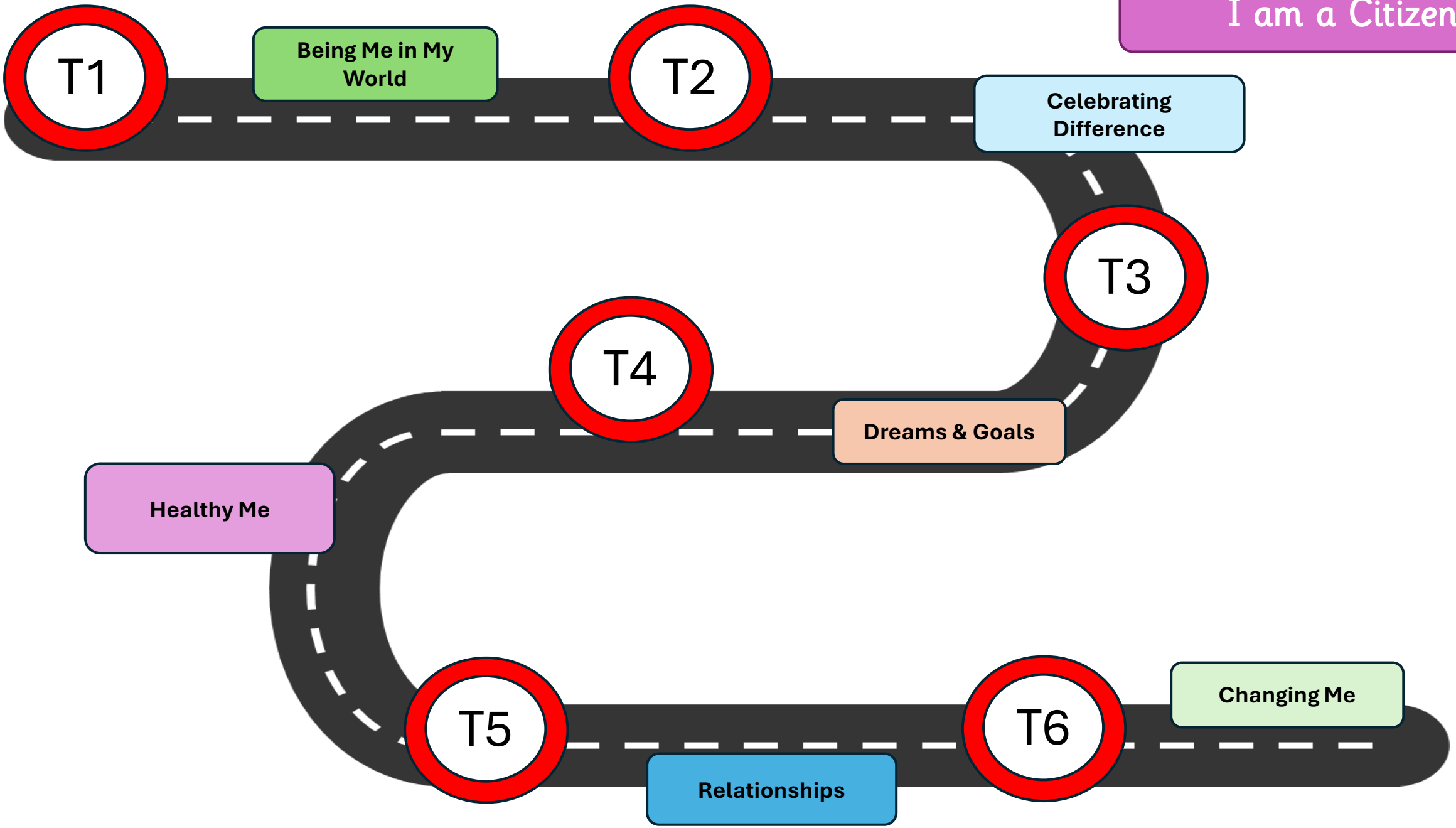
I am a Citizen

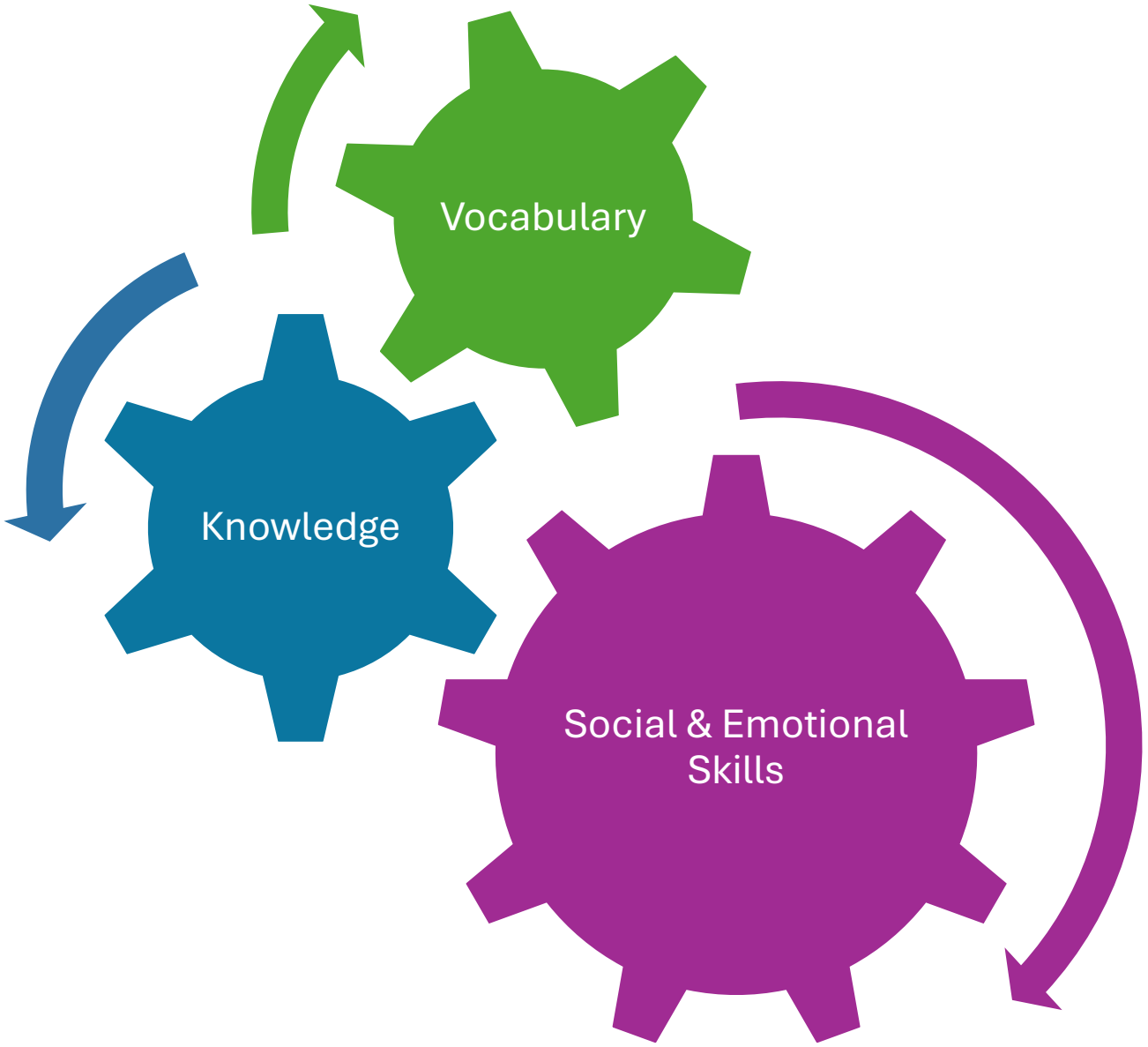
I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.

I am a Citizen



I am a Citizen

Each unit across the school teaches:



Being Me in My World

	Year 3	Year 4	Year 5	Year 6
Overview	In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter.	In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.	In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively. Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others. Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.	In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.

Being Me in My World

	Year 3	Year 4	Year 5	Year 6
Knowledge	• I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	• I know my attitudes and actions make a difference to the class team • I know how to use my Jigsaw Journal • I understand who is in my school community, the roles they play, how I fit in and how I can contribute • I understand how democracy works through the School Council • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how groups come together to make decisions • I understand how democracy and having a voice benefits the school community	• I can face new challenges positively and know how to set personal goals • I know how to use my Jigsaw Journal • I understand my rights and responsibilities as a citizen of my country • I understand my rights and responsibilities as a citizen of my country and as a member of my school • I can make choices about my own behaviour because I understand how rewards and consequences feel • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community and know how to participate in this	• I can identify my goals for this year, understand my fears and worries about the future and know how to express them • I know how to use my Jigsaw Journal • I know that there are universal rights for all children but for many children these rights are not met • I understand that my actions affect other people locally and globally • I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities • I understand how an individual's behaviour can impact on a group • I understand how democracy and having a voice benefits the school community
Social & Emotional Skills	• I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter	• I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I can take on a role in a group and contribute to the overall outcome • I can recognise my contribution to making a Learning Charter for the whole school • I understand how rewards and consequences motivate people's behaviour • I understand why our school community benefits from a Learning Charter and can help others to follow it	• I know what I value most about my school and can identify my hopes for this school year • I can empathise with people in this country whose lives are different to my own • I understand that my actions affect me and others • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and can help others to follow it	• I feel welcome and valued and know how to make others feel the same • I understand my own wants and needs and can compare these with children in different communities • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I can contribute to the group and understand how we can function best as a whole • I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself

