



Woodsetton School



PSHE / RSHE POLICY

Date of last review: June 2026

Date of next review: September 2027

Approved:

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1. Introduction:

Woodsetton School provides a highly personalised PSHE curriculum that reflects the complex needs of pupils with SEND. The curriculum is designed to be ambitious, inclusive and accessible, ensuring that all pupils, regardless of need, are able to make meaningful progress from their starting points. PSHE plays a central role in supporting safeguarding, behaviour, personal development and preparation for adulthood.

This policy covers our approach to PSHE and RSHE at Woodsetton School. Both Relationship Education and Health Education are statutory parts of the PSHE curriculum. This policy aims to set out the purpose of PSHE and RSHE, intended outcomes for pupils, the curriculum (what we cover) and the delivery (how we teach it).

2. Context:

All schools must provide a curriculum that is broad, balanced, and meets the needs of all pupils. Since September 2020, it is statutory for primary schools to cover Relationships and Health Education. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school, and of society.
- Prepares pupils at the school for the opportunities, responsibilities, and experiences of later life.

It teaches children the relevant skills, knowledge, and attributes required to remain healthy, safe, and happy individuals. The curriculum should reinforce essential qualities and values that enables pupils to be contribute both within, and beyond the walls of a setting.

3. Definitions of PSHE and RSHE:

PSHE – Personal, Social, Health, and Economic education.

RSHE – Relationships, Sex and Health Education

RE – Relationships Education.

SE – Sex Education.

HE – Health Education.

PSED – Personal, Social, and Emotional Development.

SMSC – Spiritual, Moral, Social and Cultural development

4. PSHE:

At Woodsetton School we teach PSHE as a whole-school approach, ensuring we take an **ambitious, inclusive, and meaningful** approach to the subject. The Jigsaw Programme that we have adopted, offers a comprehensive scheme of work which provides progression and consistency. It supports teachers in planning quality lessons that align with both statutory guidance, and the PSHE Association Programme of Study. Jigsaw also supports the “Personal Development and Well-being”, “Curriculum and Teaching” and “Attendance and Behaviour” aspects required under the Ofsted School Inspection Toolkit (2025), as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.



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Here at Woodsetton School we understand the value of PSHE as an important way to support children's development as human beings. Staff are committed to nurturing our young people to become responsible individuals who can work collaboratively and demonstrate a positive mindset. By valuing each child and providing them with the tools that they need to succeed, we aim to support them with every step of their journey towards achieving their full potential. We want to empower our children, respect them for who they are, and equip them for life as safe, happy, and healthy (mentally and physically) people.

5. Relationships, Health and Sex Education:

At Woodsetton School we aim to provide a safe and supportive learning environment where sensitive issues can be explored appropriately. Pupils are supported to develop self-awareness, confidence and empathy, and to understand and respect diversity. The curriculum prepares pupils for key life stages, including puberty, and promotes the development of communication and decision-making skills. It also enables pupils to recognise risk, manage conflict and access appropriate help and support.

"The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe."

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory Guidance – July 2025

Relationships, Sex and Health Education encompasses learning about the connections that we have with others throughout our lives. In primary schools this should cover 'Families and people who care for me', 'Caring friendships', 'Respectful, kind relationships', 'Online safety and awareness', and 'Being safe'. Statutory Relationships and Health Education is included within our whole-school PSHE Programme. The Jigsaw scheme is then adapted by staff to ensure that it is tailored to the children's needs. The programme's update policy ensures that we always use the most up to date teaching materials, and that our teachers are well-supported in delivery of the curriculum.

It is important to explain that whilst the 'Relationships' unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the 'Celebrating Difference' unit helps children appreciate that there are many types of family composition, and that each is important to the children involved. This holistic approach ensures that learning is reinforced across the curriculum.

Staff at Woodsetton also provide positive role models that demonstrate essential skills needed to form and maintain effective, harmonious relationships with others. This is also evident between home and school, as we strive to promote open and informative two-way communication.

Sex Education is not compulsory in Primary schools, but it is recommended to be taught in Years 5 and 6. At Woodsetton, due to the needs of our pupils, we have decided not to teach the content of this in its entirety. We do however work with pupils and use our knowledge of them to teach aspects that maybe arise when pupils are developmentally able to understand these concepts. Parents will always be consulted on this and teaching strategies and delivery will be discussed.



