their Jigsaw Journals and make the Jigsaw Charter. | In this Puzzle (unit), the children learn to recognise their self-worth and identify positive things about themselves and their achievements. They discuss new challenges and how to face them with appropriate positivity. The children learn about the need for rules and how these relate to rights and responsibilities. They explore choices and consequences, working collaboratively and seeing things from other people’s points of view. The children learn about different feelings and the ability to recognise these feelings in themselves and others. They set up their Jigsaw Journals and establish the Jigsaw Charter. | In this Puzzle (unit), the children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people’s feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals. | In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals. | In this Puzzle (unit), the children discuss their year ahead, they learnt to set goals and discuss their fears and worries about the future. The children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They discuss their choices and actions and how these can have far-reaching effects, locally and globally. The children learn about their own behaviour and how their choices can result in rewards and consequences and how they feel about this. They explore an individual’s behaviour and the impact it can have on a group. They learn talk about democracy, how it benefits the school and how they can contribute towards it. They establish the Jigsaw Charter and set up their Jigsaw Journals. |
| **Taught knowledge (Key objectives are in bold)** | * Understand their own rights and responsibilities with their classroom * Understand that their choices have consequences * Understand that their views are important * Understand the rights and responsibilities of a member of a class | Understand the rights and responsibilities of class members  Know about rewards and consequences and that these stem from choices  Know that it is important to listen to other people  Understand that their own views are valuable  Know that positive choices impact positively on self-learning and the learning of others  Identifying hopes and fears for the year ahead | Know that the school has a shared set of values  Know why rules are needed and how these relate to choices and consequences  Know that actions can affect others’ feelings  Know that others may hold different views  Understand that they are important  Know what a personal goal is  Understanding what a challenge is | Know their place in the school community  Know what democracy is (applied to pupil voice in school)  Know how groups work together to reach a consensus  Know that having a voice and democracy benefits the school community  Know how individual attitudes and actions make a difference to a class  Know about the different roles in the school community  Know that their own actions affect themselves and others | Understand how democracy and having a voice benefits the school community  Understand how to contribute towards the democratic process  Understand the rights and responsibilities associated with being a citizen in the wider community and their country  Know how to face new challenges positively  Understand how to set personal goals  Know how an individual’s behaviour can affect a group and the consequences of this | Know about children’s universal rights (United Nations Convention on the Rights of the Child)  Know about the lives of children in other parts of the world  Know that personal choices can affect others locally and globally  Know how to set goals for the year ahead  Understand what fears and worries are  Understand that their own choices result in different consequences and rewards  Understand how democracy and having a voice benefits the school community  Understand how to contribute towards the democratic process |
| **Social and Emotional skills**  **(Key objectives are in bold)** | Understand that they are safe in their class  Identifying helpful behaviours to make the class a safe place  Understand that they have choices  Understanding that they are special  Identify what it’s like to feel proud of an achievement  Recognise feelings associated with positive and negative consequences | Know how to make their class a safe and fair place  Show good listening skills  Be able to work co-operatively  Recognise own feelings and know when and where to get help  Recognise the feeling of being worried | Make other people feel valued  Develop compassion and empathy for others  Be able to work collaboratively  Recognise self-worth  Identify personal strengths  Be able to set a personal goal  Recognise feelings of happiness, sadness, worry and fear in themselves and others | Identify the feelings associated with being included or excluded  Be able to take on a role in a group discussion / task and contribute to the overall outcome  Know how to regulate my emotions  Can make others feel cared for and welcome  Recognise the feelings of being motivated or unmotivated  Can make others feel valued and included  Understand why the school community benefits from a Learning Charter  Be able to help friends make positive choices | Empathy for people whose lives are different from their own  Consider their own actions and the effect they have on themselves and others  Be able to work as part of a group, listening and contributing effectively  Be able to identify what they value most about school  Identify hopes for the school year  Understand why the school community  benefits from a Learning Charter  Be able to help friends make positive choices . Know how to regulate my emotions | Know own wants and needs  Be able to compare their life with the lives of those less fortunate  Demonstrate empathy and understanding towards others  Can demonstrate attributes of a positive role-model  Can take positive action to help others  Be able to contribute towards a group task  Know what effective group work is  Know how to regulate my emotions  Be able to make others feel welcomed and valued |
| **Vocabulary** | **Year 1**  Consolidate EYFS | **Year 2**  Consolidate EYFS & Yr 1 | **Year 3**  Consolidate KS1 | **Year 4**  Consolidate KS1 & Yr 3 | **Year 5**  Consolidate KS1, Yrs 3 & 4 | **Year 6**  Consolidate KS1 & KS2 |
| Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration | Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices,  Co-Operate, Problem-Solving | Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong | Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC) | Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective | Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision |

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| **Celebrating Difference Puzzle – Autumn 2** | | | | | | | |
| **DfE Statutory Relationships & Health Education outcomes** | **By end of primary, pupils should know:**  **Families and the people who care for me**  (R1) that families are important for children growing up because they can give love, security and stability  (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives  (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care  (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up  (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  **Caring friendships**  (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  **Respectful relationships**  (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  (R14) the conventions of courtesy and manners  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  (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 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 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 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, school and/or other sources. | | | | | | |
|  | **Physical Health and Well-Being – By end of primary, pupils should know:**  **Mental well-being**  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being  (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online).  **Internet safety and harms**  (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (H14) why social media, some computer games and online gaming, for example, are age restricted  (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  (H17) where and how to report concerns and get support with issues online. | | | | | | |
| **Puzzle overview Celebrating ifference** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | |
| In this Puzzle (unit), the children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn’t. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied. | In this Puzzle (unit), the children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn’t happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship. | In this Puzzle (unit), the children learn about families, that they are all different and that sometimes they fall out with each other. The children practise methods to calm themselves down and discuss the ‘Solve it together’ technique. The children revisit the topic of bullying and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They discuss name-calling and practise choosing not to use hurtful words. They also learn about giving and receiving compliments and the feelings associated with this. | In this Puzzle (unit), the children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed. | In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people’s cultures. | In this Puzzle (unit), the children discuss differences and similarities and that, for some people, being different is difficult. The children learn about bullying and how people can have power over others in a group. They discover strategies for dealing with this as well as wider bullying issues. The children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements. | |
| **Taught knowledge (Key objectives are in bold)** | **Know what bullying means**  **Know who to tell if they or someone else is being bullied or is feeling unhappy**  **Know that people are unique and that it is OK to be different**  Know skills to make friendships  Know that people have differences and similarities | **Know the difference between a one-off incident and bullying**  **Know that sometimes people get bullied because of difference**  **Know that friends can be different and still be friends**  Know there are stereotypes about boys and girls  Know where to get help if being bullied  Know that it is OK not to conform to gender stereotypes  Know it is good to be yourself  Know the difference between right and wrong and the role that choice has to play in this | **Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do**  **Know that conflict is a normal part of relationships**  **Know that some words are used in hurtful ways and that this can have consequences**  Know why families are important  Know that everybody’s family is different  Know that sometimes family members don’t get along and some reasons for this | **Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying**  **Know the reasons why witnesses sometimes join in with bullying and don’t tell anyone**  **Know that sometimes people make assumptions about a person because of the way they look or act**  Know there are influences that can affect how we judge a person or situation  Know what to do if they think bullying is or might be taking place  Know that first impressions can change | **Know external forms of support in regard to bullying e.g. Childline**  **Know that bullying can be direct and indirect**  **Know what racism is and why it is unacceptable**  **Know what culture means**  Know that differences in culture can sometimes be a source of conflict  Know that rumour-spreading is a form of bullying online and offline  Know how their life is different from the lives of children in the developing world | **Know that people can hold power over others individually or in a group**  **Know that power can play a part in a bullying or conflict situation**  **Know that there are different perceptions of ‘being normal’ and where these might come from**  **Know that difference can be a source of celebration as well as conflict**  Know that being different could affect someone’s life  Know why some people choose to bully others  Know that people with disabilities can lead amazing lives | |
| **Social and Emotional skills**  **(Key objectives are in bold)** | **Identify what is bullying and what isn’t**  **Understand how being bullied might feel**  **Recognise ways in which they are the same as their friends and ways they are different**  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 unique and special | **Explain how being bullied can make someone feel**  **Know how to stand up for themselves when they need to**  **Understand that everyone’s differences make them special and unique**  Understand that boys and girls can be similar in lots of ways and that is OK  Understand that boys and girls can be different in lots of ways and that is OK  Can choose to be kind to someone who is being bullied  Recognise that they shouldn’t judge people because they are different | **Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family**  **Be able to ‘problem-solve’ a bullying situation accessing appropriate support if necessary**  **Be able to show appreciation for their families, parents and carers**  Empathise with people who are bullied  Employ skills to support someone who is bullied  Be able to recognise, accept and give compliments  Recognise feelings associated with receiving a compliment | **Be comfortable with the way they look**  **Try to accept people for who they are**  **Be non-judgemental about others who are different**  Identify influences that have made them think or feel positively/negatively about a situation  Identify feelings that a bystander might feel in a bullying situation  Identify reasons why a bystander might join in with bullying  Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios  Identify their own uniqueness  Identify when a first impression they had was right or wrong | **Appreciate the value of happiness regardless of material wealth**  **Identify their own culture and different cultures within their class community**  **Identify their own attitudes about people from different faith and cultural backgrounds**  **Develop respect for cultures different from their own**  Identify a range of strategies for managing their own feelings in bullying situations  Identify some strategies to encourage children who use bullying behaviours to make other choices  Be able to support children who are being bullied | **Empathise with people who are different and be aware of my own feelings towards them**  **Identify feelings associated with being excluded**  **Be able to recognise when someone is exerting power negatively in a relationship**  **Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens**  Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict  Identify different feelings of the bully, bullied and bystanders in a bullying scenario  Appreciate people for who they are  Show empathy |
|  | **Year 1**  Consolidate EYFS | **Year 2**  Consolidate EYFS & Yr 1 | **Year 3**  Consolidate KS1 | **Year 4**  Consolidate KS1 & Yr 3 | **Year 5**  Consolidate KS1, Yrs 3 & 4 | **Year 6**  Consolidate KS1 & KS2 |
| **Vocabulary** | Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique | 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 | Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment, | Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed | Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation | Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights |

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| **Primary - Dreams and Goals Puzzle – Spring 1** | | | | | | | |
| **fE Statutory Relationships & Health Education outcomes** |
| **Relationships Education – By end of primary, pupils should know:**  **Respectful relationships**  (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  (R14) the conventions of courtesy and manners  (R15) the importance of self-respect and how this links to their own happiness  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (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  (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.  **Being safe**  (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard. | | | | | | |
| **Physical Health and Well-Being – By end of primary, pupils should know:**  **Mental well-being**  (H1) that mental well-being is a normal part of daily life, in the same way as physical health  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | | | | | | |
| **Puzzle overview**  **Celebrating Difference** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | | **Year 5** | **Year 6** |
| In this Puzzle, the children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well. | In this Puzzle, the children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don’t. They also reflect on sharing success with other people. | In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time. | In this Puzzle, the children consider their hopes and dreams. They discuss how it feels when dreams don’t come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge. | | In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. | In this Puzzle, the children share their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they will need to take as well as talking about how to stay motivated. The children reflect on various global issues and explore places where people may be suffering or living in difficult situations; whilst doing this, they reflect on their own emotions linked to this learning. The children also discover what they think their classmates like and admire about them, as well as working on giving others praise and compliments. |
| **Taught knowledge**  **(Key objectives are in bold)** | **Know how to set simple goals**  **Know how to achieve a goal**  **Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them**  **Know when a goal has been achieved**  Know how to work well with a partner  Know that tackling a challenge can stretch their learning | **Know how to choose a realistic goal and think about how to achieve it**  **Know that it is important to persevere**  **Know how to recognise what working together well looks like**  Know what good group-working looks like  Know how to share success with other people | **Know that they are responsible for their own learning**  **Know what an obstacle is and how they can hinder achievement**  **Know how to take steps to overcome obstacles**  **Know what dreams and ambitions are important to them**  Know about specific people who have overcome difficult challenges to achieve success  Know how they can best overcome learning challenges  Know what their own strengths are as a learner  Know how to evaluate their own learning progress and identify how it can be better next time | **Know how to make a new plan and set new goals even if they have been disappointed**  **Know how to work as part of a successful group**  **Know how to share in the success of a group**  Know what their own hopes and dreams are  **Know that hopes and dreams don’t always come true**  Know that reflecting on positive and happy experiences can help them to counteract disappointment  Know how to work out the steps they need to take to achieve a goal | **Know about a range of jobs that are carried out by people I know**  **Know the types of job they might like to do when they are older**  **Know that young people from different cultures may have different dreams and goals**  Know that they will need money to help them to achieve some of their dreams  Know that different jobs pay more money than others  Know that communicating with someone from a different culture means that they can learn from them and vice versa  Know ways that they can support young people in their own culture and abroad | | **Know their own learning strengths**  **Know what their classmates like and admire about them**  **Know a variety of problems that the world is facing**  **Know some ways in which they could work with others to make the world a better place**  Know what the learning steps are they need to take to achieve their goal  Know how to set realistic and challenging goals |
| **Social and Emotional skills**  **(Key objectives are in bold)** | **Recognise things that they do well**  **Explain how they learn best**  **Recognise their own feelings when faced with a challenge/obstacle**  **Recognise how they feel when they overcome a challenge/obstacle**  Celebrate an achievement with a friend  Can store feelings of success so that they can be used in the future | **Recognise how working with others can be helpful**  **Be able to work effectively with a partner**  **Be able to choose a partner with whom they work well**  **Be able to work as part of a group**  Be able to describe their own achievements and the feelings linked to this  Recognise their own strengths as a learner  Recognise how it feels to be part of a group that succeeds and store this feeling | **Can break down a goal into small steps**  **Can manage feelings of frustration linked to facing obstacles**  **Imagine how it will feel when they achieve their dream/ambition**  Recognise other people’s achievements in overcoming difficulties  Recognise how other people can help them to achieve their goals  Can share their success with others  Can store feelings of success (in their internal treasure chest) to be used at another time | **Have a positive attitude**  **Can identify the feeling of disappointment**  **Be able to cope with disappointment**  **Can identify what resilience is**  Can identify a time when they have felt disappointed  Can talk about their hopes and dreams and the feelings associated with these  Help others to cope with disappointment  Enjoy being part of a group challenge  Can share their success with others  Can store feelings of success (in their internal treasure chest) to be used at another time | | **Verbalise what they would like their life to be like when they are grown up**  **Appreciate the contributions made by people in different jobs**  **Reflect on the differences between their own learning goals and those of someone from a different culture**  **Appreciate the differences between themselves and someone from a different culture**  Understand why they are motivated to make a positive contribution to supporting others  Appreciate the opportunities learning and education can give them | **Understand why it is important to stretch the boundaries of their current learning**  **Be able to give praise and compliments to other people when they recognise that person’s achievements**  **Empathise with people who are suffering or living in difficult situations**  Set success criteria so that they know when they have achieved their goal  Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances |
| **Vocabulary** | **Year 1**  Consolidate EYFS | **Year 2**  Consolidate EYFS & Yr 1 | **Year 3**  Consolidate KS1 | **Year 4**  Consolidate KS1 & Yr 3 | | **Year 5**  Consolidate KS1, Yrs 3 & 4 | **Year 6**  Consolidate KS1 & KS2 |
| Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve | Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product | Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Review, Learning, Evaluate | Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise | | Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference | Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition |

