



EYFS

Throughout your child's journey in EYFS, our PSHE Curriculum will: Teach PSHE is through the "Personal, Social and Emotional" area of learning. Children learn through hands-on play, sensory exploration, and stories to develop their understanding of themselves and others around them.

### Key Topics and Skills Covered:

- **Self-regulation:** children understand and manage their own emotions and behaviour. By showing an understanding of their own feelings and those of others. They will set themselves simple goals and stay focused on tasks. Children will regulate their behaviour, control impulses, and wait for what they want, Give focused attention to what the teacher says and respond appropriately.
- **Managing Self:** Children will develop independence, confidence and physical well-being by being confident to try new activities and show resilience. They will learn to follow basic rules and know right from wrong. Children will manage their basic personal hygiene and needs independently such as dressing and going to the toilet. They will understand the importance of healthy choice
- **Building relationships:** Children will learn how to interact with the wider world. They will work and play cooperatively, taking turns with others. They will form positive attachments to familiar adults and create friendships with their peers. Children will show sensitivity and empathy toward the needs and feelings of others. They will start to resolve conflicts peaceably with adult invention when needed.



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	Autumn		Spring		Summer	
Year 1	Being me in my world	Celebrating difference	Relationships	Healthy me	Dreams and goals	Changing me
	<p>In this Puzzle, children are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. They learn what it means to belong and understand their rights and responsibilities as class members.</p> <p>Children think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter.</p> <p>They explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences.</p>	<p>In this Puzzle, children explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special.</p> <p>They develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help.</p> <p>Across the six Pieces, children practise making new friends, giving and receiving compliments, and showing courage by supporting others.</p>	<p>In this Puzzle, children explore families, friendships and what it means to belong and help others feel included. They learn how to make friends, solve problems and when to seek help or support.</p> <p>Across the six Pieces, children practise appropriate ways to greet others, learn who can help them in their school community, and reflect on how to ask for support when they feel upset. They also build confidence by recognising their own qualities and learning how to praise themselves.</p> <p>By the end of the Puzzle, children celebrate people who are special to them, creating a Relationship Fiesta, contributing their</p>	<p>In this Puzzle, children learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds.</p> <p>They develop understanding of hygiene, germs and how to keep clean and safe at home.</p> <p>Across the six Pieces, children learn about medicine safety and road safety, practise recognising when they feel worried or unwell, and think about who can help them stay safe.</p> <p>They reflect on how healthy choices can make them feel good about themselves.</p> <p>Pupils share their ideas about how to keep clean and healthy in the whole</p>	<p>In this Puzzle, children explore what success means to them, learn how to set simple goals and recognise their own strengths. They practise breaking goals into steps, trying new challenges and understanding how learning can feel "stretchy", with challenge as a sign our brains are growing.</p> <p>Across the six Pieces, children work with others, celebrate achievements and reflect on how perseverance and a positive attitude help them overcome obstacles. They talk about feelings linked to challenge and success and learn how to</p>	<p>In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates.</p> <p>Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and</p>



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<p>By the end of the Puzzle, children understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome.</p>	<p>They reflect on how differences should be respected and celebrated.</p> <p>By the end of the Puzzle, children will have created gingerbread people to contribute to a shared Hall of Fame display, recognising that everyone is unique and valued.</p>	<p>balloons and labels from Piece 6</p>	<p>school Happy, Healthy Me Recipe Book.</p>	<p>support friends in reaching their goals.</p> <p>By the end of the Puzzle, children will have created stretchy learning flowers and dream wellies that they can contribute to the whole school Garden of Dreams and Goals, celebrating effort, resilience and confidence.</p>	<p>practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope.</p> <p>At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• I feel special and safe in my class</li> <li>• I know that I belong to my class</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you some ways in which I am the same as my friends</li> </ul>	<ul style="list-style-type: none"> <li>• I know how it feels to belong to a family and care about the people</li> </ul>	<ul style="list-style-type: none"> <li>• I feel good about myself when I make healthy choices</li> <li>• I am special so keep myself safe</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you about a thing I do well</li> </ul>	<ul style="list-style-type: none"> <li>• I understand that changes happen as</li> </ul>