6. Health and Wellbeing

“Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory Guidance – July 2025

Health Education in primary schools will cover ‘General wellbeing’, ‘Wellbeing Online’, ‘Physical health and fitness’, ‘Healthy eating’, ‘Drugs, alcohol, tobacco and vaping’, ‘Health protection and prevention’, ‘Personal Safety’ ‘Basic First Aid’ and ‘Developing Bodies’.

It is important to explain that whilst the ‘Healthy Me’ unit in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity, and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is a statutory requirement which sits within the Health and Wellbeing Education part of the DfE guidance within the ‘Developing Bodies strand. Within Jigsaw this is taught as part of the ‘Changing Me’ unit but again is fed through other areas and themes within the scheme.

7. Curriculum.

7.1. Curriculum Aims:

The aims of relationships, sex and health education (RSHE) at Woodsetton are to:

- Provide opportunities for sensitive discussions to take place.
- Prepare pupils for puberty and give them an understanding of the importance of health and hygiene.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture that celebrates diversity, difference, and individuality.
- Help pupils understand and respect different types of relationships and recognise safe and unsafe relationships.
- Enable pupils to make informed and responsible decisions about their relationships, health and well-being.
- Help pupils to manage conflict.
- Prepare pupils for adult life.
- Promote physical health, as well as mental wellbeing.
- Support learners to manage change – including loss and transition.
- Enable children to identify and seek sources of advice and support.
- Foster and maintain links between school and the wider community.

7.2. Curriculum Coverage:

“A school’s curriculum should be in line with the needs of pupils. Effective, high quality teaching will break down core knowledge and skills into manageable and well sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum should build knowledge and skills sequentially, with regular feedback provided on pupil progress.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory Guidance – July 2025



7.3. Delivery.

At Woodsetton School PSHE and RSHE is taught in numerous ways; through cross curricular themes and topics, discreetly using Jigsaw, and via wider school events and enrichment activities.

7.3i. Jigsaw:

The PSHE curriculum is delivered through the Jigsaw programme, which provides a carefully sequenced and progressive framework. The curriculum is adapted to ensure it is fully accessible to pupils with SEND, with learning broken down into manageable steps and reinforced through repetition and practical application.

The six core units—Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me—ensure comprehensive coverage of statutory Relationships and Health Education. Pupils learn about families, friendships, respect, online safety and personal safety, alongside key aspects of health such as mental wellbeing, physical health, healthy lifestyles and puberty.

Curriculum content is revisited and embedded over time to ensure retention and application, which is particularly important for pupils with additional needs.

Each class has an allocated PSHE / PSED session per week. Jigsaw sessions aim to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Teaching staff are expected to adapt and differentiate the planned content and resources, to meet the needs of children within their classes, ensuring a safe learning environment is created with the help of the Jigsaw Charter, which is shared at the beginning of each lesson.

7.3ii. Wider PSHE:

PSHE / RSHE is also addressed through other aspects of school life such as:

- Assemblies and collective worship,
- Praise and reward systems – both whole-school, and within individual classes,
- School / Class Rules – visible in each classroom,
- Relationships child to child, adult to child and adult to adult across the school,
- Through timetabled opportunities to develop social skills,
- Life skills spiral curriculum – 1 session per week
- External organisations and visitors – People who help us, school nurse etc,
- Offsite visits – local community, curriculum related, weekly swimming sessions,
- Special focus days and events – Charity days (e.g. MacMillan Coffee morning,) festivals and celebrations.

7.3iii. Cross Curricular Learning:

At Woodsetton, we also ensure PSHE / RSHE is embedded throughout the curriculum. Examples include:

- ICT – staying safe online,
- PE and forest school – keeping physically fit, mindfulness (yoga,)
- DT – healthy eating,
- Maths – identifying / using / managing money,
- RE – celebrating difference, respecting others, self-reflection,
- Art – mindfulness.



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- All curriculum areas – setting and achieving goals.
- Reflection Time – Use of the Picture News resource.
- Weekly class wellbeing sessions

8. Equality:

“Pupils should understand the importance of equality and respect and learn about the law relating to the protected characteristics by the end of their secondary education. The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.”

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory Guidance – July 2025

Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

...they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum”.

Inclusion is central to the PSHE and RSHE curriculum at Woodsetton School. The school ensures that all pupils are able to access learning and that teaching is responsive to individual needs. The curriculum reflects the school's commitment to equality and diversity, ensuring that all pupils develop respect for others and understand the importance of inclusion.

Content related to protected characteristics, including sexual orientation and gender identity, is delivered sensitively and appropriately in line with statutory guidance. The school works closely with families to ensure that teaching is respectful of individual beliefs while maintaining compliance with legal requirements (The Equality Act 2010).