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| **Healthy Me Puzzle – Spring 2** | |
| **DfE Statutory Relationships & Health Education outcomes** | **Relationships Education – By end of primary, pupils should know:**  **Caring friendships**  (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  **Respectful relationships**  (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  (R14) the conventions of courtesy and manners  (R15) the importance of self-respect and how this links to their own happiness  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  (R19) the importance of permission seeking and giving in relationships with friends, peers and 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 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  (R24) how information and data is shared and used online.  **Being safe**  (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know  (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, school and/or other sources. |
|  | **Physical Health and Well-Being – By end of primary, pupils should know:**  **Mental well-being**  (H1) that mental well-being is a normal part of daily life, in the same way as physical health  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness  (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being  (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)  (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  **Internet safety and harms**  (H11) that for most people the internet is an integral part of life and has many benefits  (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being  (H17) where and how to report concerns and get support with issues online.  **Physical health and fitness**  (H18) the characteristics and mental and physical benefits of an active lifestyle  (H19) the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise  (H20) the risks associated with an inactive lifestyle (including obesity)  (H21) how and when to seek support including which adults to speak to in school if they are worried about their health.  **Healthy eating**  (H22) what constitutes a healthy diet (including understanding calories and other nutritional content)  (H23) the principles of planning and preparing a range of healthy meals  (H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  **Drugs, alcohol**  (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.  **Health and prevention**  (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body  (H28) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn  (H30) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing  (H31) the facts and science relating to allergies, immunisation and vaccination.  **Basic first aid**  (H32) how to make a clear and efficient call to emergency services if necessary  (H33) concepts of basic first-aid, for example dealing with common injuries, including head injuries. |

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| **Puzzle overview**  **Healthy Me** | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| In this Puzzle, the children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe. | | In this Puzzle, the children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies. | | In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe. | | In this Puzzle, the children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully. | | In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people’s relationships with food and how this can be linked to negative body image pressures. | | In this Puzzle, the children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They learn about different types of drugs and the effects these can have on people’s bodies. The children learn about exploitation as well as gang culture and the associated risks therin. They also learn about mental health/illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed. | |
| **Taught knowledge**  **(Key objectives are in bold)** | **Know the difference between being healthy and unhealthy**  Know some ways to keep healthy  **Know how to make healthy lifestyle choices**  **Know that all household products, including medicines, can be harmful if not used properly**  Know that medicines can help them if they feel poorly  **Know how to keep safe when crossing the road**  Know how to keep themselves clean and healthy  Know that germs cause disease/illness  Know about people who can keep them safe | **Know what their body needs to stay healthy**  **Know what relaxed means**  **Know why healthy snacks are good for their bodies**  **Know which foods given their bodies energy**  Know that it is important to use medicines safely  Know what makes them feel relaxed/stressed  Know how medicines work in their bodies  Know how to make some healthy snacks | | **Know how exercise affects their bodies**  Know that the amount of calories, fat and sugar that they put into their bodies will affect their health  **Know that there are different types of drugs**  **Know that there are things, places and people that can be dangerous**  **Know when something feels safe or unsafe**  Know why their hearts and lungs are such important organs  Know a range of strategies to keep themselves safe  Know that their bodies are complex and need taking care of | | **Know that there are leaders and followers in groups**  **Know the facts about smoking and its effects on health**  **Know the facts about alcohol and its effects on health, particularly the liver**  **Know ways to resist when people are putting pressure on them**  **Know what they think is right and wrong**  Know how different friendship groups are formed and how they fit into them  Know which friends they value most  Know that they can take on different roles according to the situation  Know some of the reasons some people start to smoke  Know some of the reasons some people drink alcohol | | **Know basic emergency procedures, including the recovery position**  Know the health risks of smoking  Know how smoking tobacco affects the lungs, liver and heart  **Know how to get help in emergency situations**  **Know that the media, social media and celebrity culture promotes certain body types**  **Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure**  Know some of the risks linked to misusing alcohol, including antisocial behaviour  Know what makes a healthy lifestyle | | **Know how to take responsibility for their own health**  **Know what it means to be emotionally well**  **Know how to make choices that benefit their own health and well-being**  Know about different types of drugs and their uses  Know how these different types of drugs can affect people’s bodies, especially their liver and heart  Know that stress can be triggered by a range of things  Know that being stressed can cause drug and alcohol misuse  **Know that some people can be exploited and made to do things that are against the law**  **Know why some people join gangs and the risk that this can involve** | |
| **Social and Emotional skills**  **(Key objectives are in bold)** | **Keep themselves safe**  **Recognise how being healthy helps them to feel happy**  **Recognise ways to look after themselves if they feel poorly**  **Recognise when they feel frightened and know how to ask for help**  Feel good about themselves when they make healthy choices  Realise that they are special | **Feel positive about caring for their bodies and keeping it healthy**  **Have a healthy relationship with food**  **Desire to make healthy lifestyle choices**  Identify when a feeling is weak and when a feeling is strong  Express how it feels to share healthy food with their friends | | **Respect their own bodies and appreciate what they do**  **Can take responsibility for keeping themselves and others safe**  **Identify how they feel about drugs**  **Can express how being anxious or scared feels**  Able to set themselves a fitness challenge  Recognise what it feels like to make a healthy choice | | **Can identify the feelings that they have about their friends and different friendship groups**  **Recognise negative feelings in peer pressure situations**  **Can identify the feelings of anxiety and fear associated with peer pressure**  **Can tap into their inner strength and know-how to be assertive**  Recognise how different people and groups they interact with impact on them  Identify which people they most want to be friends with | | **Respect and value their own bodies**  **Can reflect on their own body image and know how important it is that this is positive**  **Recognise strategies for resisting pressure**  **Can identify ways to keep themselves calm in an emergency**  Can make informed decisions about whether or not they choose to smoke when they are older  Can make informed decisions about whether they choose to drink alcohol when they are older  Accept and respect themselves for who they are  Be motivated to keep themselves healthy and happy | | **Are motivated to care for their own physical and emotional health**  **Suggest strategies someone could use to avoid being pressured**  **Can use different strategies to manage stress and pressure**  Are motivated to find ways to be happy and cope with life’s situations without using drugs  Identify ways that someone who is being exploited could help themselves  Recognise that people have different attitudes towards mental health/illness | |
| **Vocabulary** | **Year 1**  Consolidate EYFS | **Year 2**  Consolidate EYFS & Yr 1 | | **Year 3**  Consolidate KS1 | | **Year 4**  Consolidate KS1 & Yr 3 | | **Year 5**  Consolidate KS1, Yrs 3 & 4 | | **Year 6**  Consolidate KS1 & KS2 | |
| 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 | Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious | | Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice | | Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong | | Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation | | Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, ‘Legal highs’, Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure | |

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| **Relationships Puzzle – Summer 1** | | | | | | | | | | | | | | | | |
| **DfE Statutory Relationships & Health Education outcomes** | **Year 1** | **Year 2** | | | **Year 3** | | | **Year 4** | | | **Year 5** | | | **Year 6** | | |
| **Relationships Education – By end of primary, pupils should know:**  **Families and the people who care for me**  (R1) that families are important for children growing up because they can give love, security and stability  (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives  (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care  (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up  (R5) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong  (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  **Caring friendships**  (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded  (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right  (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.  **Respectful relationships**  (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  (R14) the conventions of courtesy and manners  (R15) the importance of self-respect and how this links to their own happiness  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  (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 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 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  (R24) how information and data is shared and used online.  **Being safe**  (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  (R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know  (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, school and/or other sources. | | | | | | | | | | | | | | | |
| **Physical Health and Well-Being – By end of primary, pupils should know:**  **Mental well-being**  (H1) that mental well-being is a normal part of daily life, in the same way as physical health  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness  (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being  (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)  (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  **Internet safety and harms**  (H11) that for most people the internet is an integral part of life and has many benefits  (H12) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical well-being  (H13) how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private  (H14) why social media, some computer games and online gaming, for example, are age restricted  (H15) that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health  (H16) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted  (H17) where and how to report concerns and get support with issues online.  **Physical health and fitness**  (H18) the characteristics and mental and physical benefits of an active lifestyle  (H21) how and when to seek support including which adults to speak to in school if they are worried about their health. | | | | | | | | | | | | | | | |
| **Puzzle Overview**  **Relationships** | **Year 1** | | | **Year 2** | | | **Year 3** | | | **Year 4** | | | **Year 5** | | | **Year 6** |
| Children’s breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these. | | | Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like. They also learn about two types of secret, and why ‘worry secrets’ should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared. | | | In this Puzzle, children revisit family relationships and identify the different expectations and roles that exist within the family home. They identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. They also look at careers and why stereotypes can be unfair in this context. They learn that families should be founded on love, respect, appreciation, trust and co-operation. Children are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced.  Online relationships through gaming and apps are explored and children are introduced to some rules for staying safe online. Children also learn that they are part of a global community and they are connected to others they don’t know in many ways, e.g. through global trade. They investigate the wants and needs of other children who are less fortunate and compare these with their own. Children’s universal rights are also revisited. | | | Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable. | | | Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media. | | | In this Puzzle, the children learn more about mental health and how to take care of their own mental well-being. They explore the grief cycle and its various stages, and discuss the different causes of grief and loss. The children learn about people who can try to control them or have power over them. They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way. |
| Taught knowledge  **(Key objectives are in bold)** | **Know that everyone’s family is different**  **Know that families are founded on belonging, love and care**  **Know that physical contact can be used as a greeting**  **Know how to make a friend**  **Know who to ask for help in the school community**  Know that there are lots of different types of families  Know the characteristics of healthy and safe friends  Know about the different people in the school community and how they help | | | **Know that there are lots of forms of physical contact within a family**  **Know how to stay stop if someone is hurting them**  **Know there are good secrets and worry secrets and why it is important to share worry secrets**  **Know what trust is**  Know that everyone’s family is different  Know that families function well when there is trust, respect, care, love and co-operation  Know some reasons why friends have conflicts  Know that friendships have ups and downs and sometimes change with time  Know how to use the Mending Friendships or Solve it together problem-solving methods | | | **Know that different family members carry out different roles or have different responsibilities within the family**  **Know some of the skills of friendship, e.g. taking turns, being a good listener**  **Know some strategies for keeping themselves safe online**  **Know that they and all children have rights (UNCRC)**  Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc  Know how some of the actions and work of people around the world help and influence my life  Know the lives of children around the world can be different from their own | | | **Know some reasons why people feel jealousy**  **Know that loss is a normal part of relationships**  **Know that negative feelings are a normal part of loss**  **Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe**  Know that jealousy can be damaging to relationships  Know that memories can support us when we lose a special person or animal | | | **Know that there are rights and responsibilities in an online community or social network**  **Know that there are rights and responsibilities when playing a game online**  **Know that too much screen time isn’t healthy**  **Know how to stay safe when using technology to communicate with friends**  Know that a personality is made up of many different characteristics, qualities and attributes  Know that belonging to an online community can have positive and negative consequences | | | **Know that it is important to take care of their own mental health**  **Know ways that they can take care of their own mental health**  **Know the stages of grief and that there are different types of loss that cause people to grieve**  Know that sometimes people can try to gain power or control them  Know some of the dangers of being ‘online’  Know how to use technology safely and positively to communicate with their friends and family | | |
| **Social and Emotional skills**  **(Key objectives are in bold)** | **Can express how it feels to be part of a family and to care for family members**  **Can say what being a good friend means**  **Can identify forms of physical contact they prefer**  **Can say no when they receive a touch they don’t like**  Can show skills of friendship  Can praise themselves and others  Can recognise some of their personal qualities  Can say why they appreciate a special relationship | | Can identify the different roles and responsibilities in their family  Can recognise the value that families can bring  **Can recognise and talk about the types of physical contact that is acceptable or unacceptable**  **Can identify the negative feelings associated with keeping a worry secret**  **Can identify who they trust in their own relationships**  Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict  Can identify the feelings associated with trust  Can give and receive compliments  Can say who they would go to for help if they were worried or scared | | | Can identify the responsibilities they have within their family  **Know how to access help if they are concerned about anything on social media or the internet**  Can empathise with people from other countries who may not have a fair job or are less fortunate  Understand that they are connected to the global community in many different ways  Can use Solve it together in a conflict scenario and find a win-win outcome  Can identify similarities in children’s rights around the world  **Can identify their own wants and needs and how these may be similar or different from other children in school and the global community** | | | Can identify feelings and emotions that accompany jealousy  Can suggest positive strategies for managing jealousy  Can identify people who are special to them and express why  **Can identify the feelings and emotions that accompany loss**  **Can suggest strategies for managing loss**  Can tell you about someone they no longer see  **Can suggest ways to manage relationship changes including how to negotiate** | | | Can suggest strategies for building self-esteem of themselves and others  **Can identify when an online community/social media group feels risky, uncomfortable, or unsafe**  Can suggest strategies for staying safe online/ social media  **Can say how to report unsafe online/social network activity**  **Can identify when an online game is safe or unsafe**  Can suggest ways to monitor and reduce screen time  **Can suggest strategies for managing unhelpful pressures online or in social networks** | | | **Recognise that people can get problems with their mental health and that it is nothing to be ashamed of**  Can help themselves and others when worried about a mental health problem  Recognise when they are feeling grief and have strategies to manage them  Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control  **Can resist pressure to do something online that might hurt themselves or others**  **Can take responsibility for their own safety and well-being** | | |
| **Vocabulary** | **Year 1**  Consolidate EYFS | | **Year 2**  Consolidate EYFS & Yr 1 | | | **Year 3**  Consolidate KS1 | | | **Year 4**  Consolidate KS1 & Yr 3 | | | **Year 5**  Consolidate KS1, Yrs 3 & 4 | | | **Year 6**  Consolidate KS1 & KS2 | | |
| 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 | | 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, | | | Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude | | | Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love. | | | Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules | | | Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety | | |

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| **Changing Me Puzzle – Summer 2** | | | | | | |
| **DfE Statutory Relationships & Health Education outcomes** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Relationships Education - **By end of primary, pupils should know:**  **Families and the people who care for me**  (R1) that families are important for children growing up because they can give love, security and stability  (R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives  (R3) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care  (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up  (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  **Caring friendships**  (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends  (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties  (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  **Respectful relationships**  (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships  (R15) the importance of self-respect and how this links to their own happiness  (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority  (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 adults.  **Being safe**  (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)  (R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe  (R27) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact  (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, school and/or other sources. | | | | | |
| Physical Health and Well-Being – **By end of primary, pupils should know:**  **Mental well-being**  (H1) that mental well-being is a normal part of daily life, in the same way as physical health  (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations  (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings  (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate  (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness  (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests  (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support  (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being  (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online)  (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.  **Changing adolescent body**  (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes  (H35) about menstrual well-being including the key facts about the menstrual cycle. | | | | | |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Puzzle Overview**  **Changing Me** | Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school’s safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them. | In this Puzzle, children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school’s safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed. | This Puzzle begins learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male’s sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them. | In this Puzzle, bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw’s Circle of change model as a strategy for managing future changes. | In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don’t understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc. | In this Puzzle, the children learn about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don’t want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally. | |
| **Taught knowledge**  **(Key objectives are in bold)** | **Know the names of male and female private body parts**  **Know that there are correct names for private body parts and nicknames, and when to use them**  **Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these**  **Know who to ask for help if they are worried or frightened**  Know that animals including humans have a life cycle  Know that changes happen when we grow up  Know that people grow up at different rates and that is normal  Know that learning brings about change | **Know the physical differences between male and female bodies**  **Know that private body parts are special and that no one has the right to hurt these**  Know who to ask for help if they are worried or frightened  **Know there are different types of touch and that some are acceptable and some are unacceptable**  Know the correct names for private body parts  Know that life cycles exist in nature  Know that aging is a natural process including old age  Know that some changes are out of an individual’s control  Know how their bodies have changed from when they were a baby and that they will continue to change as they age | **Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults**  **Know some of the outside body changes that happen during puberty**  **Know some of the changes on the inside that happen during puberty**  Know that in animals and humans lots of changes happen between conception and growing up  Know that in nature it is usually the female that carries the baby  Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops  Know that babies need love and care from their parents/carers  Know some of the changes that happen between being a baby and a child | **Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm**  **Know that babies are made by a sperm joining with an ovum**  **Know the names of the different internal and external body parts that are needed to make a baby**  **Know how the female and male body change at puberty**  **Know that change can bring about a range of different emotions**  Know that personal hygiene is important during puberty and as an adult  Know that change is a normal part of life and that some cannot be controlled and have to be accepted | **Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally**  **Know that sexual intercourse can lead to conception**  **Know that some people need help to conceive and might use IVF**  **Know that becoming a teenager involves various changes and also brings growing responsibility**  Know what perception means and that perceptions  can be right or wrong | Know how girls’ and boys’ bodies change during puberty and understand the importance of looking after themselves physically and emotionally  **Know how a baby develops from conception through the nine months of pregnancy and how it is born**  **Know how being physically attracted to someone changes the nature of the relationship**  **Know the importance of self-esteem and what they can do to develop it**  Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class | |
| **Social and Emotional skills**  **(Key objectives are in bold)** | **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 things that have stayed the same since being a baby (including the body)**  Can express why they enjoy learning | **Can say who they would go to for help if worried or scared**  **Can say what types of touch they find comfortable/uncomfortable**  **Be able to confidently ask someone to stop if they are being hurt or frightened**  Can appreciate that changes will happen and that some can be controlled and others not  Be able to express how they feel about changes  Show appreciation for people who are older  Can recognise the independence and responsibilities they have now compared to being a baby or toddler  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 | **Can express how they feel about puberty**  **Can say who they can talk to about puberty if they have any worries**  **Can suggest ways to help them manage feelings during changes they are more anxious about**  **Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry**  Can express how they feel about babies  Can describe the emotions that a new baby can bring to a family  Can identify changes they are looking forward to in the next year | **Can appreciate their own uniqueness and that of others**  **Can express any concerns they have about puberty**  **Have strategies for managing the emotions relating to change**  Can express how they feel about having children when they are grown up  Can say who they can talk to about puberty if they are worried  Can apply the circle of change model to themselves to have strategies for managing change | **Can celebrate what they like about their own and others’ self-image and body image**  **Can suggest ways to boost self-esteem of self and others**  **Recognise that puberty is a natural process that happens to everybody and that it will be OK for them**  **Can ask questions about puberty to seek clarification**  Can express how they feel about having a romantic relationship when they are an adult  Can express how they feel about having children when they are an adult  Can express how they feel about becoming a teenager  Can say who they can talk to if concerned about puberty or becoming a teenager/adult | **Recognise ways they can develop their own self-esteem**  **Can express how they feel about the changes that will happen to them during puberty**  **Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn’t feel pressured into doing something that they don’t want to**  Recognise how they feel when they reflect on the development and birth of a baby  Can celebrate what they like about their own and others’ self-image and body image  Use strategies to prepare themselves emotionally for the transition (changes) to secondary school | |
|  | **Year 1**  Consolidate EYFS | **Year 2**  Consolidate EYFS & Yr 1 | **Year 3**  Consolidate KS1 | **Year 4**  Consolidate KS1 & Yr 3 | **Year 5**  Consolidate KS1, Yrs 3 & 4 | **Year 6**  Consolidate KS1 & KS2 | |
| **Vocabulary** | Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping | 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 | Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge | Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance | Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam’s Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights | Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement | |

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| **Secondary - Being Me in My World Puzzle – Autumn 1** | | | | | | | | |
|  | **By the end of Year 11, pupils should be able to / know:**  **Knowledge & Understanding**  Pupils should be able to:  Identity & Self-awareness  Understand how personal values, beliefs, and experiences shape identity.  Recognise and celebrate their own strengths, skills, and aspirations.  **Rights, Responsibilities & the Law**  Know their rights and responsibilities under UK law, including human rights, equality, and anti-discrimination legislation.  Understand the principles of democracy, rule of law, and individual liberty in the UK.  Community & Participation  Understand how communities function and how individuals contribute to society.  Recognise the importance of active citizenship, volunteering, and social responsibility.  Decision-Making & Ethical Thinking  Evaluate moral and ethical dilemmas in personal, social, and political contexts.  Understand how to balance personal needs with those of others and the wider community.  **Global Awareness**  Recognise the interconnectedness of local and global issues (e.g., climate change, human rights, migration).  Understand the role of the UK within the international community.  **Skills**  Communicate confidently and respectfully with people from diverse backgrounds.  Apply critical thinking to evaluate media messages, political statements, and social issues.  Participate constructively in group decision-making and debate.  Manage conflicts and disagreements assertively and empathetically.  **Attitudes & Values**  Show respect for diversity and actively challenge discrimination.  Value their role in society and feel empowered to make a positive difference.  Recognise the link between self-respect, responsibility, and community wellbeing.  Approach civic engagement with a sense of curiosity, fairness, and moral responsibility. | | | | | | | |
|  | **Year 7** | | | | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Puzzle & Vocab** | Identify personal strengths; understand rights/responsibilities in school; recognise how actions affect self/others  Identity, community, respect, rights, responsibilities, democracy | | | | Explain the role of individuals in a community; analyse fairness and justice  Diversity, citizenship, inclusion, equality, fairness | Evaluate media influence on identity; understand legal frameworks  protecting rights  Discrimination, law, liberty, activism, tolerance | Assess risks to personal safety; explore responsibilities in wider society  Social responsibility, risk, accountability, civic duty | Apply leadership and decision-making skills to prepare for adult life  Social responsibility, risk, accountability, civic duty |
| **Secondary - Celebrating Difference Puzzle – Autumn 2** | | | | | | | | |
|  | | **By the end of Year 11, pupils should be able to / know:**  **Knowledge & Understanding**  **Diversity & Inclusion**  Understand the value of diversity in communities, workplaces, and global contexts.  Recognise the range of personal, cultural, and social identities and how they contribute to society.  **Prejudice & Discrimination**  Define and give examples of stereotypes, prejudice, discrimination, and unconscious bias.  Understand the legal protections under the Equality Act 2010 and relevant human rights frameworks.  Forms of Discrimination  Identify and explain racism, sexism, ableism, ageism, homophobia, transphobia, and religious discrimination.  Recognise microaggressions and structural/systemic inequalities.  **Bullying & Harassment**  Understand the impact of bullying (including cyberbullying) on individuals and communities.  Know how to challenge and report harassment in school, workplace, and online contexts.  Empathy & Perspective-Taking  Understand how cultural and personal experiences influence perspectives.  Recognise the importance of listening to and valuing different viewpoints.  **Skills**  Challenge discriminatory language and behaviour assertively and safely.  Use respectful and inclusive communication in both face-to-face and online contexts.  Support peers and colleagues who are victims of bullying or discrimination.  Apply empathy in situations of disagreement or cultural misunderstanding.  Critically analyse media representation and challenge stereotypes.  **Attitudes & Values**  Value and celebrate differences in identity, culture, and perspective.  Show zero tolerance for discrimination and prejudice.  Advocate for inclusion and equality in personal, academic, and professional environments.  Approach diversity as a strength, not a threat, and see themselves as active contributors to inclusive communities. | | | | | | |
|  | | **Year 7** | | | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Puzzle & Vocab** | | Recognise and challenge stereotypes; understand the impact of bullying  Stereotype, prejudice, respect, empath | | | Identify types of discrimination; understand disability and inclusion  Disability, bias, inclusion, equity | Analyse sexism, racism, homophobia; challenge hate speech  Racism, sexism, homophobia, ally ship, bystander | Apply Equality Act principles; recognise microaggressions  Equality Act, hate crime, microaggression, diversity | Address workplace discrimination; apply human rights law  Human rights, workplace equality, legal protection |
| **Secondary - Dreams and Goals Puzzle – Spring 1** | | | | | | | | |
|  | **By the end of Year 11, pupils should be able to:**  **Knowledge & Understanding:**  **Self-Awareness & Ambition**  Identify personal strengths, interests, and values, and how these influence career and life aspirations.  Understand how ambitions can change over time and be shaped by opportunities, life events, and personal priorities.  **Goal Setting & Planning**  Set short-, medium-, and long-term goals using realistic and measurable steps.  Recognise the role of motivation, discipline, and resilience in achieving success.  **Pathways & Opportunities**  Understand the different post-16 and post-18 pathways (e.g., academic, vocational, apprenticeships, employment, gap year).  Know how qualifications link to career and life opportunities.  **Financial Literacy**  Understand basic personal finance: budgeting, saving, debt management, credit, and financial planning for independent living.  Recognise the link between financial decisions and long-term stability.  **Global & Social Responsibility**  Recognise the impact of work and lifestyle choices on the environment and communities.  Understand the value of ethical careers and socially responsible business practices.  **Skills**  Use decision-making frameworks to weigh up career and life options.  Write a strong CV, cover letter, and prepare for interviews.  Create a realistic personal budget and adapt it to changing circumstances.  Manage setbacks and maintain resilience when plans change.  Network and seek opportunities proactively.  **Attitudes & Values**  Approach challenges with optimism and perseverance.  Value both personal fulfilment and social contribution when making career choices.  Demonstrate self-motivation and a willingness to adapt to change.  Respect the aspirations of others, even if different from their own. | | | | | | | |
|  | **Year 7** | | | **Year 8** | | **Year 9** | **Year 10** | **Year 11** |
| **Puzzle & Vocab**  **Dreams and Goals** | Set short-term goals; explore personal aspirations  Aspiration, motivation, resilience | | | Develop resilience and growth mindset in learning  Aspiration, motivation, resilience | | Research career pathways; link GCSE choices to future goals  Career, qualification, apprenticeship | Create a personal financial plan; develop employability skills  Budgeting, savings, debt, interview | Prepare CVs and applications; evaluate post-16 options  Curriculum vitae, application, reference |
| **Secondary - Healthy Me Puzzle – Spring 2** | | | | | | | | |
|  | | **By the end of Year 11 pupils should be able to:**  **Knowledge & Understanding**  **Physical Health & Lifestyle**  Understand the importance of a balanced diet, regular physical activity, rest, and hydration for long-term health.  Recognise the links between lifestyle choices and risks such as obesity, heart disease, diabetes, and some cancers.  **Mental & Emotional Wellbeing**  Understand common mental health conditions (e.g., anxiety, depression) and the factors that influence them.  Recognise the link between mental and physical health and know strategies to support emotional resilience.  **Substance Awareness**  Understand the effects and legal status of alcohol, nicotine (including vaping), and illegal drugs.  Recognise the signs of substance misuse and understand short- and long-term consequences.  **Sexual Health & Risk**  Know the principles of safer sex, contraception, and STI prevention.  Understand consent and the law related to sexual activity.  **Risk Management**  Understand how to assess and reduce risks in a variety of contexts (social, online, physical).  Recognise the importance of boundaries in protecting health and safety.  **Skills**  Apply practical stress management and self-care strategies.  Make informed decisions about diet, exercise, relationships, and substance use.  Access reliable sources of health information and support.  Recognise risky situations and respond assertively to maintain safety.  **Attitudes & Values**  Take responsibility for their own health and wellbeing.  Respect the health choices of others without judgement.  Value self-care as a lifelong practice.  Approach health decisions with critical thinking, weighing evidence and consequences. | | | | | | |
|  | | **Year 7** | | | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Puzzle & Vocab** | | Recognise healthy lifestyle habits; basic hygiene  Wellbeing, hygiene, diet, exercise | | | Understand effects of alcohol, smoking, vaping  Addiction, substance misuse, risk | Recognise signs of poor mental health; promote body positivity  Mental health, self-esteem, body image | Manage stress; understand sexual health basics  Contraception, STI, boundaries, stress | Assess risk in adult life; maintain work-life balance  Risk assessment, burnout, resilience |
| **Secondary - Relationships – Summer 1** | | | | | | | | |
|  | | | **By the end of Year 11 pupils should be able to:**  **Knowledge & Understanding**  **Healthy & Unhealthy Relationships**  Identify the characteristics of healthy, respectful relationships (friendships, family, romantic, and professional).  Recognise unhealthy, exploitative, or abusive relationships, both offline and online.  **Consent & the Law**  Understand the concept of consent and its legal and ethical importance.  Recognise that consent must be freely given, reversible, informed, enthusiastic, and specific.  **Sexuality & Identity**  Understand sexual orientation, gender identity, and the diversity of relationships.  Know the law relating to LGBT+ rights and protections.  **Exploitation & Risks**  Recognise grooming, coercion, sexual exploitation, and domestic abuse.  Understand online risks, including image sharing, pornography, and digital consent.  **Communication & Respect**  Understand the importance of trust, honesty, and empathy in building relationships.  Recognise how cultural, religious, and family values influence relationship expectations.  **Skills**  Communicate openly and respectfully in relationships.  Set, respect, and negotiate boundaries.  Seek help and support when relationships become unhealthy or unsafe.  Use critical thinking to analyse social and media portrayals of relationships.  **Attitudes & Values**  Respect diversity in relationships and families.  Value equality, inclusion, and mutual respect as the foundation of healthy relationships.  Take responsibility for their actions in maintaining safe and respectful relationships.  Show empathy and compassion towards others in different relationship contexts. | | | | | |
|  | | | **Year 7** | | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Puzzle & Vocab** | | | Build and maintain positive friendships; online safety  Friendship, trust, respect, cyberbullying | | Understand consent; set healthy boundaries  Consent, boundaries, empathy | Explore romantic relationships and sexual orientation  Sexuality, gender identity, intimacy | Understand exploitation and coercion in relationships  Exploitation, grooming, coercion | Consider long-term relationships, parenting  Commitment, family planning, parenting |
| **Secondary – Changing Me– Summer 2** | | | | | | | | |
|  | | | **By the end of Year 11 pupils should be able to:**  **Knowledge & Understanding**  **Physical & Emotional Development**  Understand the physical and emotional changes of puberty and adolescence.  Recognise the ongoing changes into adulthood, including fertility, sexual health, and ageing.  **Self-Image & Body Confidence**  Understand how media, culture, and peer influences can affect self-image and self-esteem.  Recognise the dangers of unrealistic beauty standards, online comparison, and body shaming.  **Managing Change & Transitions**  Know strategies to manage change, loss, and uncertainty (e.g., exam stress, moving schools, leaving home).  Understand the impact of transitions such as further education, employment, or independent living.  **Resilience & Adaptability**  Recognise how to build resilience to cope with setbacks, rejection, and failure.  Understand that change can bring both challenges and opportunities for growth.  **Skills**  Apply coping strategies for stress, anxiety, and change.  Maintain a positive body image and challenge unhelpful media portrayals.  Adapt to new environments, responsibilities, and expectations.  Plan for independence, including managing time, money, and personal wellbeing.  **Attitudes & Values**  Approach change with confidence, flexibility, and optimism.  Value personal growth as a lifelong process.  Respect their own and others’ bodies and identities.  See independence as a responsibility as well as a freedom. | | | | | |
|  | | | **Year 7** | | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Puzzle & Vocab** | | | Understand puberty and emotional changes  Puberty, hormones, self-esteem | | Develop coping strategies for change  Adaptability, resilience, stress management | Evaluate media portrayal of body image  Media literacy, unrealistic standards | Build resilience to societal pressures  Resilience, assertiveness, self-image | Prepare for independent living and adulthood  Independence, budgeting, tenancy  (Some Year 11 pupils may have finished school and are on exam leave) |