Celebrating Differences

	Year 3	Year 4	Year 5	Year 6
Overview	In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings. By the end of the Puzzle, children create a shared Hall of Fame display using kite templates, celebrating difference and positive relationships.	In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another. By the end of the Puzzle, children create a shared Hall of Fame display using photo frames, celebrating individuality and inclusion.	In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying. Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities. By the end of the Puzzle, children will be able to contribute their culture class work to the whole school Hall of Fame display, celebrating diversity and fairness across the world.	In this Puzzle, children explore what “normal” can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect. Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement. At the end of the Puzzle, children’s admiration accolades can contribute to the a shared Hall of Fame display that values diversity, empathy and inclusion.

Celebrating Differences

	Year 3	Year 4	Year 5	Year 6
Knowledge	• I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	• I understand that, sometimes, we make assumptions based on what people look like • I understand what influences me to make assumptions based on how people look • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can identify what is special about me and value the ways in which I am unique • I can tell you a time when my first impression of someone changed when I got to know them	• I understand that cultural differences sometimes cause conflict • I understand what racism is • I understand how rumour-spreading and name-calling can be bullying behaviours • I can explain the difference between direct and indirect types of bullying • I can compare my life with people in the developing world • I can understand a different culture from my own	• I understand there are different perceptions about what normal means • I understand how being different could affect someone's life • I can explain some of the ways in which one person or a group can have power over another • I know some of the reasons why people use bullying behaviours • I can give examples of people with disabilities who lead amazing lives • I can explain ways in which difference can be a source of conflict and a cause for celebration
Social & Emotional Skills	• I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels	• I try to accept people for who they are • I can question why I think what I do about other people • I know how it might feel to be a witness to and a target of bullying • I can problem-solve a bullying situation with others • I like and respect the unique features of my physical appearance • I can explain why it is good to accept people for who they are	• I am aware of my own culture • I am aware of my attitude towards people from different races • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied • I can appreciate the value of happiness regardless of material wealth • I respect my own and other people's cultures	• I can empathise with people who are different • I am aware of my attitude towards people who are different • I know how it can feel to be excluded or treated badly by being different in some way • I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one • I appreciate people for who they are • I can show empathy with people in either situation

Dreams & Goals

	Year 3	Year 4	Year 5	Year 6
Overview	In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem. Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming obstacles, managing frustration and helping others to succeed. By the end of the Puzzle, children will have contributed their garden designs to the shared Garden of Dreams and Goals, celebrating learning, resilience and achievement.	In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed. By the end of the Puzzle, children celebrate shared achievements by sharing their Potato people to the Garden of Dreams and Goals, recognising effort, wellbeing and teamwork.	In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time. Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action. By the end of the Puzzle, children work together to rally support for shared causes and share these ideas, developing motivation, empathy and responsibility within the Garden of Dreams and Goals whole school puzzle outcome.	In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how these affect people's lives. Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world. By the end of the Puzzle, children recognise their own and others' achievements in their shared planning for a school event and share this work in , the shared Garden of Dreams and Goals outcome.

