



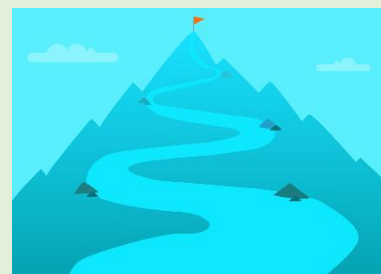
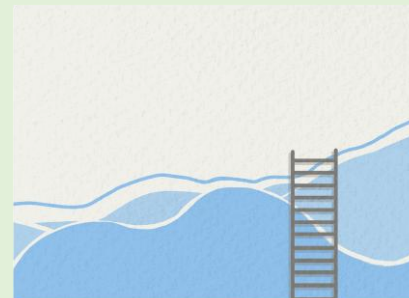
Subject at Maple Key Stage 1

At Maple we follow the JIGSAW Scheme of work, which adopts a mindful approach to PSHE. It is a whole school approach, using a planned programme to help children acquire knowledge, understanding and skills to successfully manage their lives now and in the future. The scheme includes all the statutory requirements for Relationships and Health Education and Sex Education. We want our children to be well rounded individuals who are able to lead fore filling lives, confident in their own place in our ever changing world. We believe this scheme help us achieve this aim.

Enrichment Activities

Assemblies Special Events Week
Visitors to the school

Click on the Year group below for topic overviews





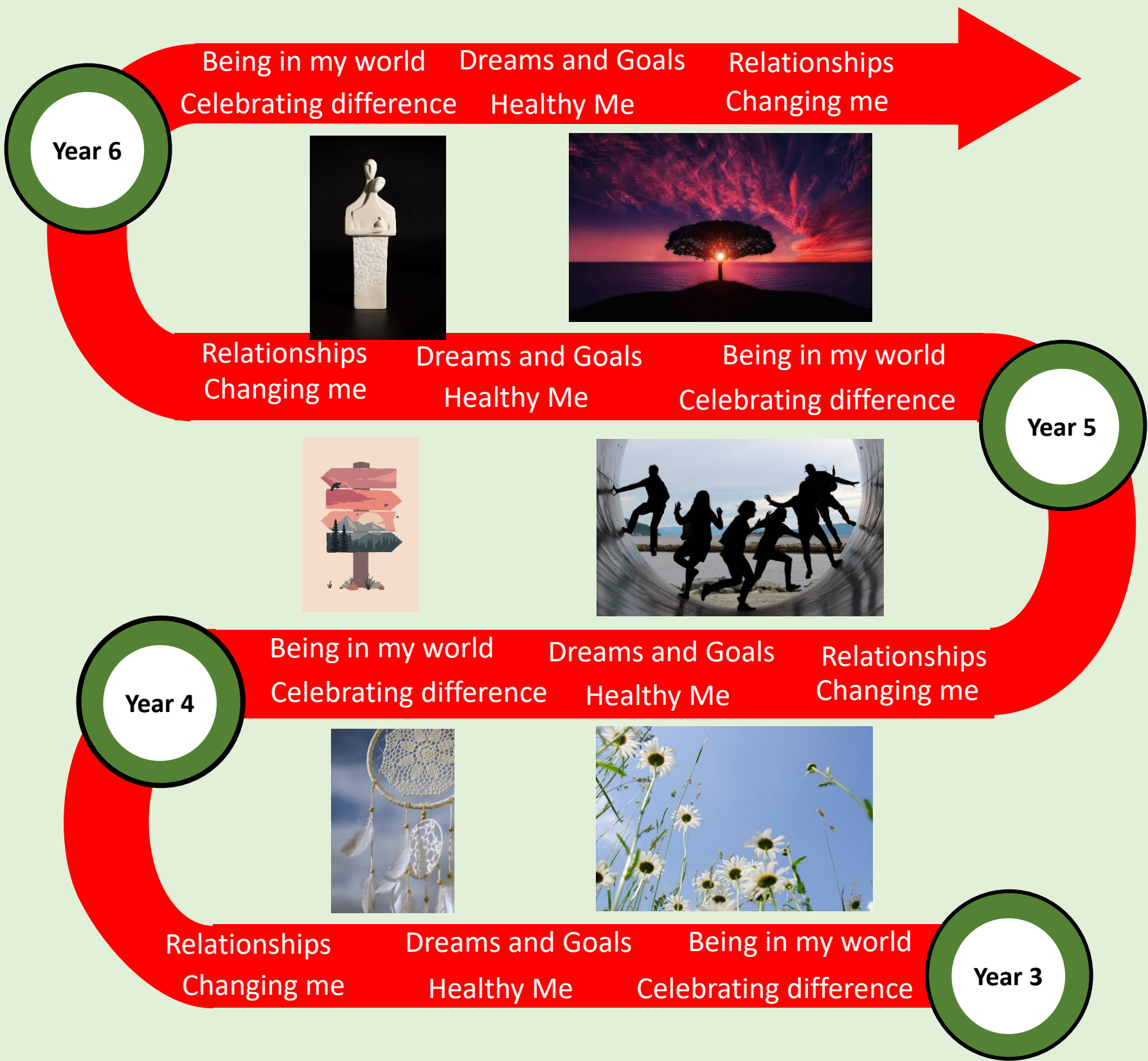
Subject at Maple Key Stage 2

At Maple we follow the JIGSAW Scheme of work, which adopts a mindful approach to PSHE. It is a whole school approach, using a planned programme to help children acquire knowledge, understanding and skills to successfully manage their lives now and in the future. The scheme includes all the statutory requirements for Relationships and Health Education and Sex Education. We want our children to be well rounded individuals who are able to lead fore filling lives, confident in their own place in our ever changing world. We believe this scheme help us achieve this aim.

Enrichment Activities

Assemblies Visitors to the school Year 6 Business Launch Special Events Week

Click on the Year group below for topic overviews



Being in my world
Concept: Who I am and how do I fit in?
Prior Learning • How we are similar and different • Different feelings • Why it is good to be kind • Using gentle hands • Our right to play and learn
Skills and Knowledge Understand they have a right to learn and play, safely and happily Understand that some people are different from themselves Know that hands can be used kindly and unkindly Identify feelings associated with belonging Develop skills to play co-operatively with others Be able to consider others’ feelings