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	<ul style="list-style-type: none"> <li>• I know how to make my class a safe place for everybody to learn</li> <li>• I recognise how it feels to be proud of an achievement</li> <li>• I recognise the range of feelings when I face certain consequences</li> <li>• I understand my choices in following the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you some ways I am different from my friends</li> <li>• I understand how being bullied might feel</li> <li>• I can be kind to children who are bullied</li> <li>• I know how it feels to make a new friend</li> <li>• I understand these differences make us all special and unique</li> </ul>	<p>who are important to me</p> <ul style="list-style-type: none"> <li>• I know how to make a new friend</li> <li>• I can recognise which forms of physical contact are acceptable and unacceptable to me</li> <li>• I know when I need help and know how to ask for it</li> <li>• I know ways to praise myself</li> <li>• I can express how I feel about them</li> </ul>	<ul style="list-style-type: none"> <li>• I know some ways to help myself when I feel poorly</li> <li>• I can recognise when I feel frightened and know who to ask for help</li> <li>• I can recognise how being healthy helps me to feel happy</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you how I learn best</li> <li>• I can celebrate achievement with my partner</li> <li>• I can identify how I feel when I am faced with a new challenge</li> <li>• I know how I feel when I see obstacles and how I feel when I overcome them</li> <li>• I know how to store the feelings of success in my internal treasure chest</li> </ul>	<p>we grow and that this is OK</p> <ul style="list-style-type: none"> <li>• I know that changes are OK and that sometimes they will happen whether I want them to or not</li> <li>• I understand that growing up is natural and that everybody grows at different rates</li> <li>• I respect my body and understand which parts are private</li> <li>• I enjoy learning new things</li> </ul>
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						<ul style="list-style-type: none"> <li>I know some ways to cope with changes</li> </ul>
Year 2	Being me in my world	Celebrating difference	Relationships	Healthy me	Dreams and goals	Changing me
	<p>In this Puzzle, children reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. They explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions.</p> <p>Across the six Pieces, children discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. Children then learn how the Learning Charter supports learning and boundaries.</p>	<p>In this Puzzle, children explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect. They develop an understanding of why bullying can happen, how it makes people feel, and how to seek help.</p> <p>Across the six Pieces, children practise standing up for themselves and others and solving problems kindly. They explore diversity in families, cultures and abilities, and reflect on what it</p>	<p>In this Puzzle, children explore different types of families and learn why cooperation and care are important in relationships. They develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them.</p> <p>Across the six Pieces, children learn how to manage friendship conflicts, recognise the difference between good and worrying secrets, and identify trusted adults who can help them. They reflect on trust, honesty and appreciation in relationships.</p> <p>By the end of the Puzzle, children celebrate special people in their lives by</p>	<p>In this Puzzle, children learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. They explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe.</p> <p>Across the six Pieces, children develop understanding of medicine safety and how to care for their bodies. They reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing.</p> <p>By the end of the Puzzle, children are able to share ideas for the whole school Happy, Healthy Me Recipe Book, celebrating practical</p>	<p>In this Puzzle, children learn how to set realistic goals, recognise their strengths and reflect on achievements. They explore how healthy choices, motivation and perseverance help them succeed and consider how working with others can support learning.</p> <p>Across the six Pieces, children practise teamwork through group challenges, develop problem-solving skills and learn how relaxation and managing feelings can support wellbeing. They reflect on pride, courtesy and sharing success with others.</p>	<p>In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others.</p> <p>Across the six Pieces, children learn correct names for body parts,</p>



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<p>By the end of the Puzzle, children understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome.</p>	<p>means to belong and be a good friend.</p> <p>By the end of the Puzzle, children celebrate what makes everyone unique by creating a shared Trophy of Celebration display.</p>	<p>sharing their compliment bunting to the a Relationship Fiesta Puzzle Outcome.</p>	<p>ways to stay healthy and safe every day.</p>	<p>By the end of the Puzzle, children create a shared Garden of Dreams and Goals with Dream Birds, celebrating effort, cooperation and achievement.</p>	<p>understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope.</p> <p>By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• I can recognise when I feel worried and know who to ask for help</li> <li>• I can help myself and others feel like we belong</li> <li>• I can help make my class a safe and fair place</li> </ul>	<ul style="list-style-type: none"> <li>• I understand some ways in which boys and girls are similar and feel good about this</li> <li>• I understand some ways in which boys and girls are different</li> </ul>	<ul style="list-style-type: none"> <li>• I accept that everyone's family is different and understand that most people value their family</li> <li>• I know which types of physical contact I like and don't like and can talk about this</li> </ul>	<ul style="list-style-type: none"> <li>• I have a healthy relationship with food and know which foods I enjoy the most</li> <li>• I can express how it feels to share healthy food with my friends</li> <li>• I can recognise when I feel worried or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you things I have achieved and say how that makes me feel</li> <li>• I am motivated to make healthy choices that help me to reach my goals</li> </ul>	<ul style="list-style-type: none"> <li>• I understand there are some changes that are outside my control and can recognise</li> </ul>