Dreams & Goals

	Year 3	Year 4	Year 5	Year 6
Knowledge	• I can tell you about a person who has faced difficult challenges and achieved success • I can identify a dream / ambition that is important to me • I enjoy facing new challenges. I'm working out the best ways need to achieve them • I am motivated and enthusiastic about achieving a new challenge • I can recognise obstacles which might hinder my achievements and can take steps to overcome them • I can evaluate my own learning process and identify how it can be better next time	• I can tell you about some of my hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt and recognise how resilience and support from others can help • I know how to cope with disappointment and find ways to move forward • I know how to make a new plan and set new goals even if I have been disappointed • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can identify the contributions made by myself and others to the group's achievement	• I understand that I will need money to help me achieve some of my dreams • I recognise that there are different ways that people's spending decisions can affect others and the environment, and that things have different values • I can explore a range of different jobs and think critically about the information I see about them online • I can describe the dreams and goals of young people in a culture different to mine • I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other • I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	• I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal) • I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these • I can identify problems in the world that concern me and talk to other people about them • I can work with other people to help make the world a better place • I can describe some ways in which I can work with other people to help make the world a better place • I know what some people in my class like or admire about me and can accept their praise
Social & Emotional Skills	• I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability) • I can imagine how I will feel when I achieve my dream / ambition • I can break down a goal into a number of steps and know how others could help me to achieve it • I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge • I can manage the feelings of frustration that may arise when obstacles occur • I am confident in sharing my success with others and can store my feelings in my internal treasure chest	• I know how it feels to have hopes and dreams • I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me • I can respect myself and notice how coping builds my self-esteem and resilience • I know what it means to be resilient and to have a positive attitude • I can enjoy being part of a group challenge • I know how to share in the success of a group and how to store this success experience in my internal treasure chest	• I can identify what I would like my life to be like when I am grown up • I recognise that people have different attitudes towards saving and spending money, and towards risk • I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow • I can reflect on how these relate to my own • I appreciate the similarities and differences in aspirations between myself and young people in a different culture • I understand why I am motivated to make a positive contribution to supporting others	• I understand why it is important to stretch the boundaries of my current learning • I can set success criteria so that I will know whether I have reached my goal • I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations • I can empathise with people who are suffering or who are living in difficult situations • I can identify why I am motivated to do this • I can give praise and compliments to other people when I recognise their contributions and achievements

Healthy Me

	Year 3	Year 4	Year 5	Year 6
Overview	In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel. Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this . They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others. By the end of the Puzzle, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book.	In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations. By the end of the Puzzle, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships.	In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help. Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle. By the end of the Puzzle, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.	In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure. By the end of the Puzzle, children create a Healthy Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience

Healthy Me

	Year 3	Year 4	Year 5	Year 6
Knowledge	• I understand how exercise affects my body and know why my heart and lungs are such important organs • I know that the amount of calories, fat and sugar I put into my body will affect my health • I can tell you my knowledge and attitude towards drugs • I can identify things, people and places that I need to keep safe from • I know some strategies for keeping myself safe, who to go to for help and how to call emergency services • I can identify when something feels safe or unsafe • I understand how complex my body is and how important it is to take care of it	• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I understand how peer influence can lead to unsafe choices, including fire risks and risky behaviour, and know how to reduce risks and ask for help • I know some facts about the effects of smoking and vaping on health, and why some people might start to smoke or vape • I understand the facts about alcohol and its effects on health, particularly the liver, and some of the reasons some people drink alcohol • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I know myself well enough to have a clear picture of what I believe is right and wrong	• I know there are health risks with smoking and vaping and can tell you some of the ways that tobacco and nicotine are harmful to the body • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations • I understand how the media, social media and celebrity culture promotes certain body types • I can describe the different attitudes people have to food and how these can be affected by external influences • I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	• I can take responsibility for my health and make choices that benefit my health and well-being • I know about different types of drugs and their uses and their effects on the body particularly the liver and heart • I understand that some people can be exploited and made to do things that are against the law • I know why some people join gangs and the risks this involves • I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness • I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse
Social & Emotional Skills	• I can set myself a fitness challenge • I know what it feels like to make a healthy choice • I can identify how I feel towards drugs • I can express how being anxious or scared feels • I can take responsibility for keeping myself and others safe • I respect my body and appreciate what it does for me	• I can identify the feelings I have about my friends and my different friendship groups • I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe • I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others • I can identify feelings of anxiety and fear associated with peer pressure • I can tap into my inner strength and know how to be assertive	• I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure • I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure • I know how to keep myself calm in emergencies • I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am • I respect and value my body • I am motivated to keep myself healthy and happy	• I am motivated to care for my physical and emotional health • I am motivated to find ways to be happy and cope with life's situations without using drugs • I can suggest ways that someone who is being exploited can help themselves • I can suggest strategies someone could use to avoid being pressurised • I know how to help myself feel emotionally healthy and can recognise when I need help with this • I use different strategies to manage stress and pressure

Relationships

	Year 3	Year 4	Year 5	Year 6
Overview	In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected. By the end of the Puzzle, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups.	In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change. Across the six Pieces, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured. By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection.	In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities. Across the six Pieces, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried. By the end of the Puzzle, children create an Internet Safety poster, showing how to stay happy, safe and respectful when using technology in relationships.	In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies for managing strong emotions. Across the six Pieces, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure. By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships.