Vocabulary Friend Happy Excited Kind Angry Gentle Feeling Nervous Sharing Gentle Take turns

Celebrating Difference
Concept: What makes me, me? What makes you, you?
Prior Learning How being different makes us all special • How I am similar yet different to others • How to be a kind friend • What to do if someone is unkind to me
Skills and Knowledge Know what being unique means Know the names of some emotions such as happy, sad, frightened, angry and recognize when they or someone else is upset, angry or frightened Know some qualities of a positive friendship Know that they don’t have to be ‘the same as’ to be a friend Identify and use skills to make a friend Recognise some ways they can be different and the same as others Identify and use skills to stand up for themselves
Vocabulary Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, Unique

Dreams and Goals
Concept: How can I achieve my dreams and goals?
Prior Learning How to keep trying when something is difficult • How to set and work towards a goal • How I can be kind to others • The jobs I might like to do when I am older
Skills and Knowledge Know what a challenge is Know that it is important to keep trying Know what a goal is Understand that challenges can be difficult To understand resilience Recognise some of the feelings linked to perseverance Know how kind words can encourage people
Vocabulary Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud

PHSE Learning Journey Year Reception	
	
Healthy Me	
Concept: How can I make a healthy choice?	
Prior Learning Exercise and why it is good for us • Movement and rest • Healthy and not so healthy foods • Why sleep is good for our health • The importance of hand washing • Who my safe adults are • How to stay safe	
Skills and Knowledge Know what the word ‘healthy’ means Know some things that they need to do to keep healthy Know the names for some parts of their body Know when and how to wash their hands properly Know how to say no to strangers Can explain what they need to do to stay healthy Recognise how exercise makes them feel Can give examples of healthy food Can explain what to do if a stranger approaches them	
Vocabulary Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	