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	<ul style="list-style-type: none"> <li>• I can listen to others and share my ideas</li> <li>• I can work co-operatively with others</li> <li>• I can follow our Learning Charter</li> </ul>	<p>and accept that this is OK</p> <ul style="list-style-type: none"> <li>• I can tell you how someone who is bullied feels</li> <li>• I can be kind to children who are bullied</li> <li>• I know when and how to stand up for myself and others</li> <li>• I know how to get help if I am being bullied</li> <li>• I understand we shouldn't judge people if they are different</li> <li>• I know how it feels to be a friend and have a friend</li> <li>• I understand these differences make us all special and unique</li> </ul>	<ul style="list-style-type: none"> <li>• I can demonstrate how to use the positive problem-solving technique to resolve conflicts</li> <li>• I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this</li> <li>• I understand how it feels to trust someone</li> <li>• I am comfortable accepting appreciation from others</li> </ul>	<p>and know to tell an adult straight away</p> <ul style="list-style-type: none"> <li>• I can recognise some of the feelings I get when something feels unsafe and know some ways to manage these to make a safer choice</li> <li>• I feel positive about caring for my body and keeping it healthy</li> <li>• I can make good choices that help me stay healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell you how working with other people helps me learn</li> <li>• I can work with others in a group to solve problems</li> <li>• I can tell you when a feeling is weak and when a feeling is strong</li> <li>• I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest</li> </ul>	<p>how I feel about this</p> <ul style="list-style-type: none"> <li>• I can identify people I respect who are older than me</li> <li>• I feel proud about becoming more independent</li> <li>• I can describe what I enjoy about being a boy or girl whilst understanding we are all different</li> <li>• I am confident to say what I like and don't like and can ask for help</li> </ul>
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						<ul style="list-style-type: none"> <li>I can start to think about changes I will make when I am in Year 3 and know how to go about this</li> </ul>
Year 3	Being me in my world	Celebrating difference	Relationships	Healthy me	Dreams and goals	Changing me
	<p>In this Puzzle, children reflect on their worth and achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive.</p> <p>Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing</p>	<p>In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others.</p> <p>Across the six Pieces, children practise using kind language, challenging stereotypes, and</p>	<p>In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms.</p> <p>Across the six Pieces, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.</p>	<p>In this Puzzle, children learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. They consider attitudes towards drugs and reflect on how these make them feel.</p> <p>Across the six Pieces, children learn about ways to keep themselves safe, recognise risk - especially around water - and who to contact in emergencies and how to do this. They practise identifying safe and unsafe situations, managing worried feelings and taking responsibility</p>	<p>In this Puzzle, children explore people who have overcome challenges and reflect on their own dreams and ambitions. They consider how goals, motivation and a positive attitude support success, and learn to respect differences and build self-esteem.</p> <p>Across the six Pieces, children break goals into steps, work collaboratively on new challenges and make responsible choices that support wellbeing and safety. They practise overcoming</p>	<p>In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies</p>



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	<p>on teamwork, fairness and inclusion.</p> <p>By the end of the Puzzle, children recognise how their actions impact others, consider different viewpoints, and take responsibility for following the whole-school Learning Charter.</p>	<p>offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.</p> <p>By the end of the Puzzle, children create a shared Hall of Fame display using kite templates, celebrating difference and positive relationships.</p>	<p>By the end of the Puzzle, children celebrate their web of relationships by creating Appreciation Streamers, recognising the importance of respect, kindness and belonging in family and friendship groups.</p>	<p>for their own safety and the safety of others.</p> <p>By the end of the Puzzle, children are able to contribute their ideas on how to keep safe to the whole school Healthy Me Recipe Book.</p>	<p>obstacles, managing frustration and helping others to succeed.</p> <p>By the end of the Puzzle, children will have contributed their garden designs to the shared Garden of Dreams and Goals, celebrating learning, resilience and achievement.</p>	<p>becomes more important as they grow and change.</p> <p>Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.</p> <p>By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.</p>
	Skills	Skills	Skills	Skills	Skills	Skills