Relationships

	Year 3	Year 4	Year 5	Year 6
Knowledge	• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener • I know and can use some strategies for keeping myself safe online • I understand how people around the world help and influence my life and that media doesn't always show complete information • I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes • I know how to express my appreciation to my friends and family	• I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me	• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing an online game • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends • I understand I have rights about my personal data	• I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful to me • I can use technology positively and safely to communicate with my friends and family
Social & Emotional Skills	• I can describe how taking some responsibility in my family makes me feel • I know how to negotiate in conflict situations to try to find a win-win solution • I know who to ask for help if I am worried or concerned about anything online • I can appreciate different cultures, and question stereotypes I might see in photos or information • I can empathise with children whose lives are different to mine and know who I can talk to when I need help • I enjoy being part of a family and friendship groups	• I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens • I know how most people feel when they lose someone or something they love • I understand that we can remember people even if we no longer see them • I know how to stand up for myself and how to negotiate and compromise • I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend • I can love and be loved	• I know to keep building my own self-esteem • I can recognise when an online community feels unsafe or uncomfortable • I can recognise when an online community is helpful or unhelpful to me • I can recognise when an online game is becoming unhelpful or unsafe • I can identify things I can do to reduce screen time, so my health isn't affected • I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable	• I can understand that people can get problems with their mental health and that it is nothing to be ashamed of • I can help myself and others when worried about a mental health problem • I can recognise when I am feeling those emotions and have strategies to manage them • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can resist pressure to do something online that might hurt myself or others • I can take responsibility for my own safety and well-being

Changing Me

	Year 3	Year 4	Year 5	Year 6
Overview	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them. By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes a non- statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth. By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.

Changing Me

	Year 3	Year 4	Year 5	Year 6
Knowledge	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up • I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class	• I understand that lots of things make up a person's identity and this is what makes them unique • I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class	• I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally • I can describe how boys' and girls' bodies change during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities • I can identify what I am looking forward to when I move to my next class	• I am aware of my own self-image and how my body image fits into that • I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to when I move to my next class
Social & Emotional Skills	• I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this	• I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this	• I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this	• I know how to develop my own self esteem • I can express how I feel about the changes that will happen to me during puberty • I can recognise how I feel when I reflect on the development and birth of a baby • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I know how to prepare myself emotionally for the changes next year • Alternative Piece 4a: Adolescent Friendships • Knowledge: I know myself well enough to maintain positive relationships with others whilst still keeping my own identity • Social and Emotional: I can be assertive when appropriate