Relationships	
Concept: How can I build positive, healthy relationships?	
Prior Learning • Why my family are special to me • How to make friends • What I like about my friends • What to do if someone is unkind to me • How to use Calm Me time to manage my feelings	
Skills and Knowledge Understand some of the characteristics of healthy and safe friendships Know that friends sometimes fall out and know ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know what a family is. Can suggest ways to make a friend or help someone who is lonely. Can recognize when they feel angry	
Vocabulary Family, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	

Changing Me	
Concept: How do we change as we grow?	
Prior Learning The different names for parts of my body • Respecting my body • Healthier food choices • Growing up • How I change as I get older • Going to school	
Skills and Knowledge Know the names and functions of some parts of the body Know that we grow from baby to adult Know who to talk to if they are feeling worried Can say how they feel about changing class/ growing up Can identify how they have changed from a baby	
Vocabulary Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	

Being in my world
Concept: Who am I and how do I fit in?
Prior Learning How we are similar and different • Different feelings and how to manage them • Why it is good to be kind • Using gentle hands • Our right to play and learn • What being responsible means.
Skills and Knowledge Understand their own rights and responsibilities within their classroom Understand that they have choices and that their choices have consequences Know that their views are important Understand that they are safe in their class and identifying helpful behaviours to make the class a safe place
Vocabulary Safe, Special, Calm, Belonging, Rewards, Proud, Consequences, Upset, Disappointed.

Celebrating Difference
Concept: Why do we like to belong?
Prior Learning How being different makes us all special • How they are similar yet different to others • How to be a kind friend • What to do if someone is unkind to them
Skills and Knowledge 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 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
Vocabulary Similarity, Difference, Bullying, Deliberate, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique

Dreams and Goals
Concept: How can I overcome obstacles when working towards a goal?
Prior Learning Know how to set simple goals • How to use stepping stones to reach a goal • How to work well with others • Different ways to tackle a challenge • Obstacles and how to overcome them.
Skills and Knowledge Know how to set simple goals and how to achieve them 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 Recognise things that they do well Explain how they learn best Recognise their own feelings when faced with a challenge/obstacle and how they feel when they overcome difficulties.
Vocabulary Proud, success, stepping-stones, process, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.



Healthy Me

Concept: How do my choices affect my health?

Prior Learning

Understand why exercise is good for us Understand healthy and not so healthy foods • Know why sleep is good for our health • Understand the importance of hand washing • Know who our safe adults are and how to stay safe

Skills and Knowledge

Know the difference between being healthy and unhealthy and how to make healthy lifestyle choices Recognise how being healthy helps them to feel happy Know that all household products, including medicines, can be harmful if not used properly Know how to keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help

Vocabulary Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Hygienic, Safe Medicines, Safety, Green Cross Code

Relationships

Concept: How can I build positive, healthy relationships?

Prior Learning

Understand about families How it feels to be a friend and make a friend • What to do if we feel lonely • How to solve problems and stay friends • The impact of unkind words • How to be a good friend

Skills and Knowledge

Know that everyone’s family is different Understand that families are founded on belonging, love and care Know how it feels to be part of a family 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 Can express 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

Vocabulary Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Helpful, Community, Confidence, Praise, Relationships, Special, Appreciate

Changing Me

Concept: How can I cope positively with change?

Prior Learning

Know the different names for parts of the body Making healthier food choices • Changes we might face • How we change as we get older • How to talk about our worries/fears • How to talk about the things we are looking forward to

Skills and Knowledge

Know the names of male and female private body parts Understand 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 Understand and accept that change is a natural part of getting older Can express some things that have changed and some things that have stayed the same since being a baby (including the body)

Vocabulary Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping



Being in my world

Concept: Who am I and how do I fit in?

Prior Learning

Understand the rights and responsibilities as a member of the class • Know our views are valued and can contribute our school • The choices that we make and their consequences • Our rights and responsibilities within our Learning Charter

Skills and Knowledge

Understand the rights and responsibilities of class members Know about rewards and consequences and that these are linked to our choices Know that it is important to listen to other people Understand that their own views are valuable Understand how to make their class a safe and fair place Show good listening skills Be able to work co-operatively

Vocabulary

Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-solving

Celebrating difference

Concept: Why do we like to belong?