At Woodsetton School we promote respect for all and value every individual child. We also respect the right of our children, their families, and our staff, to hold beliefs (religious or otherwise) and understand that sometimes these may be in conflict with our approach to some aspects of PSHE / RSHE. In these cases special consideration will be given to the content of lessons, and will be approached sensitively on a case-by-case basis.

9. Safeguarding and Confidentiality:

PSHE and RSHE contribute significantly to the school's safeguarding culture. Pupils are taught how to recognise risks, stay safe and seek help. Staff are vigilant and respond appropriately to any concerns, following the school's safeguarding procedures. For further information refer to the Woodsetton RSHE and Safeguarding Policy.

A safe and supportive environment is created to encourage discussion; however, pupils are made aware that confidentiality cannot be maintained if there is a risk of harm. Safeguarding priorities always take precedence.



10. Roles and responsibilities.

Leadership and accountability are clearly defined.

- The governing body provides strategic oversight and holds leaders to account for the quality of provision.
- The headteacher ensures consistent and effective implementation across the school.
- Teaching staff deliver the curriculum with sensitivity and professionalism, adapting practice to meet pupils' needs, monitoring progress and embedding positive relationships.
- The PSHE/RSHE leads provide subject expertise, monitor provision and support staff development, including mentoring or coaching if required.
- Pupils are expected to engage positively in lessons and demonstrate respect towards others.

The lead teachers for PSHE/ RSHE are **Rebecca Gibbons** and **Matt Halliday** (Teaching and Learning leads).

The lead Governor for PSHE/ RSHE is **L. Hobson**.

Staff do not have the right to opt out of teaching PSHE / RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the head teacher.

11. Working with Parents and Parental Right to Withdraw:

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE."

Relationships Education, Relationships and Sex Education (RSE) and Health Education
Statutory Guidance – July 2025

The school works proactively with parents and carers to ensure transparency and build trust. Information about the curriculum is shared, and parents are encouraged to engage in dialogue with the school. The PSHE and RSHE curriculum is accessible on our school website and parent workshops are held to support parental understanding of the curriculum and how they can support their child's development and understanding of topics covered in school.

Puberty is taught at Woodsetton School as a statutory requirement of Health Education. This is covered by the Jigsaw curriculum in the 'Changing Me' unit. We conclude from the DfE Guidance that sex education refers to Human Reproduction. We have opted to omit this from our PSHE and RSHE curriculum as we believe this is most appropriate for our children. Therefore, the parental right to withdraw their child from any element of PSHE / RSHE is not applicable.

As sex education beyond the science curriculum is not taught, there is no content from which parents can withdraw their child. The school remains committed to working in partnership with families to support pupils' development and parents are encouraged to contact the PSHE Lead if they would like further information about the curriculum.

12. Policy Development:

This policy has been developed through a collaborative and consultative process involving senior leaders, the PSHE/RSHE lead, teaching staff, governors, parents/carers, and pupils.



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It reflects current statutory requirements, including the updated RSHE expectations for September 2026, and demonstrates the school's commitment to continuous improvement and accountability. The policy will be reviewed annually to ensure it remains responsive to changes in statutory guidance from the Department for Education (DfE), inspection expectations or the evolving needs of the school and shared with staff accordingly. The policy can also be viewed on the school website.

The curriculum has been developed considering the age, needs, and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner. This may involve discussing this with parents first, or by answering questions on an individual basis (rather than during whole class teaching.) Where possible, staff should try to answer such questions, so that children are fully informed and don't seek answers from less reliable sources online.

13. Training:

Staff are trained on the delivery of PSHE / RSHE throughout the year in our Woodsetton Workshops as part of our continuing professional development to ensure the delivery of high-quality lessons. Audits are carried out to measure staff understanding and needs in their understanding of the curriculum and its delivery. This also informs our staff CPD for the year and gives staff the opportunity to ask questions or seek support if needed. Visitors and specialists may also be used to support staff training and delivery of the curriculum, such as the school nurse.

14. Monitoring and Review Arrangements:

Robust monitoring systems are in place to ensure high standards in PSHE and RSHE. This includes lesson observations, learning walks, scrutiny of pupil outcomes and the use of Jigsaw assessment tools. Leaders also evaluate the impact of the curriculum on pupils' personal development and wellbeing.