No Outsiders Curriculum

NO OUT SIDERS

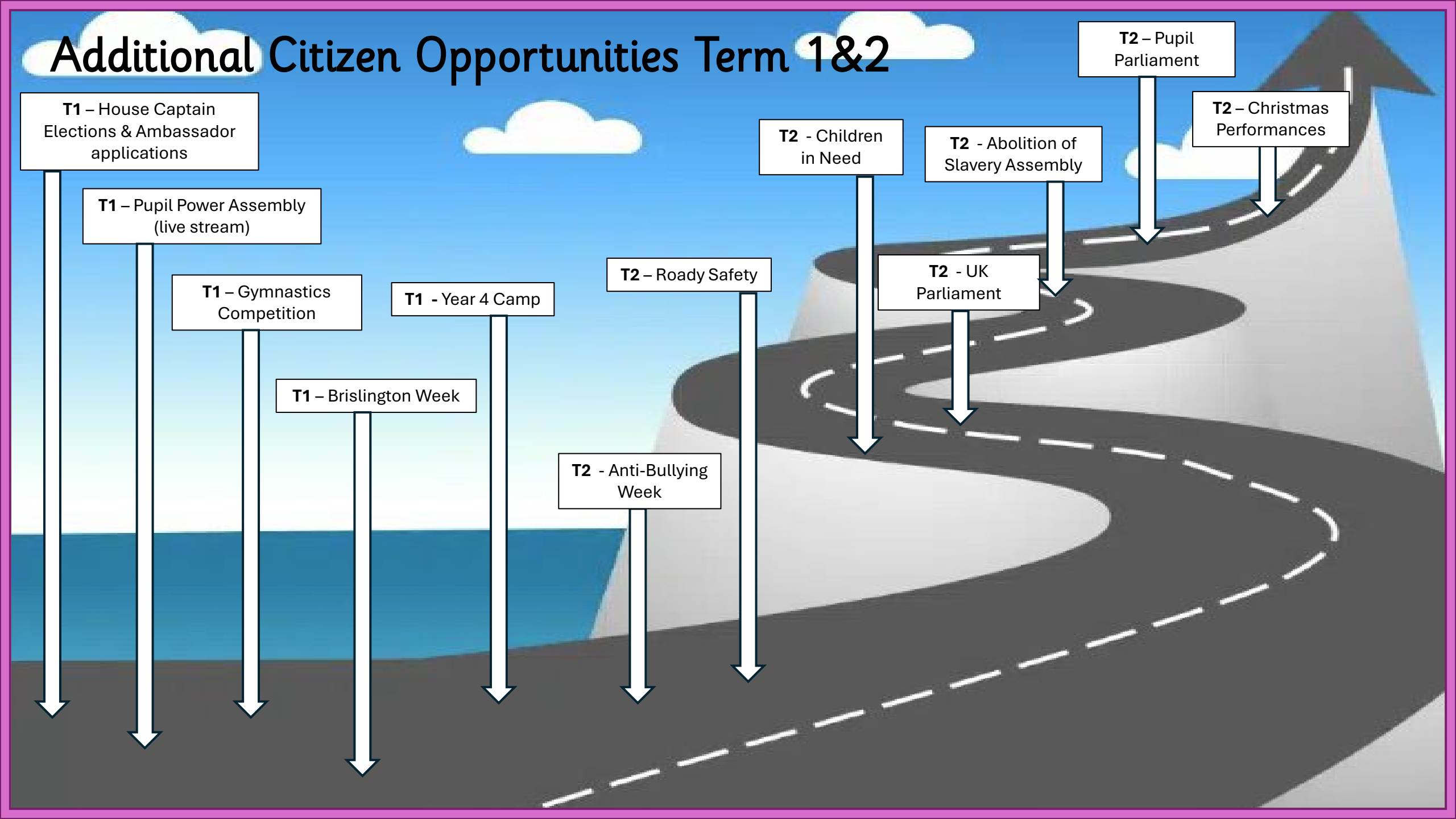
'All different, All welcome'

No Outsiders enhances our PSHE curriculum by promoting the belief that everyone is different and everyone belongs. Through carefully chosen picture books and meaningful discussion, pupils develop respect, empathy and an understanding of diversity, equality and inclusion. The programme supports the teaching of the Equality Act 2010 and helps children understand fairness, discrimination, rights and responsibilities in an age-appropriate way. It also strengthens personal development by fostering positive relationships, self-awareness, resilience, wellbeing and a sense of community. As a whole-school approach, No Outsiders reinforces British Values and SMSC education, helping pupils celebrate difference, challenge discrimination and prepare for life in a diverse modern society, while providing a clear and progressive framework for learning from Year 3 to Year 6.