Prior Learning

Understand about similarities and differences between each other in the class • Understand about bullying and how it might feel to be bullied • Who to talk too if they need help • Strategies to make friends

Skills and Knowledge

Know the difference between a one-off incident and bullying Know that sometimes people get bullied because of differences Know that friends can be different but still friends 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

Vocabulary Similarities, Assumptions, Stereotypes, Special, Differences, Bully, Unkind, Stand up for, Diversity, Fairness, Kindness, Unique, Value

Dreams and Goals

Concept: How can I overcome obstacles when working towards a goal?

Prior Learning

Know how to set simple goals and how to use stepping stones to reach a goal • How to work well with others • Use different ways to tackle a challenge or obstacles and explain how they overcome them

Skills and Knowledge

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 well together looks like and why 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

Vocabulary Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.

PSHE Learning Journey Year 2	
	
Healthy Me	
Concept: How do my choices affect my health?	
Prior Learning Know the differences between healthy and unhealthy choices and how to make healthy choices • Know why it is important to keep clean discussing germs, disease and illness • Know how to use medicines safely • Crossing the road safely	
Skills and Knowledge Know what their body needs to stay healthy and know what relaxed means Understand why healthy snacks are good for their bodies and Know which foods given their bodies energy Feel positive about caring for their bodies and keeping it healthy whilst having a healthy relationship with food	
Vocabulary Healthy choices, Lifestyle, Motivation, Relax, Tense, Calm, Dangerous, Medicines, Balanced diet, Portion, Proportion, Energy, Nutritious	

Relationships	
Concept: How can I build positive, healthy relationships?	
Prior Learning Understand there are different types of families • Know what it means to be a good friend • Know appropriate ways to greet friends Know who to ask for help from within the school community • Can express who is special to us	
Skills and Knowledge Know that there are lots of forms of physical contact within a family Know how to say ‘stop’ if someone is hurting them and can recognise and talk about the types of physical contact that is acceptable or unacceptable Know there are good secrets and worry secrets and why it is important to share worry secrets Can identify the negative feelings associated with keeping a worry secret Know what trust is and can identify who they trust in their own relationships	
Vocabulary Similarities, Special, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Secret, Surprise, Good secret, Worry secret, Telling, Trust, Frightened, Trustworthy, Honesty, Reliability, Compliments, Celebrate	

Changing Me	
Concept: How can I cope positively with change?	
Prior Learning Know the life cycle of animals and humans •Understand how we change as we get older and the things about us that stay the same • Know the parts of the body that make boys and girls different	
Skills and Knowledge 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 there are different types of touch and that some are acceptable and some are unacceptable 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	
Vocabulary Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous	

Being in my world
Concept: What are the choices and consequences and why do we need them?
Prior Learning How to identify hopes and fears for the future • How our views are valued • The choices that they make and how they impact the reward and consequences Understand rights and responsibilities
Skills and Knowledge Know that the school has a shared set of values Understand why rules are needed and how these relate to choices and consequences Know that actions can affect others’ feelings Understand that others may hold different views but we must still make other people feel valued Develop compassion and empathy for others Be able to work collaboratively
Vocabulary Valued, Achievements, Personal Goal, Acknowledge, Emotions, Feelings, Solutions, Support, Behaviour, Fairness, Team Work, View Point, Belonging

Celebrating difference
Concept: Why do we like to belong?
Prior Learning Understand why we should not make assumptions (stereotypes) and that assumptions people sometimes make about boys and girls are not correct • Understand why bullying happens Be able to express the difference between right and wrong • Know how to look after themselves
Skills and Knowledge 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 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
Vocabulary Loving, Caring, Safe, Conflict, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,

Dreams and Goals
Concept: How can I overcome obstacles when working towards a goal?
Prior Learning How to set a realistic goal • How to persevere when a task is difficult • Who we work well with • How to work well in a team • How to share successes with other people
Skills and Knowledge 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 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
Vocabulary Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Co-operation, Strengths, Motivated, Efficient, Responsible, Frustration, ‘Solve It Together’ Technique, Solutions, Evaluate

Healthy Me

Concept: How do my choices affect my health?