**ENRICHMENT OPPORTUNITIES**

We believe that learning extends far beyond the classroom. Our enrichment programme is designed to broaden pupils’ awareness of the world and foster respect, curiosity, and understanding.

Educational Visits

Through other curriculum subjects, pupils take part in visits to:

Places of worship to explore different faiths and beliefs

Sites of natural beauty to appreciate and learn about the environment

Landmarks and museums to deepen cultural and historical knowledge

These experiences help pupils to connect classroom learning with the wider world and develop a richer understanding of society and heritage.

Guest Speakers

We invite speakers from a wide range of communities, cultures, sexual orientations, and organisations to share their experiences and expertise. This allows pupils to:

Meet people from different backgrounds to their own; ask questions and challenge stereotypes; broaden their awareness of diversity in modern Britain. Together, these opportunities strengthen pupils’ cultural capital, support the school’s British Values work, and enrich the PSHE curriculum by embedding real-world connections.

**HOW TO SUPPORT YOUR CHILD'S LEARNING AT HOME**

1. Talk with Your Child Every Day

Daily conversations help build strong relationships and support your child’s communication skills. Model positive listening and respectful dialogue.

Here are some gentle questions to ask:

* Have you had a nice day?
* Has anything interesting happened today?
* What have you learnt today?
* What were your achievements from today?
* Do we have any homework to do?
* Has anything about today worried you?
* Who did you play with today?
* What games did you play? Were they fun?

2. Read Together — and Widely

* Share books that avoid stereotypes, e.g., “boys only play football” or “girls only like princesses.”
* Include stories with characters from a range of cultural and religious backgrounds.
* Choose books that represent different family types.
* Discuss the characters, events, and themes together.

3. Helping Your Child Open Up

Some children find it difficult to talk about what’s on their mind. If your child seems withdrawn or worried, give them time and space, and try these strategies:

* Encourage them to draw their worry.
* Use a puppet or teddy to help them express feelings indirectly.
* Try a social story to help explain and explore situations.
* Use feelings or expression stones to let them show emotions visually.
* Create a relaxed environment by talking while doing another activity, such as drawing, helping with a job at home, or going for a walk outdoors.

**WHERE TO GO FOR SUPPORT AND OPPORTUNITIE**

Local Community Centres

Community centres are an excellent place to find:

* Support for families
* Activities for children and young people
* Groups for people with a wide range of needs and interests

Gillford Centre / School 180

If you have any worries about your child’s wellbeing, learning, or behaviour, please speak to a member of school staff. We are here to help and can signpost you to the right support.

Carlisle Youth Zone

A safe, fun, and inclusive environment offering a wide range of activities and support for young people.

Local Groups for Building Skills and Confidence

Getting involved in local clubs helps children build relationship skills, develop confidence and learn teamwork and leadership skills.

Examples of groups in Carlisle (ages 5–18):

* Youth Organisations: Rainbows, Brownies, Guides, Rangers, Squirrels, Beavers, Cubs, Scouts, Explorers, Network
* Cadet Groups: Sea Cadets, Army Cadets, Air Cadets
* Sports Clubs: Football, rugby, tennis, hockey, athletics

**WHAT TO WATCH:**

[PSHE KS2: L8R Youngers 2 - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-l8r-youngers-2/zmgbqp3)

[Mimi on a Mission: Sex Ed - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/rse-ks4-mimi-on-a-mission-sex-ed/zhjx92p)

[PSHE KS4: Is this sexual harassment? - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/pshe-gcse-is-this-sexual-harassment/zmbsd6f)

[Is this coercive control? - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/is-this-coercive-control/z2bbsk7)

[PSHE KS3 / KS4: L8R Youngers 3 - BBC Teach](https://www.bbc.co.uk/teach/class-clips-video/ks3-ks4-PSHE-L8R-Youngers-3/zvmp47h)

**WHAT TO READ:**

**KS1 -** The EMOTIONS Book: A book about feelings for young children Author: Laura Humphrey

Calm-down Time – Author: Elizabeth Verdick

Feelings Ninja: A Social, Emotional Children's Book About Emotions and Feelings (The Series) – Author: Mary Nhin

Amazing You!: Getting Smart About Your Private Parts – Author: Gail Saltz

My Underpants Rule – Author: Rod Power

And Tango Makes Three – Author: Justin Richardson

Mommy, Mamma and Me – Author: Leslea Newman

Daddy, Papa and Me – Author: Leslea Newman

Pink is for Boys – Author: Robb Pearlman

Two Dads: A book about adoption – Author: Carolyn Roberston

Willy the Wimp – Author: Anthony B

Troll Stinks – Author: Jeanne Willis

Tyrannosaurus Drip – Author: Julia Donaldson

How the be a lion – Author: Ed Vere

**KS2 -** Let's Talk About Body Boundaries, Consent and Respect: Teach children about body ownership, respect, feelings, choices and recognizing bullying behaviors – Author: Jayneen Saunders

My Body! What I Say Goes!: Teach children body safety, safe/unsafe touch, private parts, secrets/surprises, consent, respect – Author: Jayneed Saunders

No Means No!: Teaching personal boundaries, consent; empowering children by respecting their choices and right to say 'no!' – Author: Jayneed Saunders

Mr Stink – Author: David Walliams

Whats happening to me? – Author: Usbourne

Lets Talk About Where Babies Come From? – Author: Rosie Harris

Healthy for Life, Sex and Relationships

Dr Christian's Guide to Growing Up – Author: Dr Christian

Free to Be...You and Me – Author: Marlo Thomas

Kenny Lives with Erica and Martina – Author: Olly Pike

Perfectly Norman – Author: Tom Percival

All The Things That Could Go Wrong – Author: Stewart Foster

The Song From Somewhere Else – Author: A.F. Harold

Cloud Busting – Author: Malorie Blackman

Max and the Millions – Author: Ross Montgomery

The Boy in the Dress – Author: David Walliams

Wonder – Author: R.J. Palacio

The War Next Door – Author: Phil Earle

Dealing With Bullying – Author: Jane Lacey

Staying Safe Online – Author: Louie Stowell

70 Ways to Bully Proof Yourself – Jenny Alexander

We All Belong: A Children's Book About Diversity, Race and Empathy – Author: Nathalie Goss

**KS3 & 4 –**

Sex Ed: An Inclusive Teenage Guide to Sex and Relationships - The School of Sexuality Education – Author: Walker Books