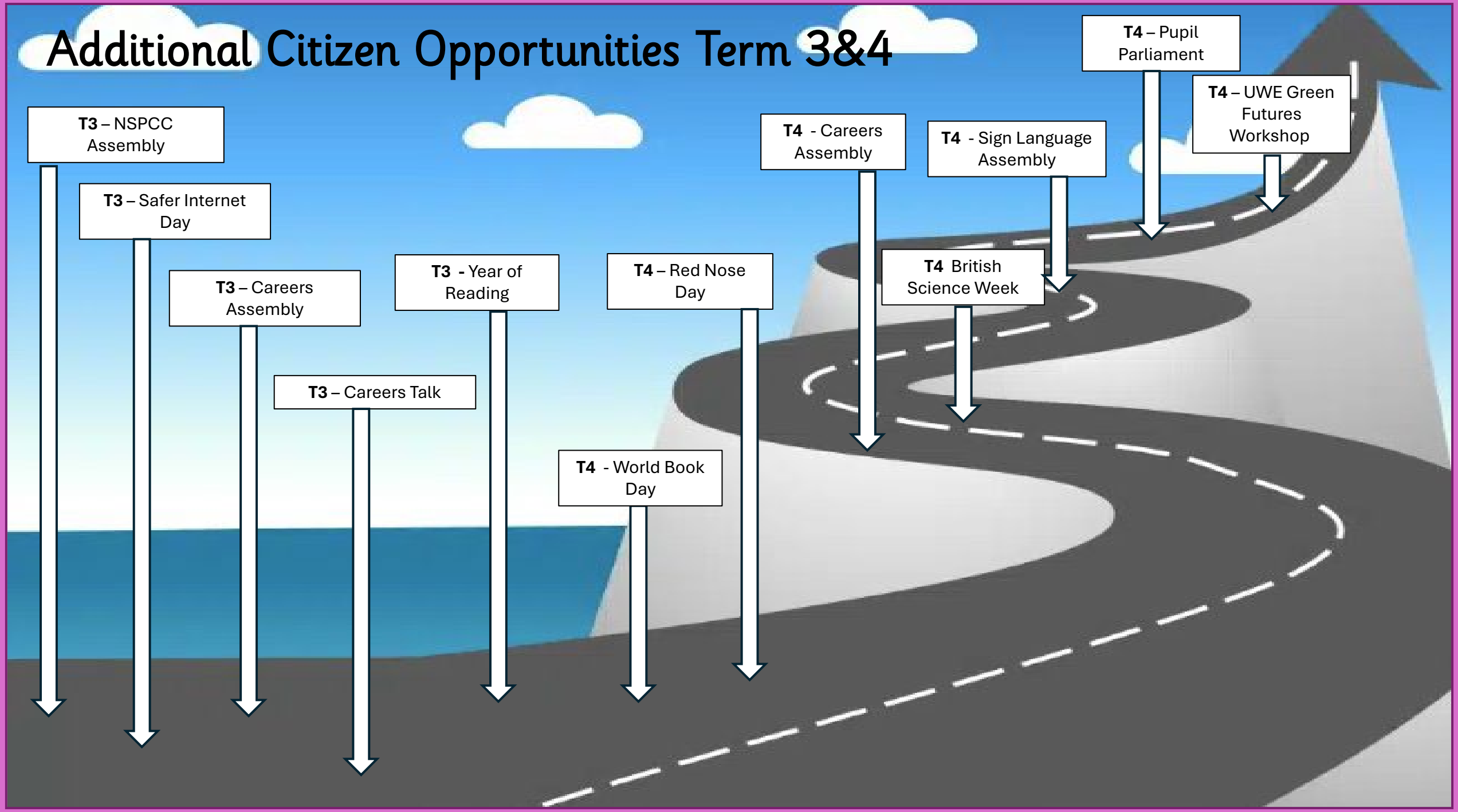
No Outsiders Book List

	Book	Theme
Year 3	**This is our house** – Michael Rosen **We're all wonders** – RJ Palacio **The truth about old people** – Elina Ellis **I am Nefertiti** – Annemarie Anang & Natelle Quek **Shu Lin's Grandpa** – Matt Goodfellow & Yu Rong **Aalfred & Aalbert** – Morag Hood	To understand what discrimination means To understand what a bystander is To recognise a stereotype To show respect To show welcoming behaviour To find common ground
Year 4	**Red: a crayon's story** – Michael Hall **When sadness comes to call** – Eva Eland **Julian is a mermaid** – Jessica Love **My beautiful voice** – Joseph Coelho & Alison Colpoys **Remixed**- Arree Chung **My brother George** – Kelly & Zoey Allen	To help someone be who they are To look after my mental health To be proud of who I am To speak up To understand how families change To consider how my language affects others
Year 5	**The girls** – Lauren Ace & Jenny Lovlie **The boys** - Lauren Ace & Jenny Lovlie **And Tango makes three** – Justin Richards & Peter Parnell **To the other side** – Erika Meza **Mixed** – Arree Chung **Milo imagines the world** – Matt de la Peria & Christian Robinson	To explore friendship To check in with people To exchange dialogue & express opinion To make others feel welcome To consider responses to racist behaviour To try not to judge by appearance
Year 6	**The island** – Armin Greder **Introducing Teddy** – Jessica Walton **The proudest blue** – Ibtihaj Muhammed & S.K. Ali **You need to chill!** – Juno Dawson **You're so amazing!** – James & Lucy Catchpole **Saving the butterfly** – Helen Cooper & Gill Smith **A day in the life of Marlon Bundo** – Marlon Bundo & Jill Twiss	To consider causes of racism To show acceptance & non-judgement To consider how new experiences affect us To consider responses to change To consider attitudes towards disability To consider how experiences shape us To consider how democracy works