Prior Learning
What a body needs to be healthy • Different ways to be relaxed • Medicines and how they work • How to use medicine safely • Healthy foods and the different food groups • Which foods give a body energy

Skills and Knowledge
Know how exercise affects their bodies 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 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

Vocabulary
Calories, Heartbeat, Heart, Fitness, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Complex, Appreciate, Body, Choice

Relationships

Concept: How can I build positive, healthy relationships?

Prior Learning
Family and relationships with them • Different forms of physical contact • Acceptable and unacceptable physical contact • Things that may cause conflict with friends • Secrets and when it may or may not be good to keep a secret • People who can help us at school, at home and in the community

Skills and Knowledge
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 how to access help if they are concerned about anything on social media or the internet Can identify their own wants and needs and how these may be similar or different from other children in school and the global community

Vocabular
Unisex, Stereotype, Career, Responsibilities, Respect, Differences, Similarities, Conflict, Solution, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Global, Communication, Fair trade, Inequality, Exploitation, Rights, Needs

Changing Me

Concept: How can I cope positively with change?

Prior Learning
Life cycles in nature • Growing from young to old • How our bodies changes • The physical differences between boys and girls • Why some parts of our bodies are private • Different types of touch and which ones we like and dislike • The things we are looking forward to

Skills and Knowledge
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 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

Vocabulary
Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge

PSHE Learning Journey Year 4	
Being in my world	
Concept: What are the choices and consequences and why do we need them?	
Prior Learning The rights and responsibilities as a member of the class • How our views are valued and contribute our school Learning Charter • The choices that are made and their consequences • Rights and responsibilities	
Skills and Knowledge 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 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 their emotions	
Vocabulary Included, Excluded, Role, School Community, Democracy, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	

Celebrating difference
Concept: Why do we like to belong?
Prior Learning How all families are different • The differences in families in the class • What to do if you witness bullying • Words that can cause harm to others • How words might affect someone’s feelings
Skills and Knowledge 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 Be comfortable with the way they look Try to accept people for who they are Be non-judgemental about others who are different
Vocabulary Character, Judgement, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression

Dreams and Goals
Concept: How can I overcome obstacles when working towards a goal?
Prior Learning The challenges that some people face • Why having dreams and ambitions is important • How to face new challenges • How to overcome obstacles • How we can improve our learning process for the future
Skills and Knowledge 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 successfulgroup Know how to share in the success of a group Know that hopes and dreams don’t always come true Have a positive attitude Can identify the feeling of disappointment Be able to cope with disappointment Can identify what resilience is
Vocabulary Determination, Resilience, Positive attitude, Disappointment, Fears, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment

PSHE Learning Journey Year 4	
Healthy Me	
Concept: How do my choices affect my health?	
Prior Learning How exercise affects our bodies • Why our lungs and heart are important organs • Calories, fat and sugar and how they can affect our health • Drugs, including medicine • How to keep safe • How to call emergency services	
Skills and Knowledge 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 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	
Vocabulary Friendship, Emotions, Relationships, Value, Leader, Follower, Assertive, Agree, Disagree, Pressure, Peers, Guilt, Advice, Alcohol, Anxiety, Fear, Assertive, Opinion	

Relationships
Concept: How can I build positive, healthy relationships?
Prior Learning The roles and responsibilities of each member of our family • The skills of friendship • Different strategies for keeping safe online • How the actions and work of people around the world help and influence our lives • How our needs and rights are shared by children around the world • How to express appreciation to family and friends
Skills and Knowledge 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 Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can suggest ways to manage relationship changes including how to negotiate
Vocabulary Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Denial, Guilt, Sadness, Pain, Despair, Hope, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.