Feedback from pupils, parents and staff is used to inform ongoing development at least annually. Consideration is given to any feedback from parents about the PSHE / RSHE curriculum, and records will be kept of any comments. Governors maintain oversight through regular review and challenge, ratifying teaching materials to ensure they are appropriate, and align with our school values. The policy will be reviewed annually by **Rebecca Gibbons** to ensure continued effectiveness.

15. Policy Information and Guidance:

Our PSHE policy has been written in conjunction with the following guidance:

- [Keeping Children Safe in Education](#) (statutory guidance.)
- [Education Act 2002](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils.)
- [Equality Act 2010 and schools.](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance.)
- [Mental Health and Behaviour in Schools \(advice for schools.\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying.)
- [Promoting Fundamental British Values as part of SMSC](#) in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC).)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.)



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- Woodsetton School Safeguarding Policy.
- Woodsetton School Behaviour Policy.
- Woodsetton School – RSHE and Safeguarding in the curriculum policy.



Appendices

Appendix 1: Jigsaw Mapping and Woodsetton Overview

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school, and global community. Jigsaw Charter established. (Ground rules.)
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding.
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society.
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem, and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise.
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement, and loss.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change.

Woodsetton PSHE Jigsaw Overview 2025-2026

Whole School Themes					
HT1	HT2	HT3	HT4	HT5	HT6
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Pathway	Class	Character and Range
EYFS	Caterpillar	3-4 
	Moles	Jenie
Key Stage 1	Badgers	4-5 
	Hedgehog	Jenie
	Woodpecker	Jenie
Lower Key Stage 2	Ladybird	5-6 
	Frog	Jack
	Owl	Jack
Upper Key Stage 2	Bee	6-7 
	Squirrel	Jo
	Butterfly	Jo

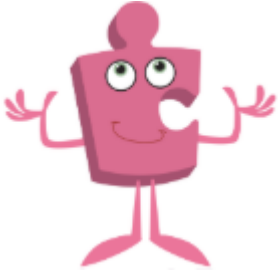
Whole school approach.

- Long term plan reflects the academic year 2025-2026 and will be reviewed during this time.
- As always, safeguarding concerns and disclosures should be reported to the DSL (SA) / deputy DSLs (SA/MH/BG/DS/NM) via CPOMS - and in person for serious concerns.
- Lesson plans and resources should be adapted to suit the needs of pupils, and differentiation should be evident.
- Work/evidence should be recorded in green Jigsaw Journals.
- Class displays should be reflective of the theme being covered each half term and titles changed accordingly.
- Statutory RSHE content needs to be covered therefore higher age units should be used to meet individual levels.

Appendix 2: Jigsaw Curriculum Overview

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Age Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-5 	Self-Identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising Bodies Physical activity Healthy food Sleep Keeping clean Safety	Family Life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
5-6 	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety /safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

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6-7 	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
7-8 	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Contributing to the community Managing Feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Persona; hygiene Family stereotypes Challenging my ideas Preparing for transition
8-9	Being part of a class team	Challenging assumptions	Hopes and dreams	Healthier friendships	Jealousy Love and loss	Being unique Girls and puberty Being part of a family

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	Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Confidence in change Accepting change Preparing for transition Environmental change
9-10 	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and the value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition / self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
10-11	Identifying goals for the year Global citizenship	Perceptions of normality Understanding disability Power struggles	Personal learning goals, in and out of school Success criteria	Taking personal responsibility How substances	Mental health Identifying mental health worries and sources of support	Self-image Body image Puberty and feelings Reflections about change

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	Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
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Appendix 3: Jigsaw Vocabulary Progression

Vocabulary – Being Me in my world – Autumn 1							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle vocabulary	angry choice different excited feelings friend gentle happy kind learn nervous responsibilities rights sad share similar taking turns turn taking unique	achievement belong belonging calm choice choices consequences disappointed feelings learn learning charter proud responsibilities rewards rights safe safe place special upset valued views	actions assertive belong belonging boundaries choices consequence consequences controlling contributions fair fears hopes learning charter negative positive praise problem solving responsible responsibilities reward rewards rights safe worried worries	achievements actions acknowledge affirm assertive behaviour belong challenge choices controlling courtesy consequences dream emotions exclude fairness feelings fears friendship group dynamics ideal school include kind learning learning charter loneliness lonely manners nightmare personal goal pleased praise pride proud responsibilities rewards rights	authority charter choices community conflict consequence contribution courtesy decisions democracy democratic excluded friend friendship healthy help included job description learning charter observer proud responsibility responsibilities respect rights role school self-respect solution team trusted adult un convention on rights of the child valued violence voting	appreciation asylum challenge choices citizen collaboration cooperation conflict consequences courtesy deprive denied education empathise goals hopes leadership learning charter manners migrant motivation opportunities participation persecution poverty prejudice privilege refugee responsibilities rewards rights self-respect vision wealth	behaviour choice choices collaboration community comparison consequences cooperation cocoa plantation cocoa pods courtesy decision democracy discernment education empathise empathy fears Ghana goals hazard/risk illegal lawful laws learning charter legal manners Maslow motivation needs obstacles opportunities participation proud report resilience responsibilities



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				self-respect solutions support team work valued view point welcome wellbeing worries	welcome wellbeing		rewards rights trusted adult value welcome wants west Africa worries
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Vocabulary – Celebrating Difference – Autumn 2							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle vocabulary	differences different friendship frightened family friends happy home kind proud sad similar similarities special unique unkind	bully bullied bullying bullying behaviour celebration courtesy courage deliberate difference different from harmful inclusive included lonely manners on purpose safe same as similarity similar special support unique unfair	assumptions belong belonging boundary boys bully bystander culture courtesy difference different disability fairness family feelings female friends girls help identity included inclusive kind kindness lonely male on purpose purpose respect sad self-respect	banter bullying bystander caring compliment conflict connected consequences difference discrimination family feelings gay hurtful include incident isolate kindness lonely love loving protection resolve rights safe security self-regulation similarity solve it together special stability	accept appearance assumption bully bullying bystander changed character characteristics courtesy deliberate different empathy friend hurtful impression influence judgement kindness manners on purpose physical features problem solve protected characteristics respect secret special surprised troll	appearance assumptions banter bullying colour community continuum culture cyber bullying difference direct developing world disability discrimination fair happiness homophobic indirect included name-calling race racist racism respected respect rumour sexist similarity stereotype texting	achievement accolade admiration argument assumption banter belonging bullying bullying behaviour celebration community conflict control difference direct disability discrimination empathy equality equality act harassment imbalance indirect misunderstanding normal paralympian perception perseverance power prejudice protected characteristics



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			shield similarities special stereotypes stand up for support teasing unkind unique value	stereotype support tell unique unkind witness	unique witness		racism recipient respect rights sport stamina struggle stereotype
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Vocabulary – Dreams and Goals – Spring 1							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle vocabulary	achieve challenge difficult dreams encourage earn frustrated future goal job keep trying kind persevere proud reward skills	achieve achievement active celebrate celebration challenge confidence coins dreams feelings goal garden goal goals happiness internal learning obstacle overcome proud process rest self-respect special stepping stones stretchy success team work treasure	achievement calm celebrate challenge community courtesy dream feelings goal group health healthy choices hobbies interest interests learning together lifestyle manners motivation partner product proud realistic relax relaxation safety self-care self-esteem	ambitions challenge challenges community design differences dream dreams enthusiastic evaluate frustration future garden goal goals healthy identity include learning motivated obstacles outdoors responsible respect review safe choices self-esteem self-review	agree/disagree anxious attitude celebrate cope courtesy courage design determination determined disappointed disappointment dream / dreams follower goal goals help hope / hopeful hopes hurt inspired internal treasure chest leader learning manners motivated plans	adult aspiration attitudes barrier career choice community participation country culture digital spending dream environment financial harm goal grown up identity influence job lifestyle media money motivation opportunity profession rallying reliable rights risk	achieve achievement admire aspirations awareness collaborate compliment concern contribution cooperate dream feeling feelings global goal issue leadership skills learning money motivate personal praise prevention recognition realistic rescue role safety



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		treasure chest working together	stress success team work tense wellbeing	solution strengths success team work teamwork wellbeing water safety	positive positive attitude problem-solve proud resilience review risk roles safety self-belief self-esteem self-respect setback success wellbeing	salary save self-care self-esteem society spend spending decisions sponsorship support team work technology values	strategy strengths stretch success success criteria suffering support unrealistic
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Vocabulary – Healthy Me – Spring 2

Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle vocabulary	asleep challenge clean exercise germs healthy hygiene less healthy movement rest safe scared sleep stranger stretch teeth unexpected unplanned worried	balanced bacteria body parts choices clean crossing ears exercise eyes germs healthy hygienic keeping clean kerb less healthy listen look medicines nervous pavement safe scared sleep	assess balanced diet barriers body choices crossing dangerous energy hazard healthy medicines nutritious portion react risk risks safe scared stop, drop, roll unhealthy unsafe worry	advice ambulance anxious appreciate attitude body calories/kilojoules choice coastguard helicopter complex dangerous drugs emergency emergency services energy fat feelings fire engine fitness harmful heartbeat healthy heart	advice agree/disagree alcohol alcohol anxiety assertive believe disease emotions embarrassment fear follower friendship groups friendships guilt healthy leader liver lonely opinion peers pressure puberty relationships	addicted alcohol altered body image calm celebrity choices comparison debate emergency fact healthy behaviour healthy lifestyle informed decision influence level-headed media motivation nicotine obesity opinion pressure procedure	anti-social behaviour choice crime criminal drugs effects emotional health exploited gangs gang illegal immunisation managing stress mental health mental illness motivation new psychoactive substances over-the-counter prevention prescribed pressure reputation



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		soap traffic traffic lights trust unhealthy virus wait		labels lungs oxygen police car responsibility risk safe scared strategy sugar saturated fat unsafe	right roles smoking trust value vaping wrong	recovery position self-respect smoking social media tobacco unhealthy behaviour vaping	responsibility restricted strategies stress synthetic highs symptoms triggers unrestricted volatile substances vulnerable
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Vocabulary – Relationships – Summer 1							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle vocabulary	angry excited falling out family feelings friends happy home hurtful jobs kind lonely problem solve relationships responsible solutions unkind upset worried	appreciate belong celebrate community confidence different dislike family feel feelings friendship friends greeting help helpful incredible kind like praise proud qualities	acceptable adult appreciate celebrate communication compliments conflict cooperate different dislike diverse family frightened friends good secret happy honesty hugs important like likes/dislikes	age restriction appreciation careers celebrating conflict culture deprivation differences fairness family feelings/emotions female friendship gaming/apps global happiness influence inequality in-app purchases internet interconnected	anger appreciation attraction betrayal boyfriend care close comfortable compromise conflict critical thinking emotions empathy envy friendships girlfriend jealousy lonely / loneliness loss love loyalty	addiction age restriction appropriate assertive being responsible bullying characteristics choices community controlling data data protection devices fake online hoaxes gambling / betting grooming harassed hobbies interests location settings lonely	age restrictions ai (artificial intelligence) anxiety ashamed assertive authority bullying communication consent control courtesy digital rights early warning signs emotions feelings grief influences isolation loneliness mental health personal data



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		relationships same skills special texture touch	negative not acceptable physical contact point of view positive problem solving relationship reliability sad secret special stereotype surprise touch trust trustworthy worry secret	job location settings male manners media messaging needs personal information privacy problem solving relationships respect responsibilities rights risky role safe/unsafe sex (male and female) social media solution stereotype support trade trusted adult trust united nations unisex wants wellbeing win-win	manage memories memento negotiate negative personal positive pressure problem-solve reality relationship remember souvenir special support symbol trust vulnerable	loot boxes mental health offline online personal information personal qualities physical health privacy reliable reporting responsibility responsibilities rights risk risky safe screen time self-esteem self-perception social social network targeting troll trustworthy vulnerable wellbeing	power pressure privacy real / fake respect risks safety self-care self-control signs stigma strategies stress support targeting technology true / untrue warning
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Vocabulary – Changing Me - Summer 2							
Year group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Puzzle vocabulary	achieved activities adult	adult adulthood anus		animals babies birth	acceptance anxious belonging	If you are teaching Jigsaw PSHE in England, please check your school's policy on teaching Sex Education before planning for and teaching Piece 4	



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	baby body vocabulary (See P1) change emotions exercise feeling food grow up healthy less healthy looking forward memories thoughts worries	anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young	breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values vagina vulva womb	(Year 5) and Piece 3 (Year 6) and to take into account the arrangements for any pupils whose parents have chosen to withdraw them from this lesson.	
						affirmation anxious aspects authentic body image change characteristics cope conception contraception consent erection edited embryo emotions excitement facial hair fallopian tube fear fertilisation fertility treatment (IVF) filter growth spurt hormone hope hormones influences larynx making love manage media media influencer menstrual cycle menstrual pads menstrual towels menstruation mental health/wellbeing milestone opportunities oestrogen ovary ovaries perception perceptions	adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions foetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real self relationship relationships responsibilities secondary self-esteem self-image sexting transition umbilical cord values worries



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						periods pregnancy puberty relationships reliable sources responsibilities scrotum self self-esteem self-image sexual intercourse semen sperm teenager testicles testes testosterone vagina vulva wet dream womb/uterus	
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