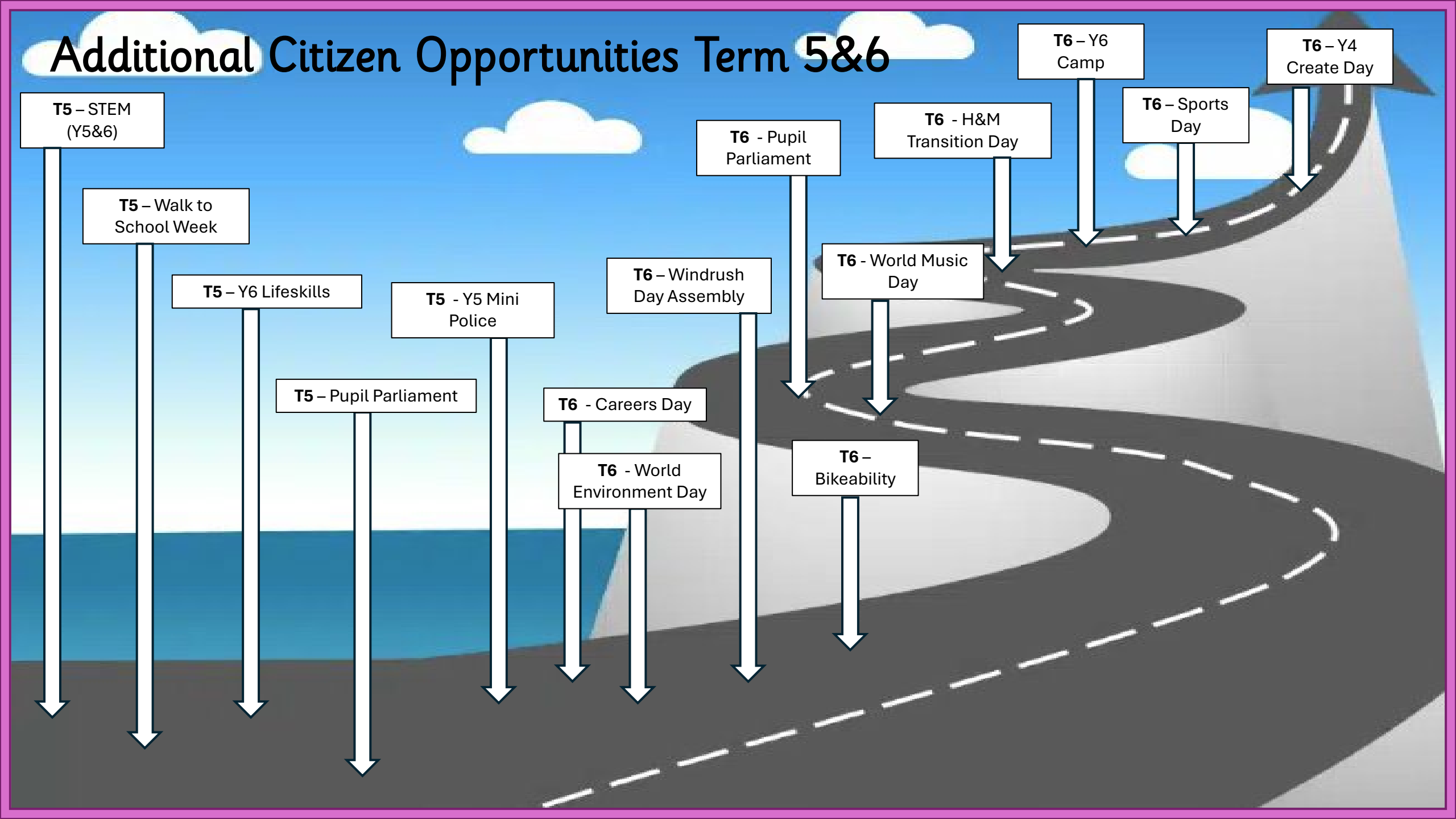
Additional Citizen Opportunities Term 1&2



Additional Citizen Opportunities Term 3&4



Additional Citizen Opportunities Term 5&6



Careers Development

- *Teach the curriculum through states of being – I am a Historian, I am a Scientist, etc.*
- *PSHE curriculum – Dreams & Goals*
- *Specific assemblies about careers throughout the year*
- *Reference to careers in other assemblies*
- *Working with UWE Green Future Project*
- *Careers Day using families & local businesses*
- *Year 6 Careers talk*
- *Year 5 working with Science Creates*
- *My Money Week – skills*
- *Ambassador opportunities – skills*
- *CLF Pupil Parliament*