Changing Me
Concept: How can I cope positively with change?
Prior Learning The changes that happen from birth (animals and humans) • How babies grow and what they need • How boys’ and girls’ bodies change on the outside and inside as we grow • Why change is necessary as we grow older • Family stereotypes • The things we are looking forward to
Skills and Knowledge 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 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
Vocabulary Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance



Being in my world

Concept: How does my world compare to other children’s worlds?

Prior Learning

How attitudes and actions make a difference to others • How we fit into the school community • What democracy in school means and how to make the school a happy place • How to work well with others • What it means to empathise with others

Skills and Knowledge

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 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

Vocabulary

Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective

Celebrating difference

Concept: Why do we like to belong?

Prior Learning

Assumptions that people make and why • How you could become influenced to make an assumption • What to do if we think someone is being bullied • Being a witness to bullying and the impact of this • How we are all special and unique

Skills and Knowledge

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 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

Vocabulary

Culture, Conflict, Similarity, Belong, Racism, Colour, Race, Discrimination, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Celebration

Dreams and Goals

Concept: How can I overcome obstacles when working towards a goal?

Prior Learning

What our hopes and dreams are • How to manage feelings of disappointment • How it might help to think positively and reflect on our experiences • How to change and make new plans • How to take small steps to achieve our goals

Skills and Knowledge

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 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

Vocabulary

Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Communication, Support, Team Work, Co-operation



Healthy Me

Concept: How do my choices affect my health?

Prior Learning

Different friendship groups • Roles within groups such as leaders and followers • Facts about smoking and its effects on health • Facts about alcohol and its effects on health • Why some people choose to smoke or drink alcohol • Peer pressure and how to resist when we want to

Skills and Knowledge

Know basic emergency procedures, including the recovery position 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 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

Vocabulary

Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Influence, Procedure, Body image, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Motivation

Relationships

Concept: How can I build positive, healthy relationships?

Prior Learning

Jealousy in relationships • Identifying and expressing why someone is special • Feelings about people that we no longer see • How friendships can change • How to make new friends • Managing fall outs with friends • Boyfriend and girlfriend relationships

Skills and Knowledge

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 Can identify when an online community/social media group feels risky, uncomfortable, or unsafe Can say how to report unsafe online/social network activity Can identify when an online game is safe or unsafe Can suggest strategies for managing unhelpful pressures online or in social networks

Vocabulary 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, SMART rules

Changing Me

Concept: How can I cope positively with change?

Prior Learning

Personal characteristics and how some may have come from our birth parents • Internal and external parts of male and female bodies • How babies are made • The responsibilities of parenthood • Puberty and menstruation • The circle of change and changes we can have some control over • Changes that are outside of our control and strategies we can use to cope with these

Skills and Knowledge

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 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

Vocabulary Body image, Self-image, 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,

PSHE Learning Journey Year 6	
	
Being in my world	
Concept: How does my world compare to other children’s worlds?	
Prior Learning How to face challenges positively • What it means to have rights and responsibilities • How everyone has the right to learn • The affect that choices can have upon rewards and consequences • How to work well with others • The positive benefits to democracy and having a voice	
Skills and Knowledge 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 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	
Vocabulary Maslow, Community, Education, Wants, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision	
Celebrating difference	
Concept: Why do we like to belong?	
Prior Learning Cultural differences • What racism is • Different types of bullying behaviours • The lives of people in other countries • Our cultures	
Skills and Knowledge 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 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	
Vocabulary Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights	
Dreams and Goals	
Concept: How can I overcome obstacles when working towards a goal?	
Prior Learning Money and why we might need it to help achieve a dream • A range of jobs and what a salary is • What motivates us • The dreams and goals of people in a culture different to our • Different ways to support and encourage other people	
Skills and Knowledge 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 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	
Vocabulary Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition	



Healthy Me

Concept: How do my choices affect my health?

Prior Learning

The health risks of smoking • The health risks of misusing alcohol • How to practice basic emergency aid procedures (including recovery position) • How to get help in an emergency • How body image may be influenced by media • The different roles food can play in people’s lives

Skills and Knowledge

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 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 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

Vocabulary

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

Relationships

Concept: How can I build positive, healthy relationships?