Sex, Teens, and Everything in Between: The New and Necessary Conversations Today’s Teenagers Need to Have about Consent, Sexual Harassment, Healthy Relationships, Love, and Mor – Author: Shafia Zaloom

Consent: The New Rules of Sex Education: Every Teen's Guide to Healthy Sexual Relationships - Author: Jennifer Lang

The Boys' Guide to Growing Up – Author: Phil Wilkinson

The Girls' Guide to Growing Up Paperback – Author: Anita Naik

Speechless – Author: Kate Darbishire

Free to Be Me: An LGBTQ+ Journal of Love, Pride & Finding Your Inner Rainbow – Author: Dom & Ink

This Book Is Gay – Author: Juno Dawson

Proud – A poetry book by a variety of poets

The Girls – Author: Emma Cline

My Brilliant Friend – Author: Elena Ferrante

Little Fires Everywhere – Author: Celeste Ng

Afterlove – Author: Tanya Byrne

Felix Ever After – Author: Kacen Callender

**ONLINE**

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| --- | --- |
| [Childline | Childline](https://www.childline.org.uk/) | Offers a free and confidential counselling service for children and young people via phone, online chat, or email. The website includes advice on a wide range of worries. |
| [Anti-bullying](https://anti-bullyingalliance.org.uk/) | Where to get advice and support about bullying, for parents / careers, young people or schools. |
| [Overview - Sexual Health Clinic - Carlisle - NHS (www.nhs.uk)](https://www.nhs.uk/services/service-directory/sexual-health-clinic-carlisle/N10508910) | The NHS page provides an overview of sexual health services available in Carlisle, including the Sexual Health Clinic. Cumbria Sexual Health services offer confidential advice and support, including testing and treatment for STIs, and free contraception (including emergency options) |
| [Relationships and sex education (RSE) resources for schools | NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources) | NSPCC Learning supports educators with resources, training, and services for delivering Relationships and Sex Education (RSE) that protects young people and promotes their wellbeing |
| [OutREACH Cumbria](http://www.outreachcumbria.org.uk/) | Offers services such as one-to-one sessions, counselling, LGBT awareness training, hate crime reporting, sexual health advice, and transgender support. |
| [Family Lives](https://www.familylives.org.uk/) | Family Lives is a national family support charity offering early intervention and crisis support for parents and families. Offers a 24-hour confidential helpline (Parentline), live chat, email support, peer support, parenting programmes, and workshops—face-to-face, online, or by phone [Charity Register](https://register-of-charities.charitycommission.gov.uk/charity-details/?regId=1077722&subId=0&utm_source=chatgpt.com)[win.wolverhampton.gov.uk](https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/service.page?id=2e7Z-Jj4wXc&utm_source=chatgpt.com)[nhs.uk](https://111.wales.nhs.uk/localservices/viewlocalservice.aspx?id=7883&utm_source=chatgpt.com).. It covers a wide range of topics including bullying, parenting, family dynamics, relationships, and separation. |
| [Home Start](https://www.home-start.org.uk/) | Home-Start is a community-based charity network providing informal, compassionate support to families with young children across the UK |
| [UNICEF](https://www.unicef.org/) | UNICEF (United Nations Children’s Fund), originally founded in 1946, is the UN agency dedicated to providing humanitarian and developmental aid to children worldwide. It operates in over 190+ countries and territories |
| [Happymaps](https://www.happymaps.co.uk/) | An award-winning, healthcare-professional-led charity that offers clear and accessible advice for parents and young people on children's mental health. |
| [Helping your child with bullying (kidscape.org.uk)](https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/helping-your-child-with-bullying/) | It offers practical tools, downloadable guides, and advice to help parents support a child who is experiencing bullying. It includes resources like conversation logs, information toolkits, and tips to communicate effectively with your child’s school. |
| [Making sense of relationships teaching resources | NSPCC Learning](https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships) | A free education resource from NSPCC Learning, created in partnership with the PSHE Association. It provides age-appropriate lesson plans (for ages 10–16, key stages 2–4) to help young people understand healthy vs. unhealthy relationships, consent, online safety, transitioning to secondary school, and more. |
| [Bullying | Parents Guide to Support | YoungMinds](https://www.youngminds.org.uk/parent/a-z-guide/bullying/) | A comprehensive guide on the YoungMinds site that helps parents understand bullying—what it is, warning signs, how to talk to a child about it, strategies to stop it, emotional support, and where to seek help. It also includes mental health support tips and useful helpline contacts. |
| [How can I help my child if they are being bullied? (anti-bullyingalliance.org.uk)](https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents/how-can-i-help-my-child-if-they-are-being#:~:text=%20Your%20key%20role%20is%20listening%2C%20calming%20and,what%20your%20child%20wants%20to%20happen...%20More%20) | An advice page from the Anti-Bullying Alliance, providing guidance for parents on how to support a child facing bullying. It suggests actions like recording incidents, speaking with school staff, and using downloadable guides and toolkits. |
| [Home | sexeducationforum.org.uk](https://www.sexeducationforum.org.uk/) | The homepage of the Sex Education Forum, a UK-based charity that supports and promotes high-quality sex and relationships education (SRE/RSE). It offers guidance, training, policy advice, and resources to help educators implement effective RSE in schools. |
| [Free RSE resources – Brook](https://www.brook.org.uk/resources/) | A collection of free Relationships and Sex Education (RSE) resources offered by Brook, a UK sexual health charity. |
| [Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) | A central information page on GOV.UK presenting legal requirements, policy guidelines, and statutory frameworks for Relationships and Sex Education (RSE) and Health Education in England—detailing what schools must teach and how the curriculum is regulated. |
| [Home - CBBC Newsround](https://www.bbc.co.uk/newsround) | The homepage of CBBC Newsround, a children-focused news service from the BBC—providing news, current events, and informational content tailored for a young audience. |
| [Advice and Support for LGBT people - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/advice-and-support-for-lgbt-people) | A resource page on GOV.UK offering official guidance, legal rights information, and support referrals for LGBT individuals in the UK—covering topics like discrimination, healthcare, and relationships. |
| [LGBTQ young people | Barnardo's (barnardos.org.uk)](https://www.barnardos.org.uk/what-we-do/supporting-young-people/lgbtq) | A section of Barnardo’s (a UK children’s charity) dedicated to supporting LGBTQ young people. It offers advice, support programmes, and advocacy services for LGBTQ youth and their families. |
| [LGBT Foundation - Home](https://lgbt.foundation/?__cf_chl_jschl_tk__=DZKAu5Of46g9PVNzykqj4QTOhtD_bMy2n24TjZtljP8-1636368063-0-gaNycGzNCL0) | The homepage of the LGBT Foundation, a UK charity that provides support, services, training, and resources to LGBTQ individuals—offering health services, peer support, and community wellbeing initiatives. |
| [Childbereavement](https://www.childbereavementuk.org/) | Supports children, young people, parents, and families to rebuild their lives when a child grieves or when a child dies. |
| [Winstons Wish](https://winstonswish.org/) | Winston’s Wish provides free digital bereavement information and support for children and young people across the UK who are grieving the death of someone important to them. |
| [Anna Freud](https://www.annafreud.org/) | A children's charity that provides training, support, and resources for child mental health services. |
| [Scope](https://www.scope.org.uk/) | A UK disability charity that provides emotional support and practical information for parents and families of disabled children, including help finding local support groups. |
| [Papyrus-uk](https://www.papyrus-uk.org/) | A charity dedicated to the prevention of young suicide. |
| [Shout](https://giveusashout.org/get-help/) | A free, confidential, 24/7 text messaging support service for anyone in the UK who is struggling to cope. |