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<ul style="list-style-type: none"> <li>• I value myself and know how to make someone else feel welcome and valued</li> <li>• I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</li> <li>• I know how to make others feel valued</li> <li>• I understand that my behaviour brings rewards/consequences</li> <li>• I can work cooperatively in a group</li> </ul> <p>I am choosing to follow the Learning Charter</p>	<ul style="list-style-type: none"> <li>• I appreciate my family/the people who care for me</li> <li>• I know how to calm myself down and can use the 'Solve it together' technique</li> <li>• I know some ways of helping to make someone who is bullied feel better</li> <li>• I can problem-solve a bullying situation with others</li> <li>• I try hard not to use hurtful words (e.g., gay, fat)</li> <li>• I can give and receive compliments and know how this feels</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how taking some responsibility in my family makes me feel</li> <li>• I know how to negotiate in conflict situations to try to find a win-win solution</li> <li>• I know who to ask for help if I am worried or concerned about anything online</li> <li>• I can appreciate different cultures, and question stereotypes I might see in photos or information</li> <li>• I can empathise with children whose lives are different to mine and know who I can talk to when I need help</li> <li>• I enjoy being part of a family and friendship groups</li> </ul>	<ul style="list-style-type: none"> <li>• I can set myself a fitness challenge</li> <li>• I know what it feels like to make a healthy choice</li> <li>• I can identify how I feel towards drugs</li> <li>• I can express how being anxious or scared feels</li> <li>• I can take responsibility for keeping myself and others safe</li> <li>• I respect my body and appreciate what it does for me</li> </ul>	<ul style="list-style-type: none"> <li>• I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</li> <li>• I can imagine how I will feel when I achieve my dream / ambition</li> <li>• I can break down a goal into a number of steps and know how others could help me to achieve it</li> <li>• I know that I'm responsible for my own learning and can use my strengths as a learner to achieve the challenge</li> <li>• I can manage the feelings of frustration that may arise when obstacles occur</li> </ul> <p>I am confident in sharing my success with others and can store my feelings in</p>	<ul style="list-style-type: none"> <li>• I can express how I feel when I see babies or baby animals</li> <li>• Recognise how I feel about these changes happening to me and know how to cope with those feelings</li> <li>• I have started to think about the ways to keep my body clean as I grow up and how I feel about this</li> <li>• I can express how I feel when my ideas are challenged and might be willing to change</li> </ul>
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					my internal treasure chest	my ideas sometimes <ul style="list-style-type: none"> <li>I can start to think about changes I will make next year and know how to go about this</li> </ul>
Year 4	Being me in my world	Celebrating difference	Relationships	Healthy me	Dreams and goals	Changing me
	<p>In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community.</p> <p>Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence</p>	<p>In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements.</p> <p>They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely.</p>	<p>In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change.</p> <p>Across the six Pieces, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic</p>	<p>In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways.</p> <p>Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy</p>	<p>In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward.</p> <p>Across the six Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the</p>	<p>In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support.</p>



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<p>behaviour and practise empathy.</p> <p>By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.</p>	<p>Protected characteristics are introduced including age, disability, race and sex.</p> <p>Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.</p> <p>By the end of the Puzzle, children create a shared Hall of Fame display using photo frames, celebrating individuality and inclusion.</p>	<p>relationships and learn not to feel pressured.</p> <p>By the end of the Puzzle, children celebrate relationships with people and animals through a Memory Box outcome, recognising care, appreciation and connection.</p>	<p>friendship and how to resist unsafe situations.</p> <p>By the end of the Puzzle, children celebrate their inner strength and assertiveness and share their ideas in the Happy, Healthy Me Recipe Book about healthy friendships.</p>	<p>importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.</p> <p>By the end of the Puzzle, children celebrate shared achievements by sharing their Potato people to the Garden of Dreams and Goals, recognising effort, wellbeing and teamwork.</p>	<p>Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.</p> <p>By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>I know how good it feels to be included in a group and</li> </ul>	<ul style="list-style-type: none"> <li>I try to accept people for who they are</li> </ul>	<ul style="list-style-type: none"> <li>I can identify feelings associated with jealousy and suggest strategies to problem-</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the feelings I have about my friends and my</li> </ul>	<ul style="list-style-type: none"> <li>I know how it feels to have hopes and dreams</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how I will have</li> </ul>



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<p>understand how it feels to be excluded</p> <ul style="list-style-type: none"> <li>• I try to make people feel welcome and valued</li> <li>• I can take on a role in a group and contribute to the overall outcome</li> <li>• I can recognise my contribution to making a Learning Charter for the whole school</li> <li>• I understand how rewards and consequences motivate people's behaviour</li> </ul> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<ul style="list-style-type: none"> <li>• I can question why I think what I do about other people</li> <li>• I know how it might feel to be a witness to and a target of bullying</li> <li>• I can problem-solve a bullying situation with others</li> <li>• I like and respect the unique features of my physical appearance</li> <li>• I can explain why it is good to accept people for who they are</li> </ul> <p>In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including</p>	<p>solve when this happens</p> <ul style="list-style-type: none"> <li>• I know how most people feel when they lose someone or something they love</li> <li>• I understand that we can remember people even if we no longer see them</li> <li>• I know how to stand up for myself and how to negotiate and compromise</li> <li>• I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend</li> <li>• I can love and be loved</li> </ul>	<p>different friendship groups</p> <ul style="list-style-type: none"> <li>• I can recognise feelings of embarrassment, pressure or wanting to fit in that might stop me making safe choices, and know how to manage these feelings to keep myself safe</li> <li>• I can recognise negative feelings in peer pressure situation (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</li> <li>• I can identify feelings of anxiety and fear associated with peer pressure</li> <li>• I can tap into my inner strength and know how to be assertive</li> </ul>	<ul style="list-style-type: none"> <li>• I know how disappointment feels and identify when I have felt that way, recognising the roles people (including myself) take in groups and how these can support or challenge me</li> <li>• I can respect myself and notice how coping builds my self-esteem and resilience</li> <li>• I know what it means to be resilient and to have a positive attitude</li> <li>• I can enjoy being part of a group challenge</li> <li>• I know how to share in the success of a group and how to store this success experience in my internal treasure chest</li> </ul>	<p>choices about developing my own identity and interests as I grow up and that these will contribute to who I am</p> <ul style="list-style-type: none"> <li>• I have strategies to help me cope with the physical and emotional changes I will experience during puberty</li> <li>• I know that sometimes I may feel anxious about growing up and this is normal. There are</li> </ul>
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		<p>rumours, name-calling and cyberbullying.</p> <p>Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.</p> <p>By the end of the Puzzle, children will be able to contribute their culture class work to the whole school Hall of Fame display, celebrating diversity and fairness across the world.</p>				<p>people who can support me</p> <ul style="list-style-type: none"> <li>• I am confident enough to try to make changes when I think they will benefit me</li> <li>• I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</li> <li>• I can reflect on the changes I would like to make next year and</li> </ul>
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						describe how to go about this
Year 5	Being me in my world	Celebrating difference	Relationships	Healthy me	Dreams and goals	Changing me
	<p>In this Puzzle, children look ahead to the year, setting personal goals and reflecting on what they value about their school community. They explore leadership, motivation and how to approach challenges positively.</p> <p>Across the six Pieces, children learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. They consider fairness, privilege and disadvantage, and how choices affect themselves and others.</p> <p>Children examine how rewards and consequences influence behaviour and work together to create and follow their Learning</p>	<p>In this Puzzle, children explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict. They develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying.</p> <p>Across the six Pieces, children practise problem-solving, managing feelings and supporting others who experience bullying. They explore how wealth and happiness are not the same and compare lives across the</p>	<p>In this Puzzle, children build a strong sense of self by reflecting on their qualities, interests and self-esteem. They explore how relationships form online and consider both the benefits and risks of digital communities.</p> <p>Across the six Pieces, children learn how to stay safe when using digital technology for uses such as gaming and the internet. They learn how to balance screen time, protect personal data and recognise unsafe situations. They practise being responsible, respectful and assertive online, and learn how to seek help when worried.</p> <p>By the end of the Puzzle, children create an Internet Safety poster, showing how to stay happy, safe</p>	<p>In this Puzzle, children learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. They develop basic emergency aid skills, including how to stay calm and get help.</p> <p>Across the six Pieces, children explore body image, the influence of media and advertising, and reflect on their relationship with food. They learn to respect and value their bodies while considering what supports a healthy lifestyle.</p> <p>By the end of the Puzzle, children contribute to the Happy, Healthy Me Recipe Book focusing on positive body image.</p>	<p>In this Puzzle, children explore the lifestyles they hope for as adults and consider how money, careers and personal values can shape future choices. They investigate different jobs, think critically about information online and reflect on how goals can change over time.</p> <p>Across the six Pieces, children compare aspirations with young people in other cultures, learning about rights, opportunities and barriers. They explore ways to support others through teamwork, fundraising and community action.</p>	<p>In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing.</p> <p>This Puzzle includes one non-statutory sex education lesson where</p>



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	<p>Charter, focusing on cooperation and having a voice.</p> <p>By the end of the Puzzle, children understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome.</p>	<p>world, developing empathy and respect for different communities.</p> <p>By the end of the Puzzle, children will be able to contribute their culture class work to the whole school Hall of Fame display, celebrating diversity and fairness across the world.</p>	<p>and respectful when using technology in relationships.</p>		<p>By the end of the Puzzle, children work together to rally support for shared causes and share these ideas, developing motivation, empathy and responsibility and responsibility within the Garden of Dreams and Goals whole school puzzle outcome.</p>	<p>children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up.</p> <p>By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.</p>
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	Skills	Skills	Skills	Skills	Skills	Skills
	<ul style="list-style-type: none"> <li>I know what I value most about my school and can identify my hopes for this school year</li> <li>I can empathise with people in this country whose lives are different to my own</li> <li>I understand that my actions affect me and others</li> <li>I can contribute to the group and understand how we can function best as a whole</li> </ul> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	<ul style="list-style-type: none"> <li>I am aware of my own culture</li> <li>I am aware of my attitude towards people from different races</li> <li>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one</li> <li>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied</li> <li>I can appreciate the value of happiness regardless of material wealth</li> </ul> <p>I respect my own and other people's cultures</p>	<ul style="list-style-type: none"> <li>I know to keep building my own self-esteem</li> <li>I can recognise when an online community feels unsafe or uncomfortable</li> <li>I can recognise when an online community is helpful or unhelpful to me</li> <li>I can recognise when an online game is becoming unhelpful or unsafe</li> <li>I can identify things I can do to reduce screen time, so my health isn't affected</li> <li>I can use strategies to help me stay safer online including confident questioning information and saying 'no' when I feel uncomfortable</li> </ul>	<ul style="list-style-type: none"> <li>I can make an informed decision about whether or not I choose to smoke or vape and know how to resist pressure</li> <li>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</li> <li>I know how to keep myself calm in emergencies</li> <li>I can reflect on my own body image and know how important it is that this is positive, and I accept and respect myself for who I am</li> <li>I respect and value my body</li> <li>I am motivated to keep myself healthy and happy</li> </ul>	<ul style="list-style-type: none"> <li>I can identify what I would like my life to be like when I am grown up</li> <li>I recognise that people have different attitudes towards saving and spending money, and towards risk</li> <li>I can recognise my own strengths and qualities and understand that it's OK for my goals and identity to change as I grow</li> <li>I can reflect on how these relate to my own</li> <li>I appreciate the similarities and differences in aspirations between myself and young people in a different culture</li> <li>I understand why I am motivated to make a positive contribution to supporting others</li> </ul>	<ul style="list-style-type: none"> <li>I know how to develop my own self-esteem</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be OK for me</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> <li>I appreciate how amazing it is that human bodies can reproduce</li> </ul>



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						<p>in these ways</p> <ul style="list-style-type: none"> <li>• I am confident that I can cope with the changes that growing up will bring</li> <li>• I can start to think about changes I will make next year and know how to go about this</li> </ul>
Year 6	Being me in my world	Celebrating difference	Relationships	Healthy me	Dreams and goals	Changing me
	<p>In this Puzzle, children reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued.</p> <p>Across the six Pieces, children explore what it means to be a global citizen, comparing wants and needs, learning about</p>	<p>In this Puzzle, children explore what "normal" can mean and develop empathy for people who are different. They examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the</p>	<p>In this Puzzle, children explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. They examine love and loss, understanding grief and developing strategies</p>	<p>In this Puzzle, children learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. They develop understanding of different types of drugs and their effects and discuss safer</p>	<p>In this Puzzle, children set ambitious but realistic personal learning goals and identify steps to success, reflecting on motivation, strengths and perseverance. They explore global issues that matter to them and consider how</p>	<p>In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty.</p>



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<p>children's rights, and considering how their choices affect people locally and worldwide.</p> <p>Children then explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour.</p> <p>By the end of the Puzzle, children understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.</p>	<p>importance of equality and respect.</p> <p>Across the six Pieces, children learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely. They explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.</p> <p>At the end of the Puzzle, children's admiration accolades can contribute to the a shared Hall of Fame display that values diversity, empathy and inclusion.</p>	<p>for managing strong emotions.</p> <p>Across the six Pieces, children learn about power and control in relationships, practise assertive responses, and explore how to stay safe online, including judging what is real or fake and resisting pressure.</p> <p>By the end of the Puzzle, children create an Internet Safety presentation, showing how to use technology responsibly while protecting wellbeing, privacy and relationships.</p>	<p>ways to cope with life's challenges.</p> <p>Across the six Pieces, children learn about exploitation and how pressure can affect decisions. Children learn how to seek help and they explore emotional and mental health, recognise signs of stress and practise strategies for managing pressure.</p> <p>By the end of the Puzzle, children create a Healthy Body, Healthy Mind outcome for the Healthy Me Recipe Book Puzzle Outcome, celebrating resilience</p>	<p>these affect people's lives.</p> <p>Across the six Pieces, children work collaboratively to plan fundraising and awareness projects, developing empathy, leadership and teamwork while learning how to make a positive difference in the world.</p> <p>By the end of the Puzzle, children recognise their own and others' achievements in their shared planning for a school event and share this work in , the shared Garden of Dreams and Goals outcome.</p>	<p>Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.</p> <p>This Puzzle includes a non- statutory sex education lesson where develop understanding of reproduction,</p>
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						<p>pregnancy, and birth.</p> <p>By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.</p>
	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
	<ul style="list-style-type: none"> <li>I feel welcome and valued and know how to make others feel the same</li> <li>I understand my own wants and needs and can compare these with children in different communities</li> <li>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li> </ul>	<ul style="list-style-type: none"> <li>I can empathise with people who are different</li> <li>I am aware of my attitude towards people who are different</li> <li>I know how it can feel to be excluded or treated badly by being different in some way</li> <li>I can tell you a range of strategies</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that people can get problems with their mental health and that it is nothing to be ashamed of</li> <li>I can help myself and others when worried about a mental health problem</li> <li>I can recognise when I am feeling those emotions and have strategies to manage them</li> </ul>	<ul style="list-style-type: none"> <li>I am motivated to care for my physical and emotional health</li> <li>I am motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>I can suggest ways that someone who is being exploited can help themselves</li> <li>I can suggest strategies someone</li> </ul>	<ul style="list-style-type: none"> <li>I understand why it is important to stretch the boundaries of my current learning</li> <li>I can set success criteria so that I will know whether I have reached my goal</li> <li>I recognise the emotions I experience when I consider people in the world who are</li> </ul>	<ul style="list-style-type: none"> <li>I know how to develop my own self esteem</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> </ul>



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	<ul style="list-style-type: none"> <li>I can contribute to the group and understand how we can function best as a whole</li> </ul> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>	<p>for managing my feelings in bullying situations and for problem-solving when I'm part of one</p> <ul style="list-style-type: none"> <li>I appreciate people for who they are</li> <li>I can show empathy with people in either situation</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control</li> <li>I can resist pressure to do something online that might hurt myself or others</li> <li>I can take responsibility for my own safety and well-being</li> </ul>	<p>could use to avoid being pressurised</p> <ul style="list-style-type: none"> <li>I know how to help myself feel emotionally healthy and can recognise when I need help with this</li> <li>I use different strategies to manage stress and pressure</li> </ul>	<p>suffering or living in difficult situations</p> <ul style="list-style-type: none"> <li>I can empathise with people who are suffering or who are living in difficult situations</li> <li>I can identify why I am motivated to do this</li> <li>I can give praise and compliments to other people when I recognise their contributions and achievements</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise how I feel when I reflect on the development and birth of a baby</li> <li>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</li> <li>I can express how I feel about my self-image and know how to challenge</li> </ul>
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						<p>negative 'body-talk'</p> <ul style="list-style-type: none"><li>• I know how to prepare myself emotionally for the changes next year</li></ul>
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