Prior Learning

Characteristics and personal qualities • Positive and negative consequences of online communities • Rights and responsibilities in online communities or social networks • Screen time and how to stay safe when using technology

Skills and Knowledge

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 Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being

Vocabulary

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

Changing Me

Concept: How can I cope positively with change?

Prior Learning

Self-image and body image • Puberty for boys • Puberty for girls • The importance of looking after yourself physically and emotionally • Sexual intercourse, conception and IVF • Becoming a teenager

Skills and Knowledge

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 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 anything they don’t want to

Vocabulary

Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement



Useful websites

Jigsaw Snapshot overview map for Parents and Carers (England and Scotland) 2026

<https://jigsawlivesitcmsuk.blob.core.windows.net/umbraco-media/vlepknpa/pshe-3-11-knowledge-content-snapshot-overview.pdf>

PSED Early Years Framework and Jigsaw

(How does Jigsaw 3-11 meet the Personal, Social and Emotional Development (PSED) Early Learning Goals

<https://jigsawlivesitcmsuk.blob.core.windows.net/umbraco-media/unob2zya/how-does-the-jigsaw-3-11-meet-the-personal-social-and-emotional-development-psed-early-learning-goals.pdf>

RSHE Guide leaflet for Parents and Carers (updated 2026)

<https://jigsawlivesitcmsuk.blob.core.windows.net/umbraco-media/unob2zya/how-does-the-jigsaw-3-11-meet-the-personal-social-and-emotional-development-psed-early-learning-goals.pdf>

RSHE overview grid

Jigsaw 3-11 and Statutory Relationships and Health Education

<https://jigsawlivesitcmsuk.blob.core.windows.net/umbraco-media/4okhxuu0/jigsaw-pshe-3-11-rshe-2026-mapping-document-april-2026.pdf>

Intent



At Maple school it is our intent to provide our children with the knowledge and skills they need to become confident, healthy, independent, responsible members of society.

Our aim is that our PSHE lessons will benefit our children's wider wellbeing, as well as their attitudes to themselves and the world around them. In our whole school approach to PSHE, we have a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. We promote and practise mindfulness allowing children to advance their emotional awareness, concentration and focus.

With an ever changing society, we aim to provide our children with a strong understanding of the diverse world around them preparing them for the opportunities, responsibilities and experiences for later life. Our approach aims to develop the qualities and attributes children need to thrive as individuals, family members and members of society and the global community.

Implement

PSHE at Maple is implemented using the JIGSAW programme which is a whole school approach. The JIGSAW scheme 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'.

Lessons are taught through this clear and comprehensive scheme of work in line with the National Curriculum. Progression in skills and knowledge in the subject are outlined in the PSHE progression grid.

PSHE is taught through JIGSAW's six half termly themes with each year group studying the same unit at the same time (at their own level and appropriate for their age). Each theme is introduced using a whole school assembly and each JIGSAW session begins with an opportunity for mindfulness, allowing pupils to develop a sense of which calming approach works best for them, both within the sessions and beyond.

Learning in each topic takes place during weekly lessons which explore the different themes. These themes are also embedded through all other lessons and the whole school day, with everyone supporting and encouraging the children as they interact to use the skills they are developing and to make links to other areas of learning.

The JIGSAW scheme also identifies links to British Values and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Our PSHE programme encompasses the diverse beliefs, values and attitudes that individuals and societies hold. It helps pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings.

The Sex Education aspects of PSHE are also taught through 'Jigsaw', we also teach aspects of Sex Education in our Science Curriculum. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

Impact

The impact of our PSHE programme is to educate and empower our pupils with knowledge and skills that will enhance their lives and wellbeing now and in their future. Following the 'JIGSAW' programme ensures that the standards of attainment across the school will be meet or exceed those which are expected of children nationally.

The progress, implementation and impact of our scheme is constantly being assessed ensuring the best outcomes for Maple pupils. Through our PSHE curriculum, we believe we can enhance children's education and help them to become caring, respectful, responsible and confident individuals and